Broward County Public Schools

ACADEMIC SOLUTIONS ACADEMY A



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 9

D. Early Warning Systems 10

II. Needs Assessment/Data Review 13

A. ESSA School, District, State Comparison 14

B. ESSA School-Level Data Review 15

C. ESSA Subgroup Data Review 16

D. Accountability Components by Subgroup 17

E. Grade Level Data Review 20

III. Planning for Improvement 21

IV. Positive Learning Environment 45

V. Title I Requirements (optional) 52

VI. ATSI, TSI and CSI Resource Review 60

VII. Budget to Support Areas of Focus 62

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 Academic Solutions Academy (ASA) is to provide students an innovative alternative option of obtaining a high school diploma, be prepared to become self-motivated individuals, and to compete in secondary or postsecondary educational opportunities.

Provide the school's vision statement

To ensure that students from all socioeconomic levels reach their full potential, become lifelong learners, and are prepared to be productive citizens.

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

Andrew Kinlock

akinlock@asacharterschools.org

Position Title

Principal

Job Duties and Responsibilities

Provide expertise and guidance to the educational organization • Develop, review, and enhance curriculum and instructional materials • Ensure curriculum alignment with educational standards • Focus on creating up-to-date, effective, and student-specific curriculum • Offer insights on pedagogical approaches and assessment strategies • Advise on technology integration and teacher professional development • Contribute to improving the overall quality of education • Assist educational organization in designing and implementing effective curriculum plans

Leadership Team Member #2

Employee's Name
Meera Patel

mpatel@asacharterschools.org

Position Title
VP of Business Development and Academic Officer

Job Duties and Responsibilities

Maintaining a focus on improving student learning that permeates all levels of the school
• Maintaining high expectations for student achievement
• Using data to inform decision-making about teaching and learning
• Support a student learning community that includes student involvement
• Builds positive relationships with students and parents
• Fully embraces the mission and philosophy of the School
• Provides leadership and support in the development and implementation of annual School goals and objectives
• Hires, trains and evaluates staff ? Plans and coordinates staff development opportunities for staff
• Communicates and implement School's policies
• Monitors and supervises the overall day-to-day School operations
• Serves as a liaison between district, community agencies, businesses and organizations
• Monitors student data reports and submits in a timely fashion all required reports to the state
• Maintains discipline and the School Code of Conduct in all applicable situations
• Abides by the policies, directives, and guidelines as stated in the employee manual
• Performs additional duties as deemed necessary

Leadership Team Member #3

Employee's Name
Dr. Debra Peterson

dPeterson@asacharterschools.org0

Position Title
Educational Data Analysis

Job Duties and Responsibilities

- Lead data analysis and reporting efforts to drive decision-making aligned with school improvement goals and Cognia accreditation.
- Analyze student progress monitoring data to inform instructional strategies and interventions.

- Write evidence-based narratives for school accountability and compliance documentation.

Collaborate with instructional leaders to align data with curriculum and assessment needs.

2. Stakeholder Involvement

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

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

The development of the 2025–2026 School Improvement Plan (SIP) at Academic Solutions Academy High School (ASAHS) was guided by a collaborative and inclusive process that incorporated diverse perspectives from key stakeholders. These included the school leadership team, instructional staff, support personnel, families, students, and community partners. The process emphasized transparency, responsiveness, and shared accountability to ensure that the final SIP reflects the real needs of our school community.

Step 1: Identifying Key Stakeholders

• **School Leadership Team**: Principal, assistant principal, and department leaders.
• **Instructional and Support Staff**: Classroom teachers, academic interventionists, guidance counselors, and paraprofessionals.
• **Parents and Families**: Guardians, extended family members, and parent representatives.
• **Students**: Especially student leaders and peer mentors.
• **Community and Business Partners**: Local entrepreneurs, nonprofit organizations, and education-focused advocacy groups.

Step 2: Facilitating Stakeholder Engagement

• Conducted scheduled meetings with families and community members to review goals, share updates, and solicit feedback.
• Partnered with local organizations and government agencies to align community resources with student needs.
• Held virtual and in-person forums to ensure broad accessibility for stakeholders to participate and stay informed.

Step 3: Gathering Stakeholder Input

• **Parent and Family Surveys**: Captured input on academic expectations, communication preferences, and support services.
• **Teacher Focus Groups**: Facilitated open discussions on curriculum delivery, student needs, and professional development.
• **Student Feedback**: Collected through student voice panels and peer-led surveys.
• **Community Dialogue Sessions**: Engaged stakeholders in conversations about post-secondary readiness and mentorship opportunities.

Step 4: Analyzing and Synthesizing Feedback

Analysis of stakeholder input revealed recurring themes, such as the importance of improving student engagement, increasing real-world learning opportunities, and strengthening academic and social-emotional supports.

Step 5: Prioritizing Needs and Establishing Goals

The leadership team, using the feedback and academic data, identified two primary areas of focus:

1. Increasing student engagement and participation through enriched extracurricular and career readiness programming.
2. Strengthening community partnerships to support mentorship, internships, and real-world learning connections.

Step 6: Drafting the SIP

A draft SIP was developed to address the identified priorities. For example, action steps included launching additional after-school tutoring and expanding partnerships with local businesses to implement a structured mentorship program.

Step 7: Validating with Stakeholders

The draft plan was shared with all stakeholder groups via virtual presentations and collaborative review sessions. Stakeholders were invited to offer feedback and recommend refinements.

Step 8: Finalizing the SIP

Revisions were made based on stakeholder input, ensuring that the SIP was both data-informed and community-driven. The final version reflected consensus on goals and strategies.

Step 9: Submission and District Approval
The completed SIP was submitted to the Broward County School District in accordance with ESSA requirements and district timelines.

Step 10: Implementation and Monitoring
Implementation began at the start of the academic year. Teams were assigned to oversee specific action items, and timelines were established for each benchmark. Key metrics for student engagement and community involvement were tracked through monthly progress monitoring.

Step 11: Ongoing Communication and Transparency
ASAHS maintained open lines of communication through monthly newsletters, stakeholder meetings, school website updates, and regular progress reports. This fostered shared ownership of the SIP and allowed for mid-year adjustments as needed.

Summary:
The 2025–2026 SIP development process was grounded in inclusive participation, data analysis, and community partnership. The involvement of all stakeholders ensured that the plan reflects the collective priorities of our school and lays the foundation for continuous improvement in student outcomes and school culture.

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)).

For the 2025–2026 school year, Academic Solutions Academy High School (ASAHS) remains committed to ensuring that the School Improvement Plan (SIP) is not only implemented with fidelity but also continuously monitored to drive meaningful academic gains, especially for students facing the most significant achievement gaps. Our monitoring process is grounded in data, feedback, transparency, and adaptability.

Step 1: Establishing the SIP Monitoring Team
A SIP Monitoring Team—composed of administrators, instructional staff, and data specialists—has been designated to oversee implementation. The team meets monthly to review progress and identify necessary supports for schoolwide goals.

Step 2: Comprehensive Data Collection
Student performance is monitored using multiple data sources, including:
• State assessments (e.g., FAST/EOC)
• Benchmark and formative assessments
• Attendance, behavior, and engagement data
• Credit recovery and graduation tracking
This ensures both academic and non-academic indicators are reviewed to understand the full student experience.

Step 3: Ongoing Data Review
Data are analyzed monthly to detect patterns, monitor growth, and assess effectiveness of SIP strategies. The team disaggregates data by subgroup to identify gaps and track progress for our most at-risk learners.

Step 4: Transparent Progress Reporting
Regular progress updates are shared with stakeholders via school newsletters, faculty meetings, parent nights, and the school website. These reports highlight areas of growth and identify where additional intervention may be needed.

Step 5: Stakeholder Feedback Loop
Families, students, staff, and community members are engaged through:
• Surveys and digital feedback forms
• Focus groups with teachers and students
• Town hall-style forums and advisory sessions
This feedback informs decision-making and ensures our SIP reflects real-time needs.

Step 6: Bi-Annual Formal Review
ASAHS conducts formal SIP reviews at midyear and end-of-year checkpoints. During these sessions, the SIP Monitoring Team and School Advisory Council evaluate the effectiveness of each strategy in closing achievement gaps and boosting overall performance.

Step 7: Identifying and Proposing Revisions
If data or feedback indicate that certain actions are underperforming—or if new challenges arise—the leadership team collaboratively recommends revisions. This includes exploring innovative practices, reallocating resources, or intensifying supports for specific groups.

Step 8: SIP Revisions and Plan Adjustment
Adjustments are formally documented and implemented with stakeholder support. All revisions are aligned to identified needs and shared goals for student achievement.

Step 9: Communication of Changes
Any changes to the SIP are clearly communicated to all stakeholders. Families, staff, and community members are informed through email updates, meeting briefings, and updates posted to the school's website.

Step 10: Sustained Monitoring Cycle
The monitoring and revision process is ongoing throughout the school year. By maintaining a consistent cycle of evaluation, reflection, and adaptation, ASAHS ensures that the SIP remains a living document—responsive to data and dedicated to student success.

Summary:
Academic Solutions Academy's SIP monitoring framework reflects a dynamic, data-driven approach to continuous improvement. Through regular review, stakeholder input, and a focus on equity, we ensure that our strategies remain impactful and that every student—especially those facing the greatest academic challenges—has the support needed to succeed.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**ALTERNATIVE EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**13.9%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
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)	**ENGLISH LANGUAGE LEARNERS (ELL)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)*** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL IMPROVEMENT RATING HISTORY	**2024-25: COMMENDABLE** **2023-24: COMMENDABLE** **2022-23:** **2021-22: MAINTAINING** **2020-21:**

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					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
	9	10	11	12	
Students with two or more indicators					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	9	62	59	29	57	55		50	50
Grade 3 ELA Achievement									
ELA Learning Gains	20	59	58	46	59	57			
ELA Lowest 25th Percentile		59	56		57	55			
Math Achievement*	9	55	49	0	47	45		36	38
Math Learning Gains		53	47		50	47			
Math Lowest 25th Percentile		59	49		57	49			
Science Achievement		74	72		66	68		60	64
Social Studies Achievement*		81	75		74	71		66	66
Graduation Rate	8	92	92	15	92	90	13	90	89
Middle School Acceleration									
College and Career Acceleration		71	69	27	62	67		61	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	48	53	52	21	50	49	7	50	45

*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)	CSI
OVERALL FPPI – All Students	19%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	94
Total Components for the FPPI	5
Percent Tested	86%
Graduation Rate	8%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
19%	23%	13%	12%	17%		15%

* 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%
English Language Learners	30%	Yes	5	5
Black/African American Students	3%	Yes	6	6
Hispanic Students	25%	Yes	4	4
Economically Disadvantaged Students	9%	Yes	6	6

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	9%		20%		9%						8%		48%
English Language Learners											12%		48%
Black/African American Students											3%		
Hispanic Students											10%		40%
Economically Disadvantaged Students											9%		

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	29%		46%		0%						15%	27%	21%
Students With Disabilities											42%		
English Language Learners											4%		21%
Black/African American Students											15%		
Hispanic Students											6%		21%
Economically Disadvantaged Students	23%		42%								15%		21%

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											13%		7%
English Language Learners											7%		
Black/African American Students											19%		
Hispanic Students											5%		
Economically Disadvantaged Students											15%		

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	10	6%	61%	-55%	58%	-52%
ELA	9	0%	58%	-58%	56%	-56%
Biology		7%	77%	-70%	71%	-64%
Algebra		22%	61%	-39%	54%	-32%
Geometry		10%	60%	-50%	54%	-44%
History		19%	76%	-57%	71%	-52%

2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		9%	24%	-15%	16%	-7%
Geometry		7%	31%	-24%	23%	-16%
Biology		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		12%	25%	-13%	18%	-6%
Biology		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement during the 2024–2025 school year was Grade 9 Reading Comprehension, specifically in main idea identification and supporting evidence selection. In PM1, student performance in this area showed foundational understanding but lacked precision in identifying key details and supporting claims with text-based evidence. By PM3, 89% of Grade 9 students met or exceeded proficiency, demonstrating clear growth in close reading skills and comprehension of grade-level texts.

New Actions Taken

To support this improvement, the school implemented several key strategies:

- **Daily Bell Ringers with Text Evidence Practice**: Students began each class with short reading passages followed by questions that required citing textual evidence.
- **Tiered Small Group Instruction**: Based on PM1 data, students were grouped for targeted reading strategy intervention, allowing for scaffolded instruction around summarizing, inferencing, and text structure.
- **Use of Text Annotation Protocols**: Students were explicitly taught how to annotate for key ideas, signal words, and author's purpose—this was embedded into all ELA instructional blocks.
- **Weekly Progress Monitoring Using Edgenuity Reports**: Teachers used Edgenuity diagnostic reports to identify gaps and reteach specific standards through mini-lessons.
- **Reading Conferences**: One-on-one check-ins with teachers helped students set goals for comprehension and track their own reading growth.

These collective efforts led to greater student confidence and accuracy in comprehension tasks, especially in literary nonfiction and argumentative texts.

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 lowest performance during the 2024–2025 school year was observed in the Grade 10 Literary Analysis component of the ELA PM3 assessment. Only 67% of students met proficienc**y**, with several students dropping to **Level 2**, signaling regression in key literary standards. Specific weaknesses

included:

- Analyzing theme and character development
- Interpreting figurative and connotative language
- Synthesizing ideas across longer and more complex texts

Contributing Factors to Low Performance

Several factors contributed to the low performance:

- **Vocabulary Gaps**: Students lacked the academic vocabulary needed to interpret deeper literary meanings.
- **Instructional Gaps and Pacing Issues**: Absenteeism and student mobility disrupted exposure to complex literary texts and key reading standards.
- **Low Reading Stamina**: Students struggled with maintaining focus and comprehension over extended passages, particularly in digital formats.
- **Limited Reinforcement of Literary Standards**: Instruction during the second half of the year focused more on test-taking strategies and informational texts, reducing opportunities to revisit and practice literary analysis.

Trends Identified

- Students began the year with moderate proficiency but showed gradual regression in literary analysis due to inconsistent spiral review.
- No students achieved **Level 5** across any PM assessments, highlighting a need for more rigorous instruction that targets the upper levels of depth of knowledge.
- The performance gap between proficient and non-proficient students widened over time, especially for students in the lower quartile.

Greatest Decline

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

Greatest Decline

The data component with the greatest decline from the prior year was **Grade 10 ELA – Literary Analysis**. Compared to the 2023–2024 school year, there was a 26-percentage point decrease in learning gains and a 20-percentage point drop in overall ELA proficiency.

Factors Contributing to the Decline

- **Shift in Instructional Focus**: As the year progressed, instruction emphasized test-taking strategies over deep literary analysis, reducing student engagement with complex texts.
- **Inconsistent Spiral Review**: Literary skills introduced early in the year were not revisited consistently, leading to skill regression and decreased retention.
- **Cognitive and Assessment Fatigue**: By PM3, students exhibited signs of burnout, which impacted performance on higher-order literary tasks.
- **Absenteeism During Core Units**: Key instruction on literary analysis coincided with increased

absenteeism, especially among students in the lowest-performing quartile.

- **Reduction in Socratic and Collaborative Learning**: Classroom observations and teacher reflections indicated fewer opportunities for peer discussion and analysis, which previously supported comprehension growth.

These factors collectively contributed to the most significant decline across all tested components, indicating a need to re-center instruction on core literary standards, spiral review, and differentiated support for absent or mobile students.

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.

Greatest Gap Compared to State Average

The **Grade 10 ELA – Literary Analysis** component also showed the greatest gap when compared to the state average. While the state average for Grade 10 ELA proficiency was approximately 55%, the school scored 20 percentage points below that, with only **35% proficiency** in the Literary Analysis strand based on disaggregated PM3 results.

Factors Contributing to the Gap

- **Subgroup Underperformance**: English Language Learners (ELLs) and Hispanic students underperformed significantly in literary tasks, especially in analyzing theme, citing evidence, and interpreting figurative language.
- **Lack of Alignment to WIDA Standards**: Instruction for ELLs did not fully incorporate the WIDA framework, particularly across the four language domains (listening, speaking, reading, and writing), limiting academic language development.
- **Inconsistent Use of the ESOL Strategies Matrix**: While the Broward ESOL Instructional Strategies Matrix is required, its use was inconsistent across classrooms, especially in planning scaffolds for grade-level texts.
- **Reduced Exposure to Rigorous Texts**: Compared to statewide instructional pacing, students at the school had less consistent access to grade-level literary texts, often relying on intervention-level materials.
- **Instructional Gaps Due to Absenteeism**: Higher-than-average absenteeism, particularly among at-risk students, led to missed instruction during literary units, widening the performance gap.

The data component with the greatest gap compared to the state average is the English Language Arts (ELA) proficiency of the English Language Learners (ELL) subgroup. This gap is particularly evident in their performance on literary analysis skills, vocabulary acquisition, and the use of academic language, as measured by progress monitoring assessments such as FAST PM and WIDA ACCESS.

Factors contributing to this gap include:

- **Language Development Needs:** ELL students require intensive, targeted language development beyond core grade-level instruction. The complexity of academic English, especially in literary analysis, presents ongoing challenges.
- **Academic Language Barriers:** Difficulties with academic vocabulary and language structures hinder comprehension and expression in content areas.
- **Limited Access to Effective Scaffolding:** Without consistent language scaffolds—like visual supports, sentence frames, and interactive modeling—ELL students struggle to fully access grade-level content.
- **Family Engagement Barriers:** Language differences and limited resources for families may reduce support for literacy development at home.

Trends Identified

- Students demonstrated stronger performance in foundational comprehension but faltered in deeper literary analysis, especially in inferencing and theme development.
- The proficiency gap between school and state has widened over the past two years, reflecting a need for restructured curriculum pacing, explicit integration of ESOL strategies, and subgroup-specific intervention.

EWS Areas of Concern

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

N/A

Highest Priorities

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

1. **Improve Grade 10 Literary Analysis Proficiency**
   Focus on increasing proficiency in analyzing theme, character development, and interpreting figurative language through spiral review, rigorous text exposure, and differentiated instruction.
2. **Implement Targeted Support for Hispanic and ELL Subgroups**
   Develop and execute measurable, subgroup-specific goals and strategies that address academic language development using the Broward ESOL Instructional Strategies Matrix and WIDA ACCESS data.
3. **Increase Graduation Rates Across All Subgroups**
   Address the recent decline by strengthening credit recovery, academic counseling, and early warning systems focused on attendance, course completion, and standardized assessment performance.
4. **Enhance Student Attendance and Engagement**
   Develop measurable attendance improvement plans with specific strategies for at-risk

subgroups, including family outreach in native languages and engagement incentives.

5. **Strengthen Tiered Instruction and Intervention Systems**
   Implement consistent progress monitoring, data-driven small group instruction, and extended learning opportunities to address skill gaps in reading comprehension and math proficiency.

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 Math

Area of Focus Description and Rationale

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

Math and Benchmark Alignment (Grades 9–10):

Analysis of 2024 PM3 and Algebra I EOC data revealed that mathematics instruction has not been fully aligned with state benchmarks, particularly in Algebra I. These misalignments contributed to proficiency rates well below the state average. Subgroup analysis highlighted **Hispanic students and English Language Learners (ELLs)** as the groups with the widest gaps. This area of focus was identified because limited exposure to grade-level standards and inconsistent scaffolding has hindered students' conceptual understanding, which in turn impacts performance across all math domains.

Course Failures in Core Subjects (Grades 9–12):

Quarter 3 and Quarter 4 grade reviews from the 2023–24 school year indicated a high percentage of failures in English and Algebra I courses, most prominently among 9th-grade students transitioning to high school expectations. These failures disproportionately affect **Hispanic students and ELLs**, creating barriers to credit accumulation and placing students off track for graduation. This area of focus was selected because course failures directly impact students' long-term academic success and engagement.

Graduation Rate Decline (Grades 11–12):

A review of concordant score data and graduation outcomes from the prior school year revealed a decline in the overall graduation rate. Many students remain dependent on concordant scores (ACT/SAT) to meet state testing requirements. Subgroup performance data indicates that Hispanic and ELL students are underrepresented among those meeting concordant requirements. This gap was identified as a priority because the inability to meet graduation testing standards has long-term consequences for post-secondary opportunities.

Rationale:

These three areas of focus were chosen because:

- They were identified through a comprehensive review of PM3, EOC, course grade, and graduation data from the previous year.

- They represent the largest barriers to student learning and success, especially for Hispanic and ELL subgroups.
- Addressing these gaps will ensure students gain the skills, credits, and assessment scores required for promotion and graduation.

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.

Based on 2024–2025 End-of-Year data from the HMH Growth Measure, only 18.8% of 9th–12th grade students at Academic Solutions Academy High School were performing on or above grade level in Algebra.

For the 2025–2026 school year, the school has set the following measurable objective:

> By the end of the 2025–2026 academic year, the percentage of 9th–12th grade students achieving proficiency (on or above grade level) in Algebra will increase from 18.8% to 50%, as measured by the End-of-Year HMH Growth Measure.

This represents a targeted 31.2 percentage point increase in Algebra proficiency. The outcome will be measured by comparing baseline data (collected in Fall 2025) to end-of-year data (Spring 2026), ensuring that progress is objectively tracked and performance gains are clearly documented for all grade levels.

The school will disaggregate data by grade and subgroup to monitor progress throughout the year and adjust interventions accordingly.

Monitoring

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

To ensure the successful implementation of the Algebra proficiency initiative, Academic Solutions Academy will monitor progress through a comprehensive, data-driven system. This system incorporates frequent assessments, collaborative data reviews, and student-centered feedback loops.

1. Digital Program Monitoring – Math 180

- **Weekly Progress Reports:** Teachers will review weekly and bi-weekly data from the **Math 180** adaptive platform, which provides real-time insights into student progress, skill mastery,

and time-on-task.

- **Student Feedback Sessions:** Monthly student check-ins will be conducted to gather input on their learning experience in Math 180, identify instructional barriers, and increase motivation.
- **Teacher Reflection & Adjustment:** Based on program data and feedback, teachers will adjust groupings, reteach concepts, or modify pacing to better meet individual student needs.

2. Formal Progress Monitoring – HMH Growth Measure

- The **HMH Growth Measure** will be administered **three times per year** (beginning, middle, and end-of-year) to measure growth in algebra proficiency and to determine movement across performance bands (far below, below, approaching, and proficient).
- These benchmark assessments provide a comprehensive view of academic growth and help identify students who are not on track to meet the year-end proficiency goal.

3. Ongoing Formative Assessment

- **Weekly teacher-created assessments** and exit tickets during small group sessions will help identify learning gaps in real time.
- These assessments will guide immediate instructional adjustments and allow teachers to provide targeted interventions aligned to the specific algebra subskills each student is struggling with.

4. Data-Driven Instructional Meetings

- **Bi-weekly data team meetings** will be held with teachers, administrators, and instructional coaches to:
    - Analyze Math 180 and formative assessment data
    - Track student progress toward proficiency
    - Modify instructional strategies and interventions
- Collaborative discussion of student data ensures early identification of students who are not responding to interventions and supports timely instructional decisions.
-

Impact on Student Achievement

Ongoing monitoring ensures that instruction remains responsive and aligned to student needs. By combining data from Math 180, HMH Growth Measures, and formative assessments, the instructional team will be able to:

- Track student movement toward the proficiency goal (from 18.8% to 50%)

- Identify and respond to learning gaps early
- Increase student engagement and confidence in math
- Provide targeted and differentiated support for students who are far below grade level

This continuous cycle of assessment, feedback, and instructional adjustment will lead to improved student outcomes and help close the Algebra proficiency gap by the end of the academic year.

Person responsible for monitoring outcome
Parra Wilson, Mr. Noland

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:
HMH Math 180 is a Tier 2/Tier 3 evidence-based math intervention program specifically designed to support students who are significantly below grade level in mathematics. The program provides differentiated, scaffolded instruction in key mathematical domains including expressions, equations, functions, and data analysis—areas where student achievement has been consistently low, as identified through the HMH Growth Measure and FAST PM3. Math 180 incorporates a blended learning model that combines: Adaptive software for individualized pacing Direct teacher-led instruction in small groups Real-world application and practice Embedded formative assessments that track progress in real time

Rationale:
The selection of Math 180 as a primary intervention is based on multiple indicators and research-based criteria: Data-Driven Justification: 2024–2025 school year data revealed that 37.5% of 9th-grade students were performing far below grade level in Algebra at the beginning of the year. By year's end, fewer than 30% of students had reached proficiency. Traditional whole-group instruction has not effectively addressed the wide range of learning gaps among struggling students. Math 180 directly targets these deficits with structured, targeted instruction and progress-monitoring tools. Focus on Algebra Readiness: Math 180 is designed to address foundational skills necessary for Algebra I success, including understanding linear/non-linear relationships and solving multi-step equations—core areas of weakness identified in schoolwide data. Research and Evidence Base: Math 180 is classified as an evidence-based intervention under ESSA Tier 2, supported by quasi-experimental studies demonstrating statistically significant gains in math achievement for secondary students who participated in the program. Personalized Learning and Engagement: The program's blended design allows students to work at their own pace while receiving direct instruction on their individual skill gaps. The use of technology, real-time feedback, and real-world math applications increases student engagement and confidence.

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
Action Step #1: Diagnostic Assessment & Student Placement

Person Monitoring:
Mr. Noland

By When/Frequency:
At the beginning of the school year (within the first two weeks).

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Responsible Party: Classroom Teachers, with support from the Data Analysis Team. Description of Action: Teachers will administer a baseline diagnostic assessment (such as the HMH Growth Measure or a Math 180 placement test) to all Algebra students. Data from the assessment will be analyzed to identify specific areas of strength and weakness for each student. Based on the data, students will be assigned to Math 180 modules that focus on their individual needs, ensuring personalized learning paths. The Data Analysis Team will compile and review diagnostic data to monitor initial student placement accuracy and identify any outliers needing additional support. Monitoring the Impact: Monitor completion rates of diagnostic assessments to ensure 100% student participation. Review placement data weekly during early Math 180 progress reports to confirm students are correctly positioned. Adjust placements within the first 4 weeks if a student is struggling or excelling beyond initial expectations.

Action Step #2
Action Step #2: Small Group Instruction & Differentiation

Person Monitoring:
Parra wilson

By When/Frequency:
Bi-weekly, ongoing throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Responsible Party: Classroom Teachers & Math Coaches Description of Action: Based on diagnostic and ongoing assessment data, teachers will organize students into flexible small groups focused on targeted Algebraic skills (e.g., expressions, equations, functions). During bi-weekly intervention blocks, students will rotate between Math 180, direct teacher instruction, and independent practice tasks. Instructional content will be scaffolded based on each group's learning level, ensuring that students are both challenged and supported. Math Coaches will co-plan and co-facilitate targeted lessons with teachers and provide coaching on effective small group strategies. Monitoring the Impact: Teachers will document small group focus areas, student attendance, and formative assessment results in weekly instructional logs. Math Coaches and administrators will conduct monthly classroom walk-throughs to observe small-group instruction and provide feedback. Progress will be reviewed bi-weekly in data meetings, with instructional adjustments made based on student response and growth toward Algebra proficiency.

Action Step #3
Action Step #3: Regular Progress Monitoring and Data Review

Person Monitoring:

By When/Frequency:

Mr. Noland and Ms. Wilson Bi-weekly, ongoing throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Responsible Party: Math Instructional Coaches & School Administration Description of Action: Conduct bi-weekly data review meetings with teachers to analyze formative assessment results, Math 180 reports, and student usage data. Monitor HMH Growth Measure benchmark data at BOY, MOY, and EOY to assess growth trends and identify students needing Tier 2 or Tier 3 support. Collaborate with teachers to make data-informed instructional adjustments, including regrouping students for small group instruction or adjusting pacing. Identify students showing limited progress and coordinate with the MTSS team for additional interventions or academic supports. Monitoring the Impact: Maintain meeting agendas, data tracking sheets, and follow-up notes to ensure instructional decisions are aligned with student needs. Track the percentage of students progressing through Math 180 modules and their movement across performance bands (from below to on/above grade level). Compare interim progress to the targeted outcome of increasing Algebra proficiency from 18.8% to 50%, using both software analytics and classroom data.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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

The primary focus for this academic year is to improve student proficiency in benchmark-aligned Algebra instruction, with particular attention to students identified as "Far Below Level" or "Below Level" according to the HMH Growth Measure Math data. Emphasis will be placed on ensuring instruction is tightly aligned to the Florida B.E.S.T. Standards and assessment benchmarks in Algebra I.

Instruction will target core algebraic concepts such as:

- Solving linear and quadratic equations
- Analyzing and interpreting functions
- Applying mathematical reasoning and real-world problem-solving

These skills are foundational for academic advancement in mathematics and critical for post-secondary readiness, especially in STEM-related pathways.

Rationale:

Data from the 2024–2025 school year revealed substantial proficiency gaps in Algebra I. Specifically:

- **47% of students** were identified as performing **Far Below Level**, and
- An additional **26.5% were Below Level**

on the HMH Growth Measure, indicating that over 70% of students are not meeting grade-level expectations.

These deficiencies are especially pronounced among African American and Economically Disadvantaged students—two
subgroups that have consistently underperformed compared to district and state benchmarks. These performance gaps are not only limiting academic growth in mathematics but also contributing to lower performance on statewide standardized assessments (e.g., FAST PM3 and EOC).
Additionally, lack of alignment between instruction and tested standards has been identified through lesson plan audits, teacher observations, and student work reviews. Instructional practices must be refined to reflect benchmark-aligned tasks, clear learning targets, and rigorous formative assessments that mirror what students are expected to know and do on state tests.

Why This Matters:
Algebra serves as a gateway to higher-level math courses such as Geometry, Algebra II, and Pre-Calculus, and is a graduation requirement. More importantly, Algebra builds students' abilities to reason abstractly and quantitatively—skills that are applicable across science, technology, economics, and real-life problem solving.

By addressing this area of focus, Academic Solutions Academy seeks to:

- Ensure equitable access to high-quality, standards-aligned math instruction
- Narrow subgroup performance gaps
- Improve overall proficiency in Algebra
- Positively impact student performance across all content areas that rely on mathematical reasoning

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.

Prior Year Data (2024–2025 HMH Growth Measure - Algebra I):

- **37.5%** of students were classified as **Far Below Level**
- **18.8%** of students were performing **On Level or Above**

These data points highlight a substantial gap in student proficiency in Algebra and underscore the need for improved benchmark-aligned instruction.

2025–2026 Measurable Outcomes (Grades 9–12 Algebra):

- **Reduce** the percentage of students performing **Far Below Level** from **37.5% to 25%** by the **End-of-Year HMH Growth Measure**
- **Increase** the percentage of students performing **On Level or Above** from **18.8% to 30%**

These goals represent measurable, data-based progress toward closing the achievement gap in Algebra. The outcomes will be evaluated using performance data from:

- **HMH Growth Measure Assessments** (administered BOY, MOY, and EOY)
- **Math 180 Progress Reports**
- **Weekly and bi-weekly formative classroom assessments**

Achievement of these targets will indicate not only growth in Algebra proficiency but also improved implementation of benchmark-aligned instruction across grade levels.

Monitoring

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

To ensure that benchmark-aligned instruction in Algebra is implemented with fidelity and produces the desired growth in student achievement, the following monitoring systems will be used:

1. Bi-weekly Progress Reports (Math 180)

- **Responsible:** Classroom Teachers & Math Coaches
- Teachers will review Math 180 analytics every two weeks to track individual student growth through modules aligned with Algebra benchmarks.
- Reports will be used to group students by proficiency levels and adjust instructional pacing, re-teaching where necessary.

2. Weekly Formative Assessments

- **Responsible:** Algebra Teachers
- Weekly standards-based quizzes and in-class assignments will be aligned to B.E.S.T. Algebra benchmarks and used to assess mastery of current content.
- Assessment results will guide immediate instructional adjustments and trigger interventions for students demonstrating persistent misconceptions.

3. Classroom Observations

- **Responsible:** School Leadership Team & Math Instructional Coaches
- Monthly walk-throughs and formal observations will ensure instruction is rigorous, standards-aligned, and engaging.
- Observations will focus on student use of Math 180, teacher facilitation of small groups, and

alignment of instruction to state benchmarks.

Impact on Student Achievement

Ongoing monitoring ensures that instruction remains targeted, adaptive, and responsive to student needs. By using real-time data from Math 180 and classroom assessments:

- **Students receive timely interventions** to address specific gaps in Algebra proficiency.
- **Teachers adjust instruction** to better align with state-tested benchmarks and student learning profiles.
- **School leaders provide focused coaching** to support instructional consistency and effectiveness.

Ultimately, this cycle of continuous progress monitoring will directly support the school's measurable goals: reducing the percentage of students performing Far Below Level and increasing the number performing **On Level or Above** by the end of the school year.

Person responsible for monitoring outcome

Ms. Wilson, and Mr. Noland

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:

Intervention: To address the persistent gaps in Algebra proficiency among students in Grades 9–12, HMH Math 180 will be implemented as the school's primary evidence-based intervention. Program Overview: Math 180 is a research- and evidence-based Tier 2 intervention program, designed specifically for students performing below grade level in mathematics. The program targets essential algebraic concepts such as: Solving linear and quadratic equations Understanding and interpreting functions Analyzing real-world data through mathematical reasoning It provides a blended learning approach, integrating: Interactive digital lessons personalized through adaptive technology Explicit small-group instruction led by teachers using scaffolded materials Real-time feedback and formative assessment within each module Built-in progress monitoring tools to track skill acquisition and fluency ESSA Evidence Tier: Math 180 meets ESSA Tier 2 (Moderate Evidence) requirements, backed by independent studies that demonstrate improved math performance among struggling students in middle and high school settings.

Rationale:

Math 180 was selected as the primary evidence-based intervention due to its strong record of improving math outcomes for middle and high school students performing below grade level—particularly in Algebra. The decision to implement Math 180 is grounded in both school-specific data and national research demonstrating its effectiveness. Why Math 180 Aligns with Our Needs: Data-Driven Justification: A review of 2024–2025 HMH Growth Measure results revealed that 37.5% of students in Grades 9–12 were performing Far Below Level in Algebra, with only 18.8% on or above grade level. This gap is most prominent among African American and Economically Disadvantaged students—subgroups consistently underperforming compared to district and state averages. Targeted

Algebra Support: Math 180 focuses explicitly on algebraic concepts such as solving equations, understanding functions, and applying mathematical reasoning. The program scaffolds instruction to build both foundational skills and higher-order thinking, making it well-suited for students needing structured, personalized support. Differentiation & Equity: The program's adaptive design provides differentiated instruction tailored to each student's skill level. This ensures equitable access to content and aligns with the school's commitment to closing achievement gaps across demographic groups. Real-Time Progress Monitoring: Math 180 includes built-in analytics and real-time performance dashboards, enabling educators to continuously monitor student growth, adjust instruction, and provide timely interventions. Evidence Base: Math 180 meets ESSA Tier 2: Moderate Evidence standards and has been validated through independent studies showing statistically significant gains in math achievement for at-risk learners in urban, Title I, and high-poverty school settings. By addressing both the academic and equity challenges identified in the school's data review, Math 180 represents a strategic and evidence-based approach to improving student achievement in Algebra.

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
Action Step #1 Instructional Practice – Benchmark-Aligned Instruction

Person Monitoring:
Mr Noland

By When/Frequency:
Quarterly (at minimum), with ongoing support embedded in PLCs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will provide structured and ongoing professional development for instructional staff focused on aligning daily instruction to state and national benchmarks (B.E.S.T. standards for Algebra). These sessions will guide teachers in: Unpacking standards to identify learning intentions and success criteria Designing benchmark-aligned lesson plans and assessments Identifying instructional gaps and ensuring rigorous coverage of critical Algebra standards Responsible Person(s): Instructional Coaches Curriculum Specialists School-Based Administrators Monitoring the Impact: Quarterly classroom walkthroughs using a benchmark alignment checklist Lesson plan reviews for alignment to Algebra standards Teacher feedback surveys to assess training effectiveness and identify support needs Student work samples and formative assessment data will also be reviewed to ensure alignment is translating into improved instructional outcomes

Action Step #2
Action Step # 2 Development of Benchmark-Aligned Curriculum Maps

Person Monitoring:
Ms Wilson

By When/Frequency:
By the start of each semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop and implement benchmark-aligned curriculum maps across all core subject areas, with an emphasis on Algebra. These maps will serve as structured guides for pacing and content delivery to

ensure alignment with state benchmarks (B.E.S.T. standards). The curriculum maps will highlight priority standards, essential questions, instructional resources, and formative assessment checkpoints. Responsible Person(s): Curriculum Team Department Chairs Monitoring the Impact: Quarterly curriculum reviews during teacher planning/data meetings Curriculum map audits to ensure alignment with benchmark standards and pacing guides Teacher feedback collected and used to revise maps as needed for instructional effectiveness

Action Step #3
Action Step #3 Data-Driven Instruction

Person Monitoring:
Data-Driven Instruction

By When/Frequency:
Ongoing, every 4–6 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement a structured cycle of data-driven instruction through the use of bi-monthly formative assessments and quarterly benchmark tests. Teachers and data teams will analyze assessment results to: Identify student strengths and skill gaps Reteach specific standards where mastery has not been achieved Develop targeted intervention plans for students performing below proficiency Responsible Person(s): Classroom Teachers Grade-Level/Content Area Data Teams Monitored by Ms. Wilson Monitoring the Impact: Post-assessment data analysis after each benchmark cycle Student grouping adjustments and re-teaching plans documented and reviewed Intervention rosters updated every 4–6 weeks based on performance data Alignment checks to ensure instruction addresses assessed benchmarks

Area of Focus #3

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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.

Academic Solutions Academy has identified a persistent and significant achievement gap among its Black/African American student subgroup, with less than **41% proficiency sustained over the past five academic years.** This ongoing performance disparity highlights the need for intentional, culturally responsive, and data-driven strategies to improve outcomes.

Why This Area of Focus Matters:
Black/African American students at the school are consistently performing at the lowest proficiency levels (Levels 1 and 2), particularly in reading and comprehension. This trend not only impacts graduation rates but also long-term college and career readiness. Without intervention, these students remain at risk for continued academic underperformance.

Key Contributing Factors:

- **Lack of targeted academic interventions** tailored to the literacy and comprehension needs

of African American students.
- **Limited culturally responsive instructional practices** that reflect the lived experiences, identity, and community contexts of the students.
- **Socioeconomic barriers** that disproportionately affect this subgroup, including limited access to academic supports, technology, and enrichment opportunities.
-

Interconnected Subgroups:
- **Students with Disabilities (SWD):** A significant portion of Black/African American students also qualify for ESE services. These students require dual-layered supports to meet both academic and individualized education goals.
- **Economically Disadvantaged Students:** Many students within this subgroup also qualify for free/reduced lunch or live in low-income households. This compounding disadvantage necessitates academic interventions, wraparound services, and equitable access to high-quality instruction.
-

Strategic Response:
This area of focus will center on:
- Embedding **culturally responsive teaching practices** in core instruction
- Providing **targeted literacy interventions** with regular monitoring for growth
- Expanding **student engagement strategies**, including mentoring, family involvement, and peer supports
- Leveraging **disaggregated data** to identify gaps, track subgroup progress, and adapt instruction

By addressing the specific academic and socio-emotional needs of African American students, the school aims to increase reading proficiency and close the subgroup achievement gap over time.

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.

Prior Year Data:

Over the past five years, African American students at Academic Solutions Academy have consistently demonstrated proficiency levels below 41% in core academic subjects, particularly in English Language Arts (ELA) and Mathemati**cs**. Data from the **2023–2024** HMH Growth Measure and state standardized assessments show that fewer than 1 in 5 African American students performed at or above grade level in mathematics, and fewer than 4 in 10 reached proficiency in ELA.

2025–2026 Measurable Outcomes (Grades 9–12):

1. **English Language Arts (ELA):**
   Increase the percentage of African American students performing at on-level or above from below 41% to at least 50% proficiency by the End-of-Year (EOY) assessment, as measured by the HMH Growth Measure and state standardized ELA exams.
2. **Mathematics:**
   Increase the percentage of African American students performing on-level or above in Algebra and other math content areas from the current range of 0–21% to at least 50% proficiency by EOY, as measured by the HMH Growth Measure and state Algebra EOC or other applicable math assessments.

Outcome Objective:
By the end of the 2025–2026 school year, at least 50% of African American students in grades 9–12 will demonstrate on-level or above-level proficiency in both ELA and Mathematics, thereby closing the subgroup performance gap and promoting equitable academic outcomes.

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

To ensure the effectiveness of targeted strategies and interventions aimed at closing the achievement gap for African American students, a multi-tiered monitoring system will be implemented.

Monitoring Methods:

1. **Progress Monitoring Assessments (PM1, PM2, PM3):**
   Student performance will be reviewed after each statewide Progress Monitoring window. Trends in growth will be analyzed to evaluate the effectiveness of instruction and identify students who require immediate support.
2. **Weekly Formative Assessments:**
   Teachers will administer weekly standards-based assessments in ELA and Mathematics to assess comprehension of grade-level content. These assessments will help track progress toward moving students from **Levels 1 and 2 to Level 3 or above**.
3. **Teacher–Student Conferencing:**
   Bi-weekly conferences between teachers and individual African American students will be conducted to:
   - Discuss academic progress
   - Set personal learning goals

- Provide timely feedback and accountability

  These one-on-one sessions are intended to empower students and build stronger teacher-student relationships.

4. **Ongoing Instructional Adjustments:**
   Data collected from assessments and conferences will be used by teachers, instructional coaches, and the leadership team to modify instruction and intervention strategies in real time. Priority will be given to ensuring equitable access to grade-level content and differentiated supports.

Impact on Student Achievement:
This structured monitoring system enables early identification of learning gaps, promotes proactive intervention, and ensures that instruction remains responsive to student needs. The ultimate goal is to support African American students in achieving **at least 50% on-level proficiency** in ELA and Math by the end of the academic year.

Person responsible for monitoring outcome
Mr. Noland

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:

Rationale:

Tier of Evidence-based Intervention:

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

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

Action Step #1
Action Step #1: Implementation of Targeted Interventions

Person Monitoring:
Ms. Wilson

By When/Frequency:
Initiate after PM1; monitor at PM2 and PM3

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

step:
Launch and monitor evidence-based academic interventions for African American students performing below grade level in reading and mathematics. Programs to Implement: Read 180 (for literacy support) Math 180 (for algebraic proficiency) Implementation Plan: Students identified through PM1 data as performing at Level 1 or Level 2 will be placed in small-group or individualized intervention tracks using Math 180 and Read 180. These programs offer adaptive, personalized instruction and continuous progress tracking. Monitoring and Progress Checks: Progress will be reviewed at each benchmark window (PM1, PM2, PM3). Teachers will evaluate intervention effectiveness by comparing pre- and post-assessment data. Adjustments to groupings or instructional focus will be made based on results. Responsible Personnel: Math and ELA Teachers Intervention Specialists Ms. Small (Lead Monitor) Impact Goal: Increase the number of African American students achieving proficiency (Level 3 or higher) in ELA and Mathematics to at least 50% by EOY through early and sustained intervention.

Action Step #2
Action Step #2: Implementation of Culturally Responsive Teaching Practices

Person Monitoring:
Mr Noland

By When/Frequency:
Ongoing throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop and implement culturally responsive teaching (CRT) strategies across all content areas to ensure instruction is inclusive, engaging, and relevant to the lived experiences of African American students. Teachers will be supported through targeted professional development and coaching to integrate CRT into lesson planning, classroom discussions, and instructional materials. Responsible Personnel: Classroom Teachers, Curriculum Coaches Monitoring: Classroom observations and instructional walkthroughs with feedback focused on CRT integration Lesson plan reviews to ensure alignment with culturally relevant practices Student engagement surveys and focus groups to gather input on instructional relevance and impact Monitoring of academic performance data disaggregated by subgroup to assess progress toward increased proficiency

Action Step #3
Action Step #3: Data-Driven Instruction for Targeted Support

Person Monitoring:
Mr. Noland

By When/Frequency:
After each Progress Monitoring (PM) assessment window (PM1, PM2, PM3)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement a data-driven instruction model to identify learning gaps and provide targeted academic support to African American students performing at Level 1 and Level 2. Following each progress monitoring cycle, teachers and data teams will analyze student performance data to inform small group instruction, personalized interventions, and curriculum adjustments. Responsible Personnel: Data Analysts, Classroom Teachers Monitoring: Review of disaggregated PM data after each assessment cycle Documentation of instructional adjustments in lesson plans and intervention logs Bi-weekly progress checks for identified students Collaboration between teachers, interventionists, and administrators to revise instructional strategies

Area of Focus #4

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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.

For the 2024–2025 school year, the primary Area of Focus is English Language Arts (ELA) foundational skills and reading comprehension in Grades 9 and 10. This area was identified as a critical need based on PM3 performance data, which showed that the majority of students in both grade levels were performing below proficiency.

In **Grade 9**, 89% of students scored at Achievement Level 1—the lowest performance level—with no students achieving proficiency (Levels 3–5). In **Grade 10**, while outcomes were marginally stronger, 67% of students remained at Level 1, and only 6% reached proficiency. This data signals an urgent need to address both decoding and higher-order comprehension skills across the high school ELA curriculum.

The deficiency in reading performance directly affects students' ability to access content across subject areas, engage in critical thinking, and meet graduation requirements. The high percentage of students scoring at Level 1 indicates a systemic gap in literacy skills that must be addressed through targeted, multi-tiered supports.

This Area of Focus was prioritized after reviewing longitudinal student data, previous FAST progress monitoring trends, and subgroup analysis—all of which highlighted reading underperformance as a persistent and urgent barrier to academic success and college/career readiness. Improving reading outcomes will have the greatest leverage impact on overall student achievement and high school completion.

Hispanic Subgroup Area of Focus:

The Hispanic subgroup represents a significant portion of the student population, many of whom are native English speakers and do not receive ESOL services. Despite this, data indicates that Hispanic students continue to experience gaps in reading comprehension and literary analysis, impacting their academic achievement. Addressing the unique academic needs of this subgroup is essential to closing achievement gaps and ensuring equitable access to grade-level literacy skills. This focus was identified through disaggregated subgroup data analysis showing that Hispanic students underperform compared to state averages in ELA foundational skills.

English Language Learners (ELL) Subgroup Area of Focus:

The ELL subgroup demonstrates the greatest academic gap in ELA proficiency, especially in literary analysis and academic language use. These students require targeted language development support alongside core content instruction. Data from WIDA Online ACCESS assessments and FAST progress monitoring reveal ongoing challenges across listening, speaking, reading, and writing domains. This subgroup's growth trajectory necessitates focused interventions to support language acquisition and improve ELA proficiency, which is critical for their academic success and graduation readiness.

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.

Based on 2024–2025 PM3 data, the school will focus on increasing the percentage of students performing at or above Achievement Level 3 (proficient) in **Grades 9 and 10** on the FAST ELA assessment.

- In **Grade 9**, **0%** of students scored at Level 3 or higher on PM3 during the 2024–2025 school year.
- In **Grade 10**, **6%** of students scored at Level 3 or higher during the same period.

Measurable Outcome Goal:

By the end of the 2025–2026 school year, the school aims to increase the percentage of students achieving proficiency (Level 3 or above) on FAST ELA PM3 as follows:

- **Grade 9:** Increase from **0%** to at least **15%** scoring at Level 3 or higher.
- **Grade 10:** Increase from **6%** to at least **20%** scoring at Level 3 or higher.

These targets are based on trend data, student growth potential, and the implementation of targeted interventions and supports during the 2025–2026 academic year. Progress toward these outcomes will be monitored through FAST PM1 and PM2 benchmarks, classroom formative assessments, and data chats conducted quarterly.

Monitoring

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

The Area of Focus—improving reading proficiency in Grades 9 and 10—will be monitored through a combination of implementation tracking and impact evaluation to ensure progress toward the stated

measurable outcomes.

Implementation Monitoring:

- **Lesson Plans and Walkthroughs:** School administrators will conduct weekly classroom walkthroughs to ensure instructional strategies align with the ELA Florida B.E.S.T. standards, including a focus on vocabulary development, comprehension, and text-based responses.
- **PLC and Coaching Logs:** Teachers will meet bi-weekly in Professional Learning Communities (PLCs) to review student data, plan targeted instruction, and reflect on progress. Instructional coaches will support lesson planning and model effective reading strategies.
- **Intervention Rosters:** Intervention groups for below-grade-level readers will be updated every four weeks based on classroom performance and formative assessments. Participation will be documented and monitored.

Impact Monitoring:

- **Progress Monitoring Assessments:** Students will complete FAST PM1 and PM2, and their growth toward proficiency will be tracked. In addition, students will engage in bi-weekly formative reading assessments embedded in Edgenuity.
- **Data Chats and Goal Tracking:** Students will engage in individual data chats each quarter to review performance, set goals, and adjust learning plans. These sessions are documented and reviewed by administrators.
- **Quarterly Data Reviews:** School leadership will conduct quarterly reviews of student performance data to assess the effectiveness of instructional interventions and adjust strategies as needed.

Through consistent monitoring of both instructional practices and student outcomes, the school will remain focused on improving reading achievement and closing proficiency gaps in Grades 9 and 10.

Person responsible for monitoring outcome

Noland and Wilson

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:

To address the critical need in reading proficiency in Grades 9 and 10, the school is implementing the following evidence-based interventions aligned with ESSA Tier I and Tier II standards under 20 U.S.C. § 7801(21)(A)(i) and (B): 1. Edgenuity ELA Courseware ESSA Tier: II (Moderate Evidence) Grade Levels: 9 and 10 Description: Edgenuity provides personalized, standards-aligned digital coursework with embedded scaffolds, assessments, and progress monitoring tools. Students complete rigorous, interactive lessons targeting reading comprehension, vocabulary, and analysis aligned to Florida's B.E.S.T. standards. Monitoring: Student progress is tracked weekly through Edgenuity performance dashboards and teacher analytics. Course completion, time-on-task, and assessment scores are reviewed bi-weekly during PLCs and shared during administrative data

reviews. 2. Language Power (National Geographic Learning) ESSA Tier: I (Strong Evidence) Grade Levels: 9 and 10 (targeted for ELLs and Level 1/2 readers) Description: Language Power provides explicit instruction in academic vocabulary, grammar, and language structures, with integrated reading and writing tasks. This resource is used in small-group intervention settings to build foundational literacy skills, especially for English learners and students reading below grade level. Monitoring: Language Power usage is documented in intervention logs, with students assessed monthly on vocabulary acquisition and reading fluency. Teachers collect work samples and use formative assessments to adjust instruction and group placement. 3. Direct Instruction and Data Chats (Tiered MTSS Supports) ESSA Tier: I (Strong Evidence) Grade Levels: 9 and 10 Description: Teachers use direct instruction in reading strategies (e.g., main idea, inference, text structure) with explicit modeling and guided practice. Students engage in quarterly data chats to review FAST progress, set goals, and reflect on academic habits. These actions are embedded in a schoolwide MTSS framework. Monitoring: Administrators review teacher lesson plans and walkthrough feedback weekly. Data chat documentation is collected quarterly and reviewed for fidelity during leadership team meetings. FAST progress monitoring data (PM1, PM2) is used to inform MTSS tier placement and instructional adjustments. Together, these interventions are designed to systematically improve reading proficiency among underperforming high school students. Each intervention is aligned to a research base and includes built-in progress monitoring to ensure effectiveness and accountability.

Rationale:
The selected interventions were chosen based on their alignment to student needs, the Florida B.E.S.T. standards, and their proven effectiveness with struggling secondary readers. FAST PM3 data from the 2024–2025 school year revealed that a significant majority of students in both Grade 9 (89%) and Grade 10 (67%) scored at Achievement Level 1, indicating critical gaps in reading comprehension, academic vocabulary, and foundational literacy. Edgenuity was selected for its ability to deliver differentiated, standards-aligned instruction in a flexible format, allowing for personalized pacing and remediation. Language Power was adopted to specifically target English learners and students with limited vocabulary development using explicit, scaffolded instruction. Direct instruction paired with regular data chats was included to address motivation, metacognitive strategy use, and personal accountability—factors often limiting older students' literacy growth. These evidence-based interventions address both the skill deficits and engagement barriers that have historically contributed to underperformance in reading. Their implementation within a structured MTSS framework ensures ongoing progress monitoring, instructional adjustments, and equitable support for at-risk learners. The rationale for using multiple, targeted interventions is rooted in the diverse learning needs of the student population and the school's commitment to improving proficiency and graduation rates.

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
Targeted Small-Group Literacy Interventions

Person Monitoring:
Noland

By When/Frequency:
Begin August 2025; ongoing throughout the 2025–2026 school year; reviewed and adjusted

every 4 weeks.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action Description: ELA teachers and intervention staff will provide small-group instruction during scheduled intervention periods using Edgenuity and Language Power. Groupings will be determined based on FAST PM3 results, classroom performance, and formative assessment data. Instruction will focus on improving vocabulary, comprehension, and application of reading strategies aligned to B.E.S.T. standards. Monitoring Impact: Student progress will be tracked using Edgenuity analytics, formative assessments, and intervention logs. Administrators will review student growth data bi-weekly and adjust groupings every four weeks. Observation feedback and lesson plans will be reviewed to ensure fidelity of implementation.

Action Step #2
Bi-Weekly Data-Driven PLC Meetings

Person Monitoring:
Noland

By When/Frequency:
Every two weeks, starting August 2025 and continuing through May 2026.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action Description: ELA teachers will meet in Professional Learning Communities every two weeks to analyze student data, plan targeted instruction, and review progress toward ELA proficiency goals. The PLCs will focus on using FAST PM1–PM3 data, Edgenuity progress reports, and teacher-created assessments to make instructional decisions. Monitoring Impact: Meeting agendas, data protocols, and instructional plans will be documented and reviewed by the instructional coach and leadership team. Adjustments to instruction based on data analysis will be tracked and discussed during administrative walkthroughs and follow-up PLCs.

Action Step #3
Quarterly Student Data Chats and Goal Setting

Person Monitoring:
Noland

By When/Frequency:
Once per quarter (October, January, April, June); aligned to FAST progress monitoring and report card periods.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action Description: School leadership and classroom teachers will hold structured student data chats at the end of each quarter. Students will review their progress monitoring scores, identify areas of growth, and set academic goals. These conversations will be documented in student folders and referenced during intervention planning. Monitoring Impact: Documentation of data chats will be collected and reviewed by the MTSS Coordinator and Assistant Principal. Progress toward goals will be checked at each benchmark period (PM1, PM2, PM3) and used to determine instructional next steps. Students will also complete reflection forms that are reviewed for engagement and accuracy.

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.

Strengthening Positive School Culture and Student Engagement Across All Grade Levels (9–12)

Description:

For the 2025–26 school year, Academic Solutions Academy High School will focus on cultivating a positive school culture by increasing student engagement, promoting social-emotional learning (SEL), and implementing culturally responsive practices. This area of focus directly impacts student motivation, attendance, academic achievement, and emotional well-being. The school will implement a multi-tiered approach that includes mentoring programs, advisory sessions, restorative practices, SEL integration, and increased student voice and leadership opportunities.

This focus will apply to all students in grades 9–12 but will specifically support African American students, students with disabilities (SWD), and economically disadvantaged learners—subgroups identified as experiencing the largest academic and behavioral disparities.

Rationale:

Review of 2024–25 data revealed the following concerns:

- **Chronic low proficiency among African American students**, particularly in Algebra and ELA, with less than 41% achieving grade-level expectations.
- **High rates of students performing at Level 1 and Level 2**, especially in Algebra, indicating academic disengagement and limited foundational skills.
- **Disproportionate representation of Black students among those far below grade level**, which often correlates with low levels of school connectedness, student motivation, and access to inclusive, affirming instructional environments.
- **Student feedback and formative assessments** highlighted a need for more personalized support, stronger teacher-student relationships, and culturally relevant content.

By fostering a school culture rooted in respect, equity, and inclusion, the school will enhance both behavioral and academic outcomes. Research confirms that positive school environments improve attendance, reduce discipline referrals, and contribute to increased student achievement—particularly among historically underserved populations.

This area of focus aligns with the school's mission to prepare students for post-secondary success by addressing both academic and socio-emotional barriers to learning.

Strategies to Improve Attendance and Retention

Analysis of prior-year data shows that attendance rates for Hispanic students and ELL students are below schoolwide averages, contributing to achievement gaps. Chronic absenteeism also correlates

with higher course failure rates and lower graduation rates.

To address this, the school will implement a multi-tiered attendance improvement plan:

- **Early Identification and Intervention:**
  Daily attendance monitoring with an early-warning system to flag students who miss 5 or more days in a quarter. Counselors and attendance liaisons will follow up immediately.
- **Family Engagement and Communication:**
  - **Hispanic Subgroup:** All attendance-related communications (letters, phone calls, text messages) will be provided in **Spanish** to ensure families receive and understand the importance of consistent attendance.
  - **ELL Subgroup:** All attendance notifications for ELL students' families will be translated into their **native languages** using district translation services. Bilingual staff will conduct phone calls and hold conferences when possible.
- **Mentoring and Support:**
  Attendance mentors will be assigned to chronically absent students, including Hispanic and ELL students, to build relationships, problem-solve barriers, and encourage re-engagement.
- **Attendance Incentives:**
  Positive incentives (recognition events, certificates) will be offered for students who meet individualized attendance goals.

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.

Prior Year Data:

- In 2024–25, fewer than **41%** of African American students demonstrated grade-level proficiency in core subjects.
- Algebra proficiency for all students remained **below 30%**, with **47%** of students in the "Far Below Level" category by the End-of-Year (EOY) HMH Growth Measure.
- Internal student surveys and informal feedback indicated low student engagement and limited connection to the school environment.
- Attendance data and behavioral referrals showed signs of disengagement among specific subgroups.

2025–26 Objective Outcomes:

1. Increase student engagement as measured by student perception surveys:
   - Improve the percentage of students reporting a sense of belonging and positive relationships with teachers from baseline (to be determined by the 2025 Beginning-of-Year student climate survey) by at least **15%** by the End-of-Year survey.

2. Reduce the number of students in the "Far Below Level" category on the HMH Growth Measure for Algebra from 47% to 30% by June 2026, with a focus on African American and economically disadvantaged students.
3. Decrease chronic absenteeism (students missing 10% or more of instructional days) by 20% compared to 2024–25 data.
4. Reduce the number of behavioral incidents and referrals related to defiance/disengagement by **25%** through the implementation of restorative practices and culturally responsive classroom strategies.

These measurable outcomes are designed to reflect the relationship between a positive school environment and improvements in academic achievement, attendance, and student behavior.

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.

To ensure the desired outcomes related to school culture and student engagement are achieved, Academic Solutions Academy will implement a comprehensive monitoring process throughout the 2025–26 school year. Monitoring efforts will focus on both qualitative and quantitative indicators that reflect improvements in student behavior, academic outcomes, and perceptions of school climate.

1. Student Climate & Engagement Surveys

- **Frequency**: Beginning-of-Year (BOY), Mid-Year, and End-of-Year (EOY)
- **Purpose**: Gauge students' sense of belonging, engagement, and perceptions of adult-student relationships.
- **Impact**: Trends in survey responses will be analyzed to adjust school climate initiatives, such as advisory sessions, mentoring, and classroom management strategies.

2. Attendance Tracking and Analysis

- **Frequency**: Weekly review by the attendance team.
- **Purpose**: Monitor chronic absenteeism and identify students showing early warning signs of disengagement.
- **Impact**: Early interventions (check-ins, parent outreach, attendance contracts) will help improve attendance and, in turn, academic participation.

3. Behavior and Discipline Data

- **Frequency**: Monthly data reviews by leadership and MTSS teams.
- **Purpose**: Monitor reductions in behavioral incidents, especially among African American students and students with disabilities.
- **Impact**: Track whether restorative practices and culturally responsive classroom strategies are reducing exclusionary discipline and fostering better classroom environments.

4. Academic Progress Data

- **Frequency**: Bi-weekly checks using formative assessments and quarterly review of HMH

Growth Measure and FAST data.

- **Purpose**: Monitor whether improvements in student culture correlate with gains in academic achievement, especially for historically underperforming subgroups.
- **Impact**: Allow instructional leaders to assess the effectiveness of supports like SEL integration and small group academic interventions.

5. Staff Feedback and Walkthrough Data

- **Frequency**: Monthly surveys and weekly classroom walkthroughs.
- **Purpose**: Gauge how well staff are implementing SEL strategies, culturally responsive teaching, and building positive classroom climates.
- **Impact**: Direct feedback will inform coaching, professional development, and additional supports to teachers.

Ongoing Monitoring Impact on Student Achievement:

Ongoing monitoring ensures that student disengagement is addressed in real time. A positive culture improves classroom management, increases attendance, and enhances student-teacher relationships—all of which are essential conditions for learning. By maintaining consistent checks on engagement, attendance, and behavior data, Academic Solutions Academy can respond early, support at-risk students more effectively, and build the conditions necessary for sustained academic growth and improved outcomes.

Person responsible for monitoring outcome

Mr. Noland

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:

Intervention #1: Social Emotional Learning (SEL) Curriculum Implementation Description: The school will implement a research-backed SEL program, such as Second Step or CASEL-aligned SEL lessons, focusing on developing students' social-emotional skills like self-awareness, relationship building, and responsible decision-making. These lessons will be integrated weekly into classroom instruction to foster a safe and supportive learning environment.

Rationale:

Extensive research demonstrates that SEL programs contribute to better student behavior, higher academic achievement, and improved school climate by promoting emotional regulation and interpersonal skills (Durlak et al., 2011). SEL also helps reduce disciplinary incidents and increases student engagement, which is crucial for academic success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:
Intervention #2: Restorative Practices Description: Restorative justice strategies, including restorative circles and conflict resolution sessions, will be introduced to address student behavioral issues and build a sense of community. These practices encourage dialogue, accountability, and relationship repair between students and staff.

Rationale:
Restorative practices have been proven to decrease suspension rates and improve student-teacher relationships by focusing on repairing harm rather than punitive discipline (Gregory et al., 2016). This approach supports a positive school culture by fostering empathy and accountability, essential for reducing repeat offenses.

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

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

Description of Intervention #3:
Intervention #3: Culturally Responsive Teaching (CRT) Professional Development Description: Ongoing professional development will be provided to teachers on culturally responsive teaching methods, helping educators create inclusive lessons that reflect and affirm students' diverse cultural backgrounds and experiences.

Rationale:
Culturally responsive teaching is linked to higher academic achievement and student engagement, particularly for marginalized groups (Ladson-Billings, 1995). It builds trust and relevance in the classroom, supporting a positive culture where all students feel valued and motivated to succeed.

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
Action Step #1: Implement SEL Curriculum and Activities

Person Monitoring:
Mr, Noland

By When/Frequency:
Begin at the start of the school year and continue weekly throughout the year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Integrate weekly social-emotional learning lessons and activities to promote student self-awareness, relationship skills, and emotional regulation.

Action Step #2
Action Step #2: Staff Training on Restorative Practices

Person Monitoring:
Mr. Noland

By When/Frequency:
Initial training in first quarter, followed by ongoing

support and refresher sessions.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide professional development for all staff on restorative justice principles and techniques to improve student behavior and relationships.

Action Step #3
Action Step #3: Promote Inclusive and Culturally Responsive Practices

Person Monitoring:
Mr. Noland

By When/Frequency:
Quarterly sessions with ongoing classroom support.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Deliver quarterly professional development and coaching focused on culturally responsive teaching to foster an inclusive and supportive school climate.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

In addition to the academic strategies outlined in the Schoolwide Program Plan, the school recognizes the critical importance of addressing students' non-academic needs to support their holistic development. To ensure the well-being of our students and enhance their skills beyond academic subjects, we provide a comprehensive range of student support services, including:

Counseling Services:
Licensed school counselors offer emotional and social support, assisting students with personal and interpersonal issues, stress management, and mental health concerns. Counseling also includes college and career guidance to help students plan their futures.

School-Based Mental Health Services:
The school partners with local mental health professionals to provide on-site support, including individual and group therapy, crisis intervention, and psycho-educational programs that promote mental health awareness and resilience.

Specialized Support Services:
Tailored interventions address the unique needs of students with disabilities, English language learners, and those at risk of academic or behavioral challenges. Services include Individualized Education Programs (IEPs), ESL support, and other targeted assistance.

Mentoring Services:
A mentoring program connects students with caring adults from the community who offer guidance, encouragement, and support in building life skills, developing positive character traits, and setting meaningful goals.

Conflict Resolution and Peer Mediation:
Students are taught conflict management and peer mediation skills, empowering them to resolve disputes peacefully and strengthen their social-emotional intelligence.

College and Career Readiness Workshops:
Workshops and seminars prepare students for post-secondary education and careers, covering college applications, financial aid, resume writing, and interview techniques.

Community Resource Coordination:
The school acts as a liaison to community resources, connecting families to vital supports such as food assistance, housing aid, healthcare, and more, through partnerships with local agencies.

Character Education:
Programs promoting respect, responsibility, empathy, and integrity are embedded in the school culture to foster essential life skills beyond academics.

Restorative Practices:
The school implements restorative approaches to address behavioral issues and conflicts, focusing on repairing harm, fostering empathy, and building positive relationships within the school community.

Parent and Family Engagement:
The school actively involves parents and families through workshops, meetings, and resources aimed at supporting students' social-emotional and personal development.

By providing these comprehensive support services, the school is committed to fostering a nurturing environment that promotes students' social-emotional competencies, life skills, and overall well-being. This holistic approach ensures students are equipped for success not only academically but also personally and socially.

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)).

Our school is committed to preparing students for successful transitions to postsecondary education and the workforce. We provide a well-rounded educational experience that not only emphasizes academic achievement but also equips students with the skills, knowledge, and awareness necessary to make informed decisions about their futures. Key components of our approach include:
Career and Technical Education (CTE) Programs:
We offer a diverse range of CTE courses in fields such as healthcare, technology, construction, and more. These programs provide students with hands-on learning and industry-specific skills that

enhance their competitiveness in the job market.

Career Exploration and Guidance:

Students receive comprehensive career counseling, including career interest assessments, resume writing, interview preparation, and access to internship opportunities to help them identify strengths and set realistic career goals.

Guest Speakers and Industry Connections:

We regularly host professionals from various industries to share insights and experiences, giving students real-world perspectives and opportunities to build professional networks.

College and Career Fairs:

Our school organizes events where students engage with representatives from colleges, universities, and businesses, exposing them to a broad spectrum of postsecondary and career pathways.

College Application Support:

We provide guidance throughout the college application process, including assistance with application completion, essay writing, and preparation for college entrance exams.

Workforce Development Partnerships:

Collaborations with local businesses and workforce organizations create opportunities for internships, job shadowing, and apprenticeships, giving students valuable practical experience.

Parent and Family Engagement:

We actively involve families in postsecondary planning through workshops and resources designed to empower parents to support their child’s educational and career goals.

Comprehensive Graduation Plans:

Individualized graduation plans are developed for each student to align coursework, extracurricular activities, and other experiences with their postsecondary aspirations.

By implementing these strategies, our school broadens student access to coursework that can earn postsecondary credits while still in high school and ensures that students are well-prepared for their next steps in education and the workforce.

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)).

Our school implements a comprehensive schoolwide tiered model to prevent and address problem behavior, coordinated closely with services under the Individuals with Disabilities Education Act (IDEA) to provide a seamless and supportive approach to all students' behavioral and educational needs.

Tiered Model for Behavior:

- **Universal Supports (Tier 1):**

All students receive proactive, school-wide positive behavior interventions and supports (PBIS). This includes clearly defined behavior expectations, consistent reinforcement of positive behaviors, and integration of social-emotional learning (SEL) programs into daily instruction.

- **Targeted Supports (Tier 2):**
  Students demonstrating specific behavioral challenges receive targeted interventions, such as small-group social skills training, counseling, or mentoring programs designed to build resilience and address behavioral concerns.
- **Intensive Supports (Tier 3):**
  A small group of students with persistent or severe behavioral challenges are provided intensive individualized supports. These include personalized behavior intervention plans, one-on-one counseling, or referrals to specialized services as needed.

Early Intervening Services (EIS):

- **Identification and Assessment:**
  Students exhibiting behavioral concerns or academic risk are identified early for intervention.
- **Evidence-Based Interventions:**
  Interventions are tailored to individual student needs and may include behavior management programs, social skills training, and academic supports.
- **Data-Driven Decision-Making:**
  The effectiveness of interventions is continuously monitored through ongoing data collection and analysis, allowing timely adjustments to supports.

Coordination with IDEA Services:

Our school works collaboratively with IDEA programs to ensure that students with disabilities receive appropriate behavioral and educational supports aligned with their Individualized Education Plans (IEPs).

Parent and Family Involvement:

Parents and families are essential partners in developing, implementing, and monitoring behavior intervention plans, fostering a consistent support system for students.

Professional Development:

Staff receive ongoing training in behavior management, early intervention strategies, and the integration of social-emotional learning to effectively implement the tiered model and early intervening services.

By employing this tiered framework and early intervention services, our school proactively supports students' behavioral and educational needs, fostering a positive, inclusive, and supportive learning environment in alignment with IDEA and ESSA requirements.

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)).

Our school is committed to the continuous improvement of instruction, effective use of academic assessment data, and the recruitment and retention of highly effective teachers, especially in high-need subject areas. To support these goals, we implement a variety of professional learning activities and initiatives for teachers, paraprofessionals, and other school personnel:

Instructional Improvement:

- **Professional Development Workshops:** Regular workshops are offered to enhance teaching strategies, curriculum development, and classroom management. These sessions align with current research and address the evolving needs of educators.
- **Peer Observation and Feedback:** Teachers participate in peer observations to share best practices, receive constructive feedback, and foster a culture of collaboration and continuous growth.
- **Curriculum Alignment:** Faculty collaborate in aligning instructional materials with state standards to ensure effective classroom instruction that supports student achievement.
- **Differentiated Instruction Training:** Educators receive training to tailor instruction to diverse learning styles and needs, improving student engagement and success.

Data Usage and Assessment:

- **Data Analysis Workshops:** Staff are trained in interpreting academic assessment data to identify trends and make data-informed instructional decisions.
- **Formative Assessment Practices:** Teachers employ ongoing assessments to monitor student progress and adjust instruction responsively.
- **Data Teams:** Collaborative data teams analyze student performance and develop action plans aimed at improving instruction and student outcomes.
- **Technology Integration:** Training is provided on educational technology and data management tools that facilitate efficient access to and use of student data.

Teacher Recruitment and Retention:

- **Proactive Recruitment:** The school actively recruits candidates through partnerships with universities, attendance at job fairs, and engagement with educational organizations.
- **Mentorship Programs:** New teachers are supported through mentorship by experienced educators, promoting professional growth and retention.
- **Professional Growth Opportunities:** Teachers have access to advanced degree programs, certifications, and leadership development to foster career advancement.
- **Support for High-Need Subjects:** Incentives and specialized professional development are offered to attract and retain teachers in critical areas such as science, math, and special education.
- **Recognition and Incentives:** The school acknowledges teacher contributions through awards and incentives to encourage retention and celebrate excellence.

Through these efforts, our school aims to enhance instructional quality, foster effective use of data, and build a strong, stable teaching workforce, thereby aligning with the Every Student Succeeds Act's mission to provide all students with a high-quality education.

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)).

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Process to Review the Use of Resources

The school engages in a collaborative, data-driven process with the district to review and evaluate the use of resources to meet the identified needs of students, particularly those in low-performing subgroups. The following steps guide this process:

1. **Data Analysis and Needs Assessment:**
   The leadership team conducts an in-depth review of multiple data sources, including FAST PM assessments, WIDA ACCESS scores, EOC performance, and attendance trends. This helps identify academic and behavioral gaps, especially among subgroups such as English Language Learners (ELLs), Hispanic students, and students with disabilities.
2. **Evidence-Based Program Verification:**
   All instructional and behavioral programs, interventions, and materials must be verified as **evidence-based** in accordance with the **Every Student Succeeds Act (ESSA) tiers of evidence**. Program approval is contingent upon validation through the **Florida Department of Education's State-Identified Evidence-Based Practices** and/or the **What Works Clearinghouse**. The leadership team documents and retains verification evidence as part of compliance and implementation review.
3. **Resource Prioritization and Budget Review:**
   The team aligns budget allocations—including Title I, IDEA, and local funds—with the School Improvement Plan (SIP) goals. Programs are prioritized based on student needs, cost-effectiveness, and the strength of supporting evidence.
4. **Equity and Inclusivity Review:**
   The leadership team ensures all resource decisions promote equity and target underserved subgroups. This includes multilingual communication tools, culturally responsive materials, and services for students needing academic or emotional support.
5. **Stakeholder Input and Transparency:**
   Feedback from teachers, families (including ELL and Hispanic families in their home language), and students is incorporated into resource decisions. The school maintains transparency through reporting and documentation of how funds are used to support student learning.
6. **Monitoring and Evaluation:**

Program effectiveness is reviewed at least annually using disaggregated student data and teacher input. Programs that fail to demonstrate academic gains or subgroup improvement are modified or replaced.

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).

To directly address identified needs for the 2024–2025 school year, the school will implement the following evidence-based academic and behavioral supports:

- **Language Power (HMH) and Read 180/System 44:**
  Selected to support ELL and low-level readers. Evidence Tier: Level 2–3 per What Works Clearinghouse. Aligned to PM3 and WIDA data showing deficiencies in vocabulary and reading comprehension.
- **Edgenuity for Credit Recovery:**
  Continued use is supported by longitudinal graduation rate data. Tier 3 evidence supports its impact on credit accrual and core course completion.
- **Attendance Intervention Toolkit:**
  A research-based set of strategies from the FDOE and Attendance Works (Tier 1–2 evidence) will be implemented to target subgroups with chronic absenteeism (e.g., Hispanic and ELL students), who showed below-target attendance in the prior year.

Timeline & Evaluation:

Implementation begins at the start of the academic year, with quarterly reviews aligned to the school's MTSS process. Midyear progress reviews will determine whether adjustments are necessary, ensuring continuous improvement.

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

Broward County Public Schools

ACADEMIC SOLUTIONS HIGH SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 8

D. Early Warning Systems 9

II. Needs Assessment/Data Review 12

A. ESSA School, District, State Comparison 13

B. ESSA School-Level Data Review 14

C. ESSA Subgroup Data Review 15

D. Accountability Components by Subgroup 16

E. Grade Level Data Review 19

III. Planning for Improvement 20

IV. Positive Learning Environment 38

V. Title I Requirements (optional) 41

VI. ATSI, TSI and CSI Resource Review 49

VII. Budget to Support Areas of Focus 53

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 Academic Solutions Academy (ASA) is to provide students an innovative alternative option of obtaining a high school diploma, be prepared to become self-motivated individuals, and to compete in secondary or postsecondary educational opportunities.

Provide the school's vision statement

To ensure that students from all socioeconomic levels reach their full potential, become lifelong learners, and are prepared to be productive citizens.

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

Andrew Kinlock

akinlock@asacharterschools.org

Position Title

Principal

Job Duties and Responsibilities

Provide expertise and guidance to the educational organization • Develop, review, and enhance curriculum and instructional materials • Ensure curriculum alignment with educational standards • Focus on creating up-to-date, effective, and student-specific curriculum • Offer insights on pedagogical approaches and assessment strategies • Advise on technology integration and teacher professional development • Contribute to improving the overall quality of education • Assist educational organization in designing and implementing effective curriculum plans

Leadership Team Member #2

Employee's Name
Meera Patel

mpatel@asacharterschools.org

Position Title
VP of Business Development and Academic Officer

Job Duties and Responsibilities

Maintaining a focus on improving student learning that permeates all levels of the school ? Maintaining high expectations for student achievement ? Using data to inform decision-making about teaching and learning ? Support a student learning community that includes student involvement ? Builds positive relationships with students and parents ? Fully embraces the mission and philosophy of the School ? Provides leadership and support in the development and implementation of annual School goals and objectives ? Hires, trains and evaluates staff ? Plans and coordinates staff development opportunities for staff ? Communicates and implement School's policies ? Monitors and supervises the overall day-to-day School operations ? Serves as a liaison between district, community agencies, businesses and organizations ? Monitors student data reports and submits in a timely fashion all required reports to the state ? Maintains discipline and the School Code of Conduct in all applicable situations ? Abides by the policies, directives, and guidelines as stated in the employee manual ? Performs additional duties as deemed necessary

Leadership Team Member #3

Employee's Name
Dr. Debra Peterson

dPeterson@asacharterschools.org

Position Title
Educational Data Analysis

Job Duties and Responsibilities

Supports school improvement by collecting, analyzing, and interpreting student achievement data to inform instructional decisions and strategic planning. Assists in developing data-driven goals, monitors subgroup performance, and evaluates the effectiveness of instructional programs and interventions. Prepares the School Improvement Plan (SIP) and ensures alignment with district and state accountability measures. Collaborates with school leadership to ensure that data is used to guide decision-making, support compliance, and promote equitable student outcomes.

Leadership Team Member #4

Employee's Name
Shakiera Hutchinson Rivera

shutchinson@asacharterschools.org>

Position Title
Administration

Job Duties and Responsibilities

Develop, review, and enhance curriculum and instructional materials • Ensure curriculum alignment with educational standards • Focus on creating up-to-date, effective, and student-specific curriculum • Offer insights on pedagogical approaches and assessment strategies • Advise on technology integration and teacher professional development • Contribute to improving the overall quality of education • Assist educational organization in designing and implementing effective curriculum plans • Oversee Behavior and BTA • Manage and over the ESE Department

2. Stakeholder Involvement

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

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

The development of the 2025–2026 School Improvement Plan (SIP) at Academic Solutions Academy High School followed a collaborative, multi-step process that engaged all key stakeholder groups and incorporated their input into the final plan.

Step 1: Identifying Key Stakeholders

- **School Leadership Team**: Included the principal, assistant principal, academic coaches, and department leads.
- **Teachers and Staff**: Participation from all instructional staff, counselors, paraprofessionals, and support staff.
- **Parents and Families**: Engaged through parent advisory councils, surveys, and community outreach.
- **Students**: Student government representatives and peer advocates gathered input from classmates through group forums and feedback tools.
- **Community Leaders**: Local business owners, nonprofit partners, and civic leaders with a

vested interest in youth development.

Step 2: Hosting Stakeholder Engagement Opportunities

- A series of stakeholder engagement meetings were held both virtually and in person.
- Stakeholders were engaged primarily through email communications and updates posted on the school website. The school maintains an open-door policy, welcoming families and community members to visit and discuss concerns in person as needed.

Step 3: Collecting and Analyzing Input

- Digital and paper-based surveys were distributed to families, teachers, and students.
- Focus groups with teachers revealed key instructional challenges and areas for growth.
- Students highlighted needs around mental wellness, extracurricular engagement, and equity.
- Common themes emerged: a desire for stronger parent-school communication, more culturally responsive teaching practices, and increased career-readiness opportunities.

Step 4: Collaborative Needs Assessment

- The leadership team worked with data analysts to align stakeholder input with academic and behavioral data from the 2024–2025 school year.
- Focus was placed on improving student connectedness, reducing chronic absenteeism, and closing subgroup achievement gaps — especially for African American and ESE students.

Step 5: Drafting the SIP with Stakeholder Input

- The leadership team developed a draft SIP based on prioritized feedback.
- Proposed action steps included:
    - Expansion of extracurricular programming.
    - Professional development in trauma-informed and culturally relevant practices.
    - Enhanced progress monitoring tools and parent communication systems.

Step 6: Review and Validation

- The draft SIP was shared with stakeholders during public meetings and virtual town halls conducted in English. Translation services were made available upon request to ensure accessibility for all families.
- Stakeholders provided input that led to refinements in key areas such as school climate strategies and the integration of mental health services.

Step 7: Finalization and Submission

- Final adjustments were made based on feedback, ensuring the SIP reflected a shared vision.
- The completed SIP was submitted to the district and aligned with ESSA and state accountability guidelines.

Step 8: Implementation and Ongoing Monitoring

- Implementation of the SIP began in August 2025, with key milestones mapped for each quarter.
- **Monthly updates** will be shared with families and staff via newsletters and website announcements.

- **Mid-year reviews** will allow for real-time adjustments to ensure the plan remains responsive.

Step 9: Ongoing Communication and Transparency

- Regular updates are shared through:
  - Parent newsletters.
  - School-wide messaging through the FOCUS platform.
  - Quarterly family engagement sessions.
  - Updates posted to the school's website at https://www.asacharterschools.org.

In summary, the 2025–2026 SIP development process reflects a deepened commitment to shared decision-making and continuous improvement. Stakeholder involvement was not only welcomed but essential in designing a plan that is inclusive, equitable, and focused on the real needs of students and families.

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)).

1. **Data Collection and Analysis:**
   Academic Solutions Academy will maintain a Data Analysis Team composed of teachers, administrators, and data specialists. This team will gather comprehensive student performance data including standardized test scores, formative assessments, and attendance.
2. **Ongoing Data Review:**
   Monthly reviews of the collected data will be conducted to identify trends, with special focus on students from demographic groups experiencing achievement gaps.
3. **Progress Reporting:**
   Regular progress reports will be shared with teachers, parents, and the School Leadership Team, highlighting successes and areas needing improvement.
4. **Stakeholder Feedback:**
   Teachers, parents, and students will be invited to provide feedback on the SIP's implementation and impact through surveys, focus groups, and open-door discussions.
5. **Data-Driven Decision Making:**
   The School Leadership Team will analyze data and feedback to assess the effectiveness of SIP strategies and make adjustments when necessary.
6. **Bi-Annual Formal Reviews:**
   Formal reviews of the SIP will take place twice yearly with involvement from all stakeholders to evaluate progress toward closing achievement gaps.

7. **Identification of Needed Revisions:**
   Based on review findings, necessary changes—such as modifying strategies or reallocating resources—will be collaboratively identified.
8. **Plan Revision and Communication:**
   Revisions will be implemented promptly, and all stakeholders will be informed transparently about changes to maintain trust and engagement.
9. **Continuous Monitoring Cycle:**
   This ongoing cycle of data collection, analysis, feedback, and revision ensures the SIP remains responsive and effective in improving student achievement, especially for those with the greatest needs.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**ALTERNATIVE EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**8.4%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
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)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)*** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL IMPROVEMENT RATING HISTORY	**2024-25: COMMENDABLE** **2023-24: COMMENDABLE** **2022-23:** **2021-22: MAINTAINING** **2020-21:**

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					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
	9	10	11	12	
Students with two or more indicators					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*		62	59		57	55	8	50	50
Grade 3 ELA Achievement									
ELA Learning Gains		59	58		59	57			
ELA Lowest 25th Percentile		59	56		57	55			
Math Achievement*		55	49		47	45		36	38
Math Learning Gains		53	47		50	47			
Math Lowest 25th Percentile		59	49		57	49			
Science Achievement		74	72		66	68		60	64
Social Studies Achievement*		81	75		74	71		66	66
Graduation Rate	14	92	92	18	92	90	14	90	89
Middle School Acceleration									
College and Career Acceleration	18	71	69	21	62	67		61	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	41	53	52	35	50	49	23	50	45

*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)	CSI
OVERALL FPPI – All Students	24%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the FPPI	73
Total Components for the FPPI	3
Percent Tested	
Graduation Rate	14%

ESSA OVERALL FPPI HISTORY						
2024-25	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***	**2018-19**
24%	25%	16%	11%	16%		22%

* 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	18%	Yes	1	1
English Language Learners	25%	Yes	3	3
Black/African American Students	27%	Yes	6	6
Hispanic Students	30%	Yes	4	4
Economically Disadvantaged Students	13%	Yes	6	6

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											14%	18%	41%
Students With Disabilities											18%		
English Language Learners											8%		41%
Black/African American Students											9%		44%
Hispanic Students											22%		38%
Economically Disadvantaged Students											13%		

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											18%	21%	35%
English Language Learners											8%		35%
Black/African American Students											21%		
Hispanic Students											10%		36%
Economically Disadvantaged Students											14%		38%

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	8%										14%		23%
Students With Disabilities											30%		
English Language Learners											18%		27%
Black/African American Students											11%		
Hispanic Students											10%		33%
Economically Disadvantaged Students	9%										12%		27%

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	10	8%	61%	-53%	58%	-50%
Biology		13%	77%	-64%	71%	-58%
Algebra		13%	61%	-48%	54%	-41%
Geometry		0%	60%	-60%	54%	-54%
History		3%	76%	-73%	71%	-68%
ELA	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		0%	50%	-50%	41%	-41%
Algebra		37%	24%	13%	16%	21%
Geometry		15%	31%	-16%	23%	-8%
History		5%	59%	-54%	48%	-43%

2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		12%	25%	-13%	18%	-6%
Biology		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement from PM1 to PM3 was **ELA proficiency in Grade 9**, with 26% of students scoring at or above Level 3 by PM3—up from a significantly lower percentage at PM1. This growth represents a promising upward trend in literacy achievement among our freshman cohort.

Contributing Actions to This Improvement:

1. **Intensive, Small-Group Reading Interventions:**
   Targeted reading instruction was implemented during intervention blocks, particularly for students scoring at Level 1 and 2. Instruction emphasized vocabulary development, comprehension strategies, and genre analysis.
2. **Data Chats and Individual Goal Setting:**
   Teachers held individual conferences with students to discuss their progress, set attainable goals, and monitor growth. This strategy increased student ownership and engagement in their academic journey.
3. **Alignment of Curriculum to FAST Reporting Categories:**
   Instructional planning was realigned to focus on areas such as vocabulary acquisition, reading across genres, and text structure, resulting in more focused teaching and improved student performance.
4. **ELL Focus:**
   For our English Language Learners, instructional support included vocabulary scaffolding, use of visual aids, and culturally responsive texts. Bilingual staff members supported students in accessing complex material and receiving clarification during interventions.
5. **African American Students:**
   Data monitoring showed moderate gains among African American students in Grade 9. Targeted support included the use of culturally relevant texts, after-school tutoring, and mentorship initiatives to build academic confidence and literacy engagement.
6. **Support for Homeless, Transient, and Economically Disadvantaged Students:**
   Wraparound services—such as transportation support, access to school supplies, and food security through partnerships with local food banks—helped reduce barriers to consistent attendance and instruction. Students in transition were connected with counselors for

academic and social-emotional support.

7. **Community and Agency Partnerships:**
   The school collaborated with outside agencies including **Children's Services Council**, **Broward 211**, and **local faith-based organizations** to provide mental health services, housing referrals, school uniforms, and tutoring. These supports were critical in reducing external stressors that interfere with student learning.

Conclusion:
The improvement in Grade 9 ELA proficiency demonstrates that focused, responsive instruction paired with wraparound support can drive academic gains. These practices will now be scaled to other grade levels and subgroups—particularly ELL and African American students—to ensure sustained progress. Greater coordination with community agencies and expansion of targeted instructional support will be critical moving forward.

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 showing the lowest performance during the 2024–2025 school year was the percentage of Grade 10 students scoring at or above Level 3 (proficiency) on the FAST ELA Reading assessment. Only 9% of Grade 10 students reached proficiency by PM3, while a significant 58% remained at Level 1 (below grade level). This pattern of low achievement has persisted since last year, indicating deep-rooted challenges that require urgent attention.
Contributing Factors to Low Performance:

1. **Persistent Foundational Skill Gaps:**
   Many students, especially in Grade 10, continue to struggle with critical literacy skills such as vocabulary acquisition, reading comprehension, and analysis of complex texts. These skill deficits, identified last year, remain largely unaddressed, contributing to cumulative learning gaps.
2. **Subgroup Performance Disparities:**
   - **English Language Learners (ELLs):** ELL students face added challenges in mastering academic language and comprehension skills, which are compounded by inconsistent access to targeted language supports.
   - **African American Students:** This subgroup showed lower proficiency rates compared to their peers, often due to gaps in culturally relevant instructional materials and insufficient differentiated supports.
   - **Economically Disadvantaged, Homeless, and Transient Students:** Barriers such as inconsistent attendance, limited access to learning resources, and socio-emotional stressors have hindered academic growth in these vulnerable populations.
3. **Instructional and Intervention Deficiencies:**

Despite efforts, interventions may have been too general or inconsistently implemented, lacking the intensity and alignment needed to meet individual student needs. There was also limited use of disaggregated data to inform differentiated instruction targeted at struggling subgroups.

4. **External Barriers to Learning:**
   High absenteeism rates, motivational challenges, and socio-economic factors continue to disrupt learning continuity, disproportionately affecting students from underserved subgroups.
5. **Limited Progress Over Time:**
   Trends from PM1 through PM3 reveal minimal growth in proficiency levels for Grade 10, signaling ineffective response to prior diagnostic data and intervention plans.

Conclusion:
The persistent low proficiency in Grade 10 ELA, especially among ELL, African American, and economically disadvantaged students, highlights the need for a comprehensive instructional redesign. Priorities include intensive, data-driven interventions, culturally responsive pedagogy, expanded wraparound supports, and stronger collaboration with community agencies to mitigate barriers outside the classroom.

Greatest Decline

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

The data component showing the greatest decline from the prior year was the percentage of Grade 10 students scoring at or above Level 3 (proficiency) on the FAST ELA Reading assessment. Whereas some growth or stability was anticipated based on last year's intervention efforts, the proficiency rate for Grade 10 declined to only 9% at PM3, with 58% of students remaining at Level 1. This regression contrasts with Grade 9, which showed modest improvement, underscoring a widening performance gap in upper grades.
Contributing Factors to the Decline:

1. **Inadequate Acceleration of Learning for Grade 10:**
   Instructional strategies implemented last year did not sufficiently accelerate learning among 10th graders. The decline suggests that interventions either lacked intensity or were not appropriately targeted to meet the increasing complexity of grade-level demands.
2. **Missed Opportunities to Address Foundational Gaps:**
   Many Grade 10 students entered the year with significant skill deficits that were not closed effectively during the year, particularly in vocabulary, reading comprehension, and analytical skills.
3. **Subgroup-Specific Challenges:**
   - **ELL Students:** Limited growth among ELLs indicates that language acquisition and content supports were insufficient or inconsistently delivered, preventing these students

from progressing alongside their peers.

- **African American Students:** The decline may reflect the absence of culturally responsive instructional materials and supports necessary to engage this subgroup effectively.
- **Economically Disadvantaged and Transient Students:** Ongoing external stressors such as housing instability, transportation issues, and inconsistent attendance negatively impacted learning continuity.

4. **Intervention Drop-Off and Implementation Barriers:**
   While interventions were initiated post-PM1, staffing limitations, scheduling conflicts, and competing academic priorities likely reduced intervention fidelity and frequency as the year progressed, especially in the upper grades.
5. **Student Engagement and Motivational Challenges:**
   Testing fatigue, disengagement, and social-emotional barriers may have contributed to the declining performance, particularly during the later monitoring periods.

Conclusion:
The decline in Grade 10 ELA proficiency signals a critical need to redesign instructional supports with an emphasis on sustained, high-intensity interventions, differentiated instruction tailored to subgroup needs, and expanded socio-emotional supports. Without these changes, students risk continued underperformance on high-stakes assessments and failure to meet graduation requirements.

Greatest Gap

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

The data component demonstrating the greatest gap compared to the state average was the percentage of Grade 10 students scoring at or above Level 3 (proficiency) on the FAST ELA Reading assessment. At PM3, only 9% of Grade 10 students at Academic Solutions High School achieved proficiency, whereas the state average for this grade level typically ranges around 50%, reflecting a substantial and persistent proficiency gap of approximately 40 percentage points.
Contributing Factors to the Gap:

1. **Foundational Skill Deficits Among Students:**
   Students at the school entered Grade 10 with considerable gaps in vocabulary, reading comprehension, and critical thinking skills, which were compounded throughout the year due to insufficient remediation and acceleration.
2. **Subgroup Performance Disparities:**
   - **English Language Learners (ELLs):** The proficiency gap is particularly pronounced for ELL students, many of whom struggle with academic language and require intensive, targeted supports that have not been fully implemented or sustained.
   - **African American Students:** This subgroup experiences lower proficiency rates due to

instructional materials and approaches that may not adequately reflect their cultural backgrounds or learning needs.

- **Economically Disadvantaged and Transient Students:** Social and economic challenges contribute to inconsistent attendance and reduced instructional engagement, further widening the gap.

3. **Insufficient Alignment of Instruction and Curriculum:**
   The curriculum and daily instruction have not consistently matched the rigor and format of the FAST assessments, particularly regarding genre-specific comprehension and vocabulary development.
4. **Intervention Gaps and Limited Differentiation:**
   Interventions have often been generalized rather than data-driven and targeted, reducing their effectiveness in closing proficiency gaps for the highest-need students.
5. **External Barriers Impacting Learning:**
   High absenteeism, socio-emotional stressors, and limited access to academic supports outside of school have intensified the disparity between school performance and the state average.

Trends:

- The proficiency gap has remained steady or widened across PM1 through PM3, with little upward movement among struggling subgroups.
- While lower grades, such as Grade 9, showed some improvement, the gap for Grade 10 students remains critically wide.
- The persistent low proficiency signals systemic instructional challenges and external barriers requiring a comprehensive, multi-tiered response.

Conclusion:

Closing the proficiency gap requires a multifaceted approach, including culturally responsive teaching, targeted language supports for ELLs, enhanced intervention fidelity, curriculum alignment to state standards, and robust wraparound services to address external barriers.

EWS Areas of Concern

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

N/A

Highest Priorities

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

Increase Grade 10 ELA Proficiency Rates

Address the persistently low proficiency rate (9% at PM3) among Grade 10 students by implementing targeted, intensive reading interventions focused on vocabulary development, comprehension of complex literary and informational texts, and close reading strategies.

Reduce Chronic Absenteeism and Improve Student Engagement

Implement early warning attendance alerts and strengthen family and community partnerships to

reduce chronic absenteeism, which significantly impacts academic progress, especially among economically disadvantaged, homeless, and transient students.

Expand Targeted, Data-Driven Interventions for Grades 9–12

Utilize FAST data and formative assessments to provide personalized, skill-specific instruction through small-group and differentiated interventions, prioritizing struggling readers across all grade levels.

Enhance Professional Development Focused on Data Use and Instructional Strategies

Build teacher capacity in analyzing progress monitoring data and applying evidence-based literacy interventions aligned with FAST reporting categories to improve instructional effectiveness.

Improve Curriculum Alignment and Vertical Articulation

Ensure the scope, sequence, pacing, and instructional materials are aligned with FAST assessment expectations; foster collaboration across grade levels to support smooth student transitions and sustained skill development.

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Data Trends:

Analysis of the 2024–2025 PM3 FAST ELA Reading data reveals that SWD students demonstrate the lowest proficiency rates among all ESSA subgroups, with fewer than **5%** reaching Level 3 proficiency in Grade 10. From PM1 to PM3, this subgroup showed minimal to no growth, indicating stagnation in academic progress. Furthermore, SWD students have a disproportionately high percentage scoring at Level 1 throughout the year.

Early Warning Systems (EWS) and Absenteeism:

Attendance data highlights that SWD experience higher chronic absenteeism rates compared to their non-disabled peers. Health-related absences, transportation challenges, and other barriers reduce instructional time, directly correlating with the stagnant or declining academic performance observed. This absenteeism disrupts continuity of learning and access to interventions.

Impact on Student Learning:

The combination of low proficiency, limited academic growth, and high absenteeism for SWD negatively affects their ability to meet grade-level standards and on-time graduation benchmarks. These factors emphasize the need for targeted instructional and support services tailored to this subgroup's unique needs.

Priorities Based on Data:

- Strengthen individualized and evidence-based literacy interventions aligned to SWD needs, including differentiated instruction and progress monitoring.
- Enhance coordination between special education staff, general education teachers, and interventionists to ensure consistent implementation of accommodations and supports.
- Increase outreach and support to reduce absenteeism among SWD through health services collaboration, transportation assistance, and family engagement.
- Integrate social-emotional learning and counseling to address non-academic barriers impacting attendance and engagement.

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.

Prior Year Data:

During the 2023–2024 school year, fewer than **5%** of Grade 10 SWD students at Academic Solutions Academy scored at or above Level 3 (proficient) on the FAST ELA Reading assessment. Progress monitoring data across PM1 to PM3 indicated minimal academic growth and a persistent high percentage (over 70%) of SWD students scoring at Level 1.

Planned Outcome for 2024–2025:

By the end of the 2024–2025 school year (PM4), Academic Solutions Academy aims to increase the percentage of Grade 10 SWD students scoring at or above Level 3 on the FAST ELA Reading assessment from **<5% to at least 15%**.

Additional Grade Levels (if applicable):

For Grades 9 and 11, measurable goals will be set based on current baseline data, with a target of at least a **10 percentage point increase** in proficiency rates for SWD students by PM4.

Monitoring

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

The implementation and impact of the Area of Focus for Students With Disabilities (SWD) will be monitored through a combination of data reviews, progress checks, and collaborative accountability measures to ensure the desired outcomes are met.

Key Monitoring Activities:

1. **Regular Progress Monitoring:**
    - Conduct bi-monthly reviews of FAST ELA Reading assessment data (PM1 through PM4) disaggregated by SWD subgroup to track proficiency rates and growth trends.
    - Use formative assessments and interim benchmarks aligned with individualized education plans (IEPs) to monitor ongoing skill development.
2. **Data-Driven Instructional Meetings:**
    - Hold monthly data chats with special education teachers, interventionists, and general education staff to analyze SWD student progress and adjust instructional strategies as needed.
    - Review intervention fidelity and differentiation practices during team meetings to ensure

consistency and effectiveness.

3. **Attendance and Engagement Monitoring:**
    - Collaborate with the attendance team to track SWD attendance patterns, identify chronic absenteeism early, and implement targeted outreach or support services.
    - Monitor social-emotional indicators and engagement through counselor reports and student surveys.
4. **Professional Development Follow-up:**
    - Evaluate the implementation of professional development strategies related to differentiated instruction and accommodations for SWD through classroom observations and teacher feedback.
5. **Reporting and Accountability:**
    - Provide quarterly progress reports to school leadership and stakeholders outlining SWD achievement data, challenges, and adjustments to the instructional plan.
    - Adjust goals and action steps based on monitoring data to ensure continuous improvement toward the measurable outcome.

Person responsible for monitoring outcome
Ms Wilson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Academic Solutions Academy is committed to implementing research-backed, evidence-based interventions tailored to meet the unique needs of Students With Disabilities (SWD). These interventions focus on improving foundational literacy skills, comprehension, and engagement through structured, differentiated instruction and collaborative teaching models. The interventions are designed to align with students' individualized education plans (IEPs) and are supported by ongoing progress monitoring and data-driven adjustments to ensure measurable academic growth and increased proficiency on state assessments.

Rationale:
The selection of these evidence-based interventions is grounded in the persistent low proficiency rates and limited academic growth observed among Students With Disabilities (SWD) in ELA, as reflected in PM3 data. Research demonstrates that structured literacy programs, differentiated instruction, and collaborative teaching models effectively address the diverse learning needs of SWD by providing systematic skill development, targeted support, and increased access to grade-level content. Additionally, integrating assistive technology enhances engagement and comprehension for students facing learning barriers. Implementing these interventions with fidelity is essential to closing achievement gaps, improving attendance, and ensuring SWD students meet state proficiency and graduation requirements.

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
Action Step #1 Provide Targeted Professional Development on Evidence-Based Literacy Strategies for SWD

Person Monitoring:
Ms. Wilson

By When/Frequency:
Quarterly; ongoing informal checks biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action: Schedule and deliver a series of professional development workshops for special education and general education teachers on structured literacy programs, differentiated instruction, and assistive technology tools tailored for SWD. Monitoring: Track attendance and participation in PD sessions; conduct pre- and post-training surveys to assess teacher knowledge and confidence; perform classroom observations and collect feedback to evaluate implementation fidelity.

Action Step #2
Actin Step #2 Implement Regular Data Reviews and Progress Monitoring for SWD Students

Person Monitoring:
Ms. Wilson

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will implement regular data reviews and progress monitoring meetings focused specifically on Students With Disabilities (SWD). Special education teachers and data analysts will collaborate monthly to analyze assessment data, track progress toward IEP goals, and adjust instructional strategies accordingly to meet individual student needs. Monitoring Plan: The impact will be monitored by documenting attendance and outcomes of the monthly data meetings, reviewing progress reports for SWD students, and tracking changes in proficiency levels on formative and summative assessments. Adjustments to interventions will be recorded, and progress toward measurable outcomes will be evaluated quarterly to ensure continuous improvement.

Area of Focus #2

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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.

Analysis of progress monitoring data for the 2024–2025 school year reveals that English Language

Learners (ELL) at Academic Solutions Academy continue to face significant challenges in achieving proficiency in ELA. Less than **10%** of ELL students in Grade 10 scored at or above Level 3 on the FAST ELA Reading assessment, indicating limited growth and persistent gaps in foundational language and literacy skills. Contributing factors include language acquisition barriers, limited vocabulary development, and inconsistent access to targeted instructional supports.

Given these challenges, addressing the unique needs of ELL students is a critical priority to improve academic outcomes and ensure equitable access to grade-level content. Focused interventions that support language development, comprehension, and engagement will be essential to closing the achievement gap for this subgroup.

WIDA ACCESS for ELLs scores from the 2023–2024 school year revealed that the majority of ELL students were performing at Levels 1 and 2 in the domains of Reading and Writing, indicating a continued need for intensive support in academic language acquisition. These scores were used to identify skill gaps and guide the development of measurable proficiency targets for 2024–2025.

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.

Prior Year Data:

In the 2023–2024 school year, fewer than **10%** of Grade 10 ELL students at Academic Solutions Academy scored at or above Level 3 (proficient) on the FAST ELA Reading assessment. Progress monitoring data indicated limited growth across PM1 to PM3, highlighting ongoing challenges in language acquisition and literacy skills.

Planned Outcome for 2024–2025:

By the end of the 2024–2025 school year (PM4), the school aims to increase the percentage of Grade 10 ELL students scoring at or above Level 3 on the FAST ELA Reading assessment from <10% to at least 25%.

Additional Grade Levels:

For Grades 9 and 11 ELL students, the goal is to achieve at least a 15 percentage point increase in proficiency rates by PM4, based on current baseline data.

Monitoring

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

he implementation and impact of the ELL Area of Focus will be closely monitored through ongoing data analysis, collaborative planning, and progress tracking to ensure that targeted supports lead to measurable improvements.

Key Monitoring Activities:

1. **Regular Progress Monitoring:**
    - Analyze FAST ELA Reading assessment data for ELL students after each monitoring period (PM1 through PM4) to track growth and proficiency changes.
    - Use formative assessments and language acquisition benchmarks to monitor interim progress.
2. **Data-Driven Instructional Meetings:**
    - Conduct monthly meetings involving ELL instructors, general education teachers, and instructional coaches to review student data, discuss intervention effectiveness, and adjust instructional plans accordingly.
3. **Classroom Observations and Fidelity Checks:**
    - Instructional leaders will conduct regular classroom observations to ensure that ELL strategies and scaffolds are implemented with fidelity.
    - Feedback will be provided to teachers to support continuous improvement.
4. **Attendance and Engagement Tracking:**
    - Monitor ELL student attendance and engagement patterns to identify and address barriers that may impact learning and achievement.
5. **Stakeholder Communication:**
    - Maintain ongoing communication with families of ELL students to encourage support and involvement in the learning process.

Person responsible for monitoring outcome
Wilson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Academic Solutions Academy will implement targeted, evidence-based interventions designed to support English Language Learners (ELL) in developing their language proficiency and literacy skills. These interventions include sheltered instruction techniques using explicit vocabulary instruction, and small-group differentiated instruction focusing on language development and comprehension strategies. Additionally, the school will use technology-assisted language learning tools to enhance engagement and scaffold instruction. These practices aim to build both academic language and content knowledge, enabling ELL students to meet grade-level expectations.

Rationale:
The selection of these evidence-based interventions is informed by research demonstrating their effectiveness in accelerating language acquisition and improving academic outcomes for ELL students. Explicit vocabulary instruction provide structured, comprehensible input and scaffolded support critical for ELL learners. Differentiated instruction ensures that teaching meets students at their current proficiency levels while promoting growth. Technology tools increase student

engagement and provide individualized support. Implementing these interventions with fidelity addresses the persistent low proficiency rates and limited academic growth among ELL students, thereby closing achievement gaps and improving overall literacy outcomes.

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
Professional Development on Vocabulary Instruction for ELL Teachers

Person Monitoring:
Wilson

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 provide targeted professional development sessions focused on, vocabulary instruction, and differentiation strategies for ELL teachers. The impact will be monitored by tracking attendance and engagement during training, conducting pre- and post-assessments to measure teacher knowledge gains, and performing classroom observations to assess implementation fidelity. Student progress data will be reviewed regularly to evaluate the effectiveness of instructional changes.

Action Step #2
Monthly Data Review and Instructional Adjustment Meetings for ELL

Person Monitoring:
Noland

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monthly collaborative meetings will be held with ELL teachers, data analysts, and instructional leaders to review student performance on FAST assessments and formative checks. The school will monitor the impact by documenting meeting attendance and outcomes, tracking changes in student proficiency rates, and recording instructional adjustments made based on data. Progress toward measurable goals will be evaluated quarterly.

Area of Focus #3

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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.

Data analysis from the 2023–2024 school year reveals that African American students at Academic Solutions Academy demonstrate lower proficiency rates in ELA, particularly in Grades 9 and 10, compared to their peers. For example, only **15%** of African American students in Grade 10 scored at or above Level 3 on the FAST ELA Reading assessment, reflecting persistent achievement gaps and limited growth across progress monitoring periods. This underperformance impacts student learning by limiting access to grade-level literacy skills critical for success in high school and postsecondary readiness.

This area of focus is crucial because closing the proficiency gap for African American students supports equitable educational outcomes and advances the school's mission of academic excellence for all students. Factors contributing to this need include gaps in vocabulary development, reading comprehension, and inconsistent access to differentiated instruction and culturally relevant curriculum resources.

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.

Prior Year Data:

During the 2023–2024 school year, African American students in Grade 10 demonstrated a proficiency rate of **15%** on the FAST ELA Reading assessment.

Planned Outcome for 2024–2025:

By the end of the 2024–2025 school year (PM4), Academic Solutions Academy aims to increase the percentage of Grade 10 African American students scoring at or above Level 3 from 15% to at least 30%.

For Grade 9, the goal is to improve proficiency rates by 20 percentage points, based on baseline data, reflecting focused instructional interventions.

Monitoring

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

The school will monitor the implementation and impact of this Area of Focus through the following methods:

1. **Progress Monitoring and Data Analysis:**
    - Regularly analyze FAST ELA Reading data disaggregated by race/ethnicity after each monitoring period (PM1–PM4).
    - Use formative assessments aligned with FAST standards to track interim progress.
2. **Instructional Team Meetings:**
    - Hold monthly collaborative meetings involving ELA teachers, instructional coaches, and leadership to review African American student progress and adjust strategies as needed.

3. **Classroom Observations and Fidelity Checks:**
    - Conduct targeted observations focusing on culturally responsive teaching practices and differentiated instruction effectiveness for African American students.
4. **Student Engagement and Attendance Monitoring:**
    - Track attendance and engagement data to identify barriers affecting African American student performance and provide supports accordingly.
5. **Stakeholder Communication:**
    - Maintain ongoing communication with families of African American students to foster involvement and support in student learning.

Person responsible for monitoring outcome
Noland

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Academic Solutions Academy will implement culturally responsive literacy instruction, small-group differentiated reading interventions, and scaffolded academic supports to improve ELA outcomes for African American students. These strategies are designed to build academic vocabulary, enhance comprehension of complex texts, and increase student engagement through culturally relevant materials and targeted instruction. The interventions will be embedded in both core ELA instruction and supplemental support blocks.

Rationale:
The selection of these interventions is based on the persistent proficiency gap identified in FAST ELA Reading data for African American students. Research supports the use of culturally responsive teaching, small-group instruction, and vocabulary-focused interventions as effective methods to close achievement gaps and increase engagement and literacy outcomes among historically underserved student groups. These practices promote greater equity, inclusivity, and academic growth when implemented with fidelity and supported by consistent data monitoring.

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
Culturally Responsive Literacy Instruction PD

Person Monitoring:
noland

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 deliver targeted professional development for ELA teachers focused on implementing culturally responsive teaching practices and inclusive literacy strategies that reflect students' backgrounds and lived experiences. Responsible: Instructional Coaches & ELA Department Chair Monitoring: Track teacher participation; use pre-/post-PD surveys to assess understanding; conduct classroom walkthroughs using a culturally responsive instruction checklist; review student performance data quarterly for trends in engagement and achievement.

Action Step #2
Small-Group Differentiated Reading Interventions

Person Monitoring:
wilson

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will provide small-group, data-driven reading interventions during intervention blocks for African American students who are scoring below Level 3 on FAST. Instruction will focus on high-impact literacy strategies such as close reading, academic vocabulary, and genre comprehension. Responsible: ELA Teachers, Reading Interventionist, & Data Analyst Monitoring: Maintain progress monitoring data on student growth using interim assessments and FAST sub-skill analysis; document group rosters and session plans; review student progress bi-weekly and adjust groupings or instructional focus as needed.

Area of Focus #4

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

ESSA Subgroups specifically relating to Hispanic Students (HSP)

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.

Review of 2023–2024 FAST ELA Reading assessment data shows that Hispanic students at Academic Solutions Academy are performing below the state average, with limited movement into proficiency levels. In Grade 10, only **18%** of Hispanic students scored at or above Level 3, and a high percentage (over 50%) remained at Level 1, indicating foundational gaps in reading comprehension and vocabulary. While many Hispanic students are not classified as ELLs, they may still experience linguistic, cultural, or socioeconomic barriers that affect academic performance.
This subgroup was identified as a critical focus area based on persistent achievement gaps across multiple progress monitoring windows. Many students in this group are native English speakers and require instructional strategies that are culturally relevant, academically rigorous, and differentiated to meet their learning needs. Addressing the needs of this subgroup is vital to advancing schoolwide

equity and improving graduation outcomes.

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.

Prior Year Data:

In 2023–2024, **18%** of Grade 10 Hispanic students scored proficient (Level 3 or higher) on the FAST ELA Reading assessment.

Planned Outcome for 2024–2025:

By the end of the 2024–2025 school year (PM4), the school will increase the percentage of Grade 10 Hispanic students scoring at Level 3 or above from 18% to at least 35%.

For Grade 9, the goal is to increase proficiency by 20 percentage points, based on PM1 baseline data.

Monitoring

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

1. **Progress Monitoring:**
    - Disaggregate FAST and formative assessment data by ethnicity to track Hispanic student performance across PM1–PM4.
    - Use item-level analysis to identify specific standards or domains requiring reteaching.
2. **Instructional Review Meetings:**
    - Conduct monthly meetings among instructional leaders, Hispanic subgroup teachers, and data teams to analyze trends and adjust interventions accordingly.
3. **Classroom Walkthroughs and Feedback:**
    - Monitor the use of culturally relevant texts and literacy strategies aligned to FAST standards through regular walkthroughs.
    - Use observation rubrics to provide targeted feedback.
4. **Engagement and Attendance Checks:**
    - Monitor attendance, participation in intervention programs, and use of wraparound supports for at-risk Hispanic students.

Person responsible for monitoring outcome

Noland

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 will implement evidence-based reading interventions that integrate culturally relevant instructional materials, scaffolded text structures, and targeted skill development in vocabulary and comprehension. Teachers will utilize inclusive pedagogy and texts that reflect Hispanic students' cultural identities, helping to increase relevance and engagement. Instructional tools may include language-rich anchor texts, graphic organizers, sentence frames, and modeled reading protocols.

Rationale:
Research shows that when instruction is relevant to students' cultural backgrounds, academic motivation and literacy outcomes improve. Hispanic students at Academic Solutions Academy—many of whom are native English speakers but face social, cultural, or economic barriers—benefit from high-interest texts and literacy strategies that validate their lived experiences. The persistent gap between Hispanic student proficiency and the state average requires consistent, research-based interventions that are both culturally and academically responsive.

Tier of Evidence-based Intervention:

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
Integrate Culturally Relevant Texts and Strategies in ELA Instruction

Person Monitoring:
Noland

By When/Frequency:
Biweekly lesson plan

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Description and Monitoring: Teachers will embed culturally representative literature and scaffolded reading strategies into daily ELA lessons for Grades 9–10. Lesson plans will include diverse perspectives and structured academic supports (e.g., sentence stems, visual aids). Responsible: ELA Teachers & Department Chair Monitoring: Conduct biweekly lesson plan reviews and classroom observations; use observation rubrics to assess integration of culturally responsive strategies; track changes in student engagement and formative assessment scores.

Action Step #2
Conduct Monthly Data Chats and Goal-Setting with Hispanic Students

Person Monitoring:
Noland

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Description and Monitoring: Teachers will lead structured data chats with Hispanic students using individual FAST scores and classroom performance to help set academic goals. Students will track their own progress toward proficiency. Responsible: ELA Teachers, Student Services Team Monitoring: Maintain goal-setting logs, track student ownership of progress, and assess alignment between interventions and student needs through periodic check-ins and data reviews.

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.

Attendance and engagement data from the 2023–2024 school year revealed that ELL students at School #5028 had higher-than-average chronic absenteeism and were more likely to demonstrate low academic performance and disengagement, especially in literacy-based subjects. Language barriers, unfamiliarity with school systems, and limited access to translated school communications contributed to a disconnect between home and school.

ELL families—especially those new to the U.S. school system—often require proactive, linguistically appropriate outreach to build trust and ensure understanding of school expectations, events, and available supports. Additionally, many ELL students face academic and social-emotional challenges that impact their ability to fully participate and remain engaged.

This area of focus was identified through a review of WIDA ACCESS scores. Students with lower scores in the Listening and Reading domains also tended to have weaker attendance patterns. As attendance is directly correlated with English language acquisition and overall academic progress, improving engagement and communication with ELL students and their families is a critical school priority.

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.

Prior Year Data:

In 2023–2024, 33% of ELL students were identified as chronically absent (missing 10% or more of school days).

Planned Outcome for 2024–2025:

Decrease chronic absenteeism among ELL students from 33% to 18% by the end of the school year.

Monitoring

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

The school will monitor this Area of Focus through:

- **Weekly ELL attendance reports** disaggregated by grade level and language background.

- **Family communication logs** maintained by the ELL coordinator and bilingual staff.
- **Student re-engagement trackers**, noting intervention actions such as home visits, conference attendance, or returned to consistent attendance patterns.
- **Quarterly review of ELL student progress**, combining attendance, academic growth (e.g., WIDA, FAST), and family engagement participation.

Person responsible for monitoring outcome
Ms. Wilson

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:
School #5028 will implement a multi-tiered engagement model that includes: Home language communication via digital platforms (texts, emails, robocalls) and translated materials. Family Liaison Outreach, including home visits, one-on-one conferences, and multilingual parent workshops. Student Engagement Initiatives such as ELL mentoring, school clubs, and cultural heritage events to build school connectedness and re-engagement.

Rationale:
ELL students are more likely to experience chronic absenteeism and disengagement when their families do not receive consistent, linguistically accessible communication. Many ELL families are unfamiliar with school procedures and may feel disconnected without support in their native language. Research shows that multilingual family engagement, culturally responsive outreach, and student mentorship significantly reduce absenteeism and improve academic and behavioral outcomes for English learners. These strategies directly address barriers identified through WIDA ACCESS and EWS data and are aligned to best practices under ESSA for supporting ELL subgroup success.

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
Action Step #1: Multilingual Communication Plan for ELL Families

Person Monitoring:
Ms. Wilson

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will translate school communications into other home languages represented in the ELL population. Translations will be delivered through multiple channels (printed flyers, phone calls, texts,

and email). The ELL coordinator will oversee a system to ensure all critical communications are sent in the appropriate language. Monitoring: Maintain a communication log and measure impact via family feedback surveys and ELL parent participation at meetings and school events.

Action Step #2
Action Step #2: Bilingual Attendance Intervention Support0

Person Monitoring:
Ms. Wilson

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
taff will track ELL student attendance and intervene early when patterns of absence emerge. Interventions include bilingual phone calls, home visits, attendance contracts, and meetings with students and families using interpretation services. Monitoring: Bi-weekly attendance reports; documentation of intervention steps in FOCUS and/or parent logs; periodic review of trends and effectiveness by school leadership.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

Academic Solutions Academy High School recognizes that academic success is closely tied to students' social, emotional, and behavioral well-being. To address the needs of all students—particularly those at risk of not meeting challenging state academic standards—the school implements the following supportive strategies:

- **Counseling and Mental Health Services:** Licensed school counselors provide individual and group counseling focused on mental health, conflict resolution, and academic motivation. Students in crisis are referred to on-site or community-based mental health professionals for timely interventions.
- **Specialized Student Support:** Targeted supports are offered for English language learners, students with disabilities, and those demonstrating behavioral or attendance concerns. Services include IEP implementation, ESOL support, and progress monitoring through MTSS.
- **Mentoring and Relationship-Building:** Students are paired with school staff or community mentors who help them build positive relationships, self-confidence, and long-term goals. Mentorship fosters belonging and engagement—key factors in reducing drop-out risk.
- **Restorative and Preventative Practices:** The school promotes a culture of accountability and growth through restorative conversations, peer mediation, and conflict resolution activities. These strategies reduce disciplinary referrals and foster a positive climate.
- **College and Career Readiness:** Workshops and advisement sessions support students in preparing for postsecondary opportunities. Topics include resume writing, FAFSA completion, job readiness, and decision-making skills.
- **Community Resource Coordination:** The school works in partnership with local agencies to connect families with housing, food security, healthcare, and wraparound services. This ensures basic needs are met so students can focus on learning.
- **Character and SEL Development:** Through advisory programs and integrated character education, students develop self-awareness, empathy, responsible decision-making, and leadership skills aligned with CASEL competencies.
- **Family Engagement:** Parents are equipped with tools to support their children through workshops, individual meetings, and referrals to external services. Bilingual communication

ensures accessibility for non-English-speaking families.

Through these integrated services, Academic Solutions Academy ensures that students' non-academic needs are met—supporting whole-child development and improving long-term academic and personal outcomes.

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)).

Academic Solutions Academy High School is committed to equipping students with the knowledge, skills, and experiences necessary to pursue postsecondary education and meaningful careers. The school provides a range of opportunities to increase awareness and preparation for life after high school:

- **Career and Technical Education (CTE) Pathways:**
  Students have access to CTE courses through eDynamic Learning that align with high-demand industries, such as business, marketing, information technology, and health sciences. These courses are designed to provide students with practical skills, certifications, and career exploration aligned with workforce needs.
- **College and Career Counseling:**
  Dedicated guidance staff provide individualized support to students as they explore college and career options. Services include college application assistance, career interest inventories, resume building, financial aid workshops (e.g., FAFSA), and goal-setting sessions.
- **Dual Enrollment Opportunities:**
  The school partners with local colleges to provide dual enrollment options for eligible students. This allows students to earn college credit while still enrolled in high school, reducing the cost and time required to complete a postsecondary degree.
- **Postsecondary Exposure Activities:**
  The school organizes college campus visits, career fairs, virtual guest speaker events, and internship exploration activities. These opportunities broaden student awareness of college and career pathways and connect academic learning to real-world experiences.
- **Graduation Planning and Academic Advisement:**
  All students receive ongoing academic advising to ensure they remain on track to graduate and meet state requirements. Advising includes reviews of transcripts, graduation requirements, course planning, and discussions about postsecondary options.
- **Digital Learning Platforms for Skill Development:**
  Students use platforms such as Edgenuity and Khan Academy to reinforce foundational skills and explore enrichment content in areas aligned with their career interests. These tools

promote self-directed learning and prepare students for the digital demands of the workforce. By integrating these opportunities and supports into the school's academic program, Academic Solutions Academy ensures that students—particularly those at risk of falling behind—are equipped for a successful transition to college, career training, or employment upon graduation. The school's efforts reflect a strategic commitment to promoting equitable access to postsecondary readiness and workforce development.

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)).

Academic Solutions Academy High School has implemented a comprehensive, schoolwide **tiered support model** designed to prevent and address problem behavior while providing early intervening services (EIS). This model is integrated with services under the Individuals with Disabilities Education Act (IDEA), ensuring a coordinated and inclusive approach to student behavioral and academic success.

Tiered Model for Behavior Support

- **Tier 1 – Universal Supports:**
  All students receive proactive, school wide behavioral support through a Positive Behavioral Interventions and Supports (PBIS) framework. Strategies include clearly defined behavior expectations, consistent reinforcement of positive behaviors, and schoolwide implementation of Social-Emotional Learning (SEL) curriculum to promote self-regulation, empathy, and healthy peer interactions.
- **Tier 2 – Targeted Interventions:**
  Students exhibiting early signs of behavior challenges receive additional support. Interventions include small-group counseling, check-in/check-out systems, behavior contracts, and social skills instruction. These supports are designed to reduce escalation of behavioral issues and build student resilience.
- **Tier 3 – Intensive, Individualized Support:**
  Students requiring intensive intervention receive individualized behavior plans, 1:1 counseling, and access to external mental health or behavioral services, when necessary. These supports are tailored to address persistent or severe behavioral issues, often in coordination with special education services under IDEA.

Early Intervening Services (EIS)

- **Identification and Data Monitoring:**
  Students are identified through systematic data review, including behavior referrals, academic performance, and teacher input. A multidisciplinary team reviews data to determine needed

supports and monitors progress regularly.

- **Evidence-Based Interventions:**
  Students receive interventions such as behavior coaching, self-monitoring tools, academic tutoring, and restorative practices. Interventions are selected based on their research-based effectiveness in improving behavioral and academic outcomes.
- **IDEA Coordination:**
  The EIS process is closely aligned with services provided under IDEA. Students with disabilities receive supports through IEPs that incorporate behavioral goals and accommodations. General education students in EIS may also be evaluated for special education eligibility, as appropriate.

Family and Staff Involvement

- **Family Engagement:**
  Parents are essential partners in the tiered support process. The school conducts regular meetings with families to review intervention plans and offer resources to support student behavior at home.
- **Staff Development:**
  Teachers and support staff receive professional development on implementing PBIS, managing classroom behavior, supporting students with trauma, and understanding early warning signs. Ongoing coaching ensures fidelity to interventions across all tiers.

By integrating this schoolwide model with EIS and IDEA-compliant services, Academic Solutions Academy High School ensures that all students—including those at risk of academic failure or behavioral challenges—receive equitable and timely support. This proactive and collaborative approach fosters a positive school culture, increases engagement, and supports student success.

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)).

Academic Solutions Academy High School is dedicated to strengthening instructional quality, promoting data-driven teaching, and recruiting and retaining highly effective educators, particularly in high-need subject areas. The following professional learning activities and support initiatives are in place for teachers, paraprofessionals, and school staff:

Instructional Improvement Initiatives

- **Ongoing Professional Development:**
  Regular workshops and training sessions are offered throughout the year, focused on evidence-based instructional strategies, curriculum development, classroom management, and culturally responsive teaching. Sessions are aligned with student performance data and

teacher input to ensure relevance and impact.

- **Peer Observation and Feedback Cycles:**
  Teachers participate in structured peer observations followed by collaborative feedback sessions. This allows educators to reflect on instructional practices, adopt effective strategies from colleagues, and continuously improve.
- **Curriculum Alignment Sessions:**
  Teachers engage in collaborative planning and vertical alignment activities to ensure instructional materials and lesson delivery are aligned to Florida's B.E.S.T. standards. Special attention is given to addressing gaps in prerequisite skills and strengthening academic rigor.
- **Differentiated Instruction Training:**
  Staff receive targeted professional development on strategies to meet the diverse needs of learners, including ESE and ELL students. Instructional planning is tailored to accommodate varying learning styles, language levels, and academic abilities.

Effective Use of Data

- **Data Analysis Workshops:**
  Teachers and instructional staff participate in regular data workshops to analyze assessment results, identify trends, and implement responsive instructional adjustments. Focus is placed on using F.A.S.T. assessment data, Reading Inventory, and other benchmark tools.
- **Formative Assessment and Feedback:**
  Professional development emphasizes the use of ongoing formative assessments (e.g., exit tickets, digital checks, conferencing) to provide real-time insights into student understanding and to inform daily instruction.
- **Data Teams and PLCs:**
  Grade-level and content-area data teams meet biweekly to examine student progress, share best practices, and develop targeted interventions. These meetings are facilitated by instructional leaders and data coaches where available.
- **Technology for Data Use:**
  Training is provided on digital platforms such as Edgenuity, Reading Inventory, and Focus SIS to help staff track student achievement, attendance, and behavior data in real-time and use this data to differentiate support.

Recruitment and Retention of Effective Educators

- **Strategic Recruitment:**
  The school actively recruits high-quality teachers through partnerships with universities, participation in job fairs, and outreach to teacher preparation programs. Special emphasis is placed on hiring teachers for high-need areas such as mathematics, science, and ESE.
- **New Teacher Mentorship:**
  First- and second-year teachers are paired with experienced mentors who provide support with lesson planning, classroom management, and instructional delivery. The mentorship model

also includes peer coaching and shadowing opportunities.

- **Professional Growth Pathways:**
  Teachers have access to advanced certifications, leadership development programs, and opportunities to pursue National Board Certification. These pathways support professional growth and increase retention.
- **Incentives and Recognition:**
  The school promotes teacher morale and retention through regular recognition of instructional excellence, incentive programs, and leadership stipends for teachers who take on additional responsibilities such as mentoring or leading data teams.

Through these comprehensive professional learning systems and educator support strategies, Academic Solutions Academy High School ensures that instruction is continuously refined, assessment data is meaningfully used, and effective teachers are recruited and retained in service of improving student achievement across all content areas.

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)).

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Academic Solutions Academy High School follows a structured and collaborative process to review the use of resources to meet the identified needs of students, particularly in support of continuous improvement efforts for schools identified under ATSI, TSI, or CSI designations.

1. Comprehensive Needs Assessment:

A thorough needs assessment is conducted annually. This includes a deep analysis of multiple data points, such as student achievement, subgroup performance disparities, attendance trends, graduation rates, and school climate data. The goal is to identify key areas of concern that impact student outcomes and require targeted support.

2. Stakeholder Engagement:

A diverse group of stakeholders is engaged throughout the needs assessment and planning process. Participants include school leadership, instructional staff, parents, students, community partners, and district representatives. This ensures that the plan reflects the real needs and lived experiences of the school community.

3. Data-Driven Resource Allocation:

All resource allocation decisions are informed by the findings of the needs assessment. Data is used to prioritize needs and determine how to best deploy resources—financial, human, technological, and instructional—to maximize student achievement and support underserved subgroups.

4. Development of a Resource Allocation Plan:

A detailed resource allocation plan is created to guide how Title I, and other funding streams are utilized. This plan specifies how resources will support professional development, evidence-based instructional programs, support staff, technology integration, and student interventions aligned to school goals.

5. Focus on Evidence-Based Interventions:

The school prioritizes the implementation of Tier 1 and Tier 2 evidence-based interventions that are research-supported and directly aligned with identified needs. These interventions include academic support programs, social-emotional learning frameworks, and behavior support services.

6. Equity-Focused Decision-Making:

Equity is at the forefront of all planning decisions. Special consideration is given to historically marginalized student populations, including English Language Learners, students with disabilities, and economically disadvantaged students. Resources are directed where they are most needed to

close achievement gaps.

7. Ongoing Monitoring and Evaluation:

Resource effectiveness is monitored through regular data reviews, progress monitoring of interventions, and stakeholder feedback. Adjustments are made as needed to ensure interventions are achieving desired results and that funds are used effectively.

8. Transparency and Communication:

Information about the use of funds and progress toward goals is shared transparently with all stakeholders. Updates are provided through school board reports, staff meetings, parent workshops, and public postings on the school website.

9. Continuous Improvement and Adaptation:

The resource review process is iterative and flexible. As new needs emerge and progress is made, the school revises its resource allocation strategies to align with shifting priorities and to sustain improvements.

10. Compliance and Accountability:

All resource allocation decisions are made in accordance with federal and state guidelines, including ESSA and IDEA requirements. Detailed documentation is maintained to ensure compliance, facilitate audits, and support future planning.

11. Collaboration with External Partners:

The school actively collaborates with community-based organizations, mental health providers, and local agencies to extend the impact of resources and provide wraparound services to students and families. These partnerships enhance the school's capacity to meet academic, behavioral, and socio-emotional needs.

By following this systematic and inclusive process, Academic Solutions Academy ensures that resources are strategically deployed to support school turnaround efforts, promote equity, and drive sustainable improvements in student achievement for all learners.

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).

---

1. Resource: Additional Instructional Support (Targeted Tutoring & Intervention Programs)

- **Rationale (Data):**
  Analysis of recent student performance data, including standardized test scores and benchmark assessments, reveals persistent achievement gaps of 10–15% among specific subgroups—namely English Language Learners (ELLs), economically disadvantaged students, and students with disabilities—compared to their peers. Core subjects most impacted include English Language Arts and Mathematics.
- **Plan to Address the Need (Timeline):**
  - **Phase 1 – Immediate Implementation (Year 1):**

Launch targeted tutoring and intervention programs both during the school day and in after-school sessions, beginning in **October**. Focus will be on core academic areas (ELA and Math). Collaborate with community-based organizations, retired educators, and volunteers to expand academic support capacity.

- **Phase 2 – Program Refinement (Year 2 and Ongoing):**
  Evaluate and refine the effectiveness of tutoring programs using Year 1 data. Expand intervention to additional subgroups or grade levels based on new performance trends.

- **Monitoring & Review:**
  - **Bi-monthly assessments** to track academic growth.
  - **Quarterly data reviews** to inform instructional adjustments and ensure alignment with academic goals.

2. Resource: Professional Development for Teachers (ESOL Strategies & Differentiated Instruction)

- **Rationale (Data):**
  Data from classroom observations, walkthroughs, and teacher surveys indicate a need for enhanced instructional strategies that effectively support English Language Learners. Only 8% of ELLs are currently demonstrating grade-level language proficiency. Teachers also expressed a need for additional training on differentiated instruction to address the wide range of student learning profiles.
- **Plan to Address the Need (Timeline):**
  - **Phase 1 – Initial Training (Year 1):**
    Launch professional development series focused on WIDA-aligned strategies and scaffolds for ELLs. Training sessions begin in **September**. All instructional staff will either be ESOL-endorsed or actively pursuing ESOL certification by the end of the school year. Additional training in foundational differentiated instruction will be provided.
  - **Phase 2 – Expanded PD & Collaboration (Year 2 and Ongoing):**
    Continue building teacher capacity through workshops on advanced differentiation, formative assessment use, and instructional adaptations. Implement peer observation cycles and coaching feedback loops.
- **Monitoring & Review:**
  - Track professional development participation and implementation fidelity.
  - Conduct formal and informal classroom observations.
  - Analyze ELL student performance data each grading period.
  - Gather ongoing teacher feedback on professional learning relevance and impact.

Overall Monitoring and Reporting Plan

- **Monitoring Timeline:**
  The resource allocation and intervention plan will be reviewed monthly and quarterly using attendance data, academic benchmarks, teacher observation records, and family engagement

metrics.

- **Stakeholder Involvement:**
    - Updates will be shared with school leadership, district representatives, and community partners through scheduled meetings, progress reports, and dashboard metrics.
    - The school will maintain transparency by ensuring communication of outcomes and strategy updates is provided in family-friendly formats and multiple languages when applicable.

This plan ensures that resources are used efficiently and equitably to target the highest-priority student needs, especially those populations at risk of falling behind, in full alignment with federal and state accountability mandates.

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

Broward County Public Schools

ANDREWS HIGH SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 10

D. Early Warning Systems 11

II. Needs Assessment/Data Review 14

A. ESSA School, District, State Comparison 15

B. ESSA School-Level Data Review 16

C. ESSA Subgroup Data Review 17

D. Accountability Components by Subgroup 18

E. Grade Level Data Review 21

III. Planning for Improvement 22

IV. Positive Learning Environment 30

V. Title I Requirements (optional) 34

VI. ATSI, TSI and CSI Resource Review 37

VII. Budget to Support Areas of Focus 38

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 Andrews High School is to challenge each student to reach his or her intellectual and creative potential through a rigorous curriculum consisting of an explicit and innovative computer based instruction. Our school actively promotes a safe, orderly supportive environment, which fosters positive relationships with students, faculty and staff. We are committed to instilling in our students the understanding that cultural diversity is a strength to be valued.

Provide the school's vision statement

“To provide the groundwork for continued success for a lifetime of achievement…”

Andrews High School offers students, who are challenged by the traditional approach to learning, the opportunity to earn a state-recognized high school diploma. We recognize that the students we serve require a solid high school education, job preparedness, and readiness for continuing education.

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

Kerry - Ann Brammer

kbrammer@andrewshighschool.com

Position Title

Principal

Job Duties and Responsibilities

Andrew's Principal, Kerry - Ann Brammer, is an instructional leader who sustains a shared vision for the students' academic achievement. She ensures rigorous, standards-based instruction and supports continuous professional development opportunities for all teachers. As the school leader, she oversees school wide safety and efficient operations. She is in constant communication and collaboration with the surrounding community and its stakeholders.

- Abides by and assist in implementation of all policies and procedures developed by Edison Learning and the local school and other governmental agencies.
- Responsible for daily operation, hiring and management of the school staff members.
- Utilizes the strategic plan, district goals, district policy, and the approved school improvement plan to guide both personal leadership and the work of the school staff.
- Abides by and assist in implementation of all policies and procedures developed by Edison Learning.
- Conducts Formal and Informal evaluations based upon job description, goals and objectives specific to the school or the position, student achievement data, and the performance of the Principal.
- Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching. Ongoing collaborative learning and team building strategies with staff members.
- Provided Professional Development to advance learning in our learning environment.
- Leads the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data element.
- Manages the budget and expenditures in cooperation with Edison Learning to meet financial obligations.

Leadership Team Member #2

Employee's Name
Rayscene Kirkland

rkirkland@andrewshighschool.com

Position Title
Dean

Job Duties and Responsibilities

The Dean oversees the PBS and Mentoring programs. She is the lead instructional leader on al RTI and MTSS behavior support, documentation and referrals. She ensures the Code of Conduct is communicated to students and parents during the orientation process and throughout the year. The

Dean works closely with the Principal in establishing and maintaining a fiercely positive, warm/strict school culture, creating a college preparatory curriculum for each grade, including the assessments and scope and sequence, and coaching teachers in classroom management and lesson creation and execution. The Dean operates in accordance with the EdisonLearning Achievement Framework Model, Standard Operating Procedures and the NorthStar Academies Seven Non-negotiables and serves as the second in command of the school.
This role works as a part of a team in order to meet the needs of all students. Because building relationships is a critical component of this learning environment, the team works together to identify student needs that may be barriers to success. The principal works collaboratively with team members to implement with fidelity the five domains that are central to EdisonLearning's Achievement Framework Model and works collectively to develop and enhance systems, processes and practices that are in alignment with the company's school's vision, mission, core values and strategic goals.

Main Responsibilities:

- Assist with the application and implementation at the school site, all aspects of the school's charter application, chartering agreement and governing board bylaws as required by the school's chartering district
- Ensure that the school is represented at all mandatory ESE Specialist, ESOL Contact and any other mandated district compliance meetings or trainings
- Ensure that the school's ESE Department maintains a compliance status and that Students With Disabilities are provided with the instructional support, interventions, modifications and services in accordance with their IEPs, Eps or 504 plans
- Ensure that the school's ESOL Department maintains a compliance status and that all English Language Learners are provided with the instructional supports in accordance with each student's language proficiency level and their identified instructional needs
- Conduct regular observations of learning and teaching, and provide constructive feedback and coaching to support teacher growth and development
- Supervise and evaluates the performance of all assigned staff to ensure quality instruction and student achievement; Takes appropriate action in cases of exceptional performance; and encourages individuals with leadership or innovative potential
- Ensure that accurate documentation is maintained such as enrollment, attendance, retention, student progress and needs
- Present and participate in temperature checks and ensure that the school is represented at all company-wide PLC or departmental meetings
- Implement the school's adopted Reading Program with fidelity and in accordance with the chartering district and state's Reading intervention requirements
- Use data-driven decision making to assist in the development and implementation of a yearly

Professional Development Calendar that aligns with EdisonLearning's strategic goals, the site's School Improvement Plan and the instructional and operational goals of the school; and ensure that staff members participate in on-site and across schools Professional Learning Communities
- Ensure that the school's Multi-tiered System of Support is implemented and that students receive appropriately tiered behavioral and instructional support and interventions in accordance with the school's adopted Reading Plan and the school's Multi-tiered System of Support Plan
- Systematically progress monitor students and implement the school's data cycle in accordance with the Multitiered System of Support Plan
- Ensure that the instructional staff is utilizing the Florida Department of Education Standards and approved curriculum to meet the learning needs of all students and that teachers are creating and submitting weekly Direct Instruction Lesson Plans that are consistent with all components of the EdisonLearning Standard Lesson Plan format Ensure the approved benchmark assessments are administered and monitor student achievement through ongoing data analysis from multiple sources such as diagnostics, progress monitoring benchmarks, standardized, monthly and formative and summative assessments to inform planning and teaching
- Delegates functions and responsibilities to qualified assistants in such a manner that the school operates effectively and efficiently
- Performs other related duties as directed

Leadership Team Member #3

Employee's Name
Sherece Shabazz

sshabazz@andrewshighschool.com

Position Title
ESE Specialist

Job Duties and Responsibilities

The ESE Specialist is responsible for implementing and ensuring compliance to established policies, procedures and/or regulations; and addressing other duties and processes required to maintain the schools program of services. Responsibilities include, but are not limited to: providing student interventions and modifications to the academic program as needed; managing the schools ESE programs and services including students with IEPs, EPs and 504s; developing related goals, objectives and recommending policies; planning, implementing and working with staff in evaluating the special education programs and services; acting as a liaison with other district staff, serving as a resource of information regarding the ESE programs and services; and ensuring that procedures are

appropriate in relation to policies required by state and federal regulatory requirements.

Main Responsibilities:

- Serves as the principal's designee for all Exceptional Student Education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo.
- Coordinate and conduct all required ESE Meetings in accordance with the sponsoring district's approved policies and expectations.
- Maintain and secure all ESE program records as required by the sponsoring district and as determined by the School Principal.
- Coordinate the provision of services per the students learning needs and as identified in the student's IEP/EP or 504 Plan.
- Progress monitor all ESE students and assist in the identification and implementation of all instructional interventions as needed, to ensure that students are on target to meet their IEP or EP goals.
- Ensure that all student learning plans adhere to the Least Restrictive Environment (LRE) and Free Appropriate Public Education (FAPE) guidelines as specified in IDEA regulations and state guidelines.
- Ensure that all initial referrals for ESE services are completed within the required timeline and reporting periods as required by the sponsoring district.
- Collaborate with regular education personnel on the Multi-tiered System of Support - Response to Intervention/Comprehensive Student Services initiatives.
- Provide school leadership team regularly with the following: reports on issues regarding ESE services, progress monitoring data, and compliance data.
- Collaborate with school personnel (e.g., administration, regular education teachers, special education coordinators or teachers etc.) on ESE service models (i.e. monitoring; collaboration or consultation; co-teaching or team teaching; facilitated instruction; resource room; direct instruction.).
- Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures.
- Coordinate progress monitoring of ESE students and provide appropriate modifications as needed.
- Communicate effectively and regularly with parents, colleagues and the ESE Director of Specialized Student Services on IDEA, FAPE, LRE, and IEP testing, reporting and compliance successes and challenges at assigned school(s).
- Utilize the district's approved electronic management system to generate ESE documents and upload all ESE related documents as required by the sponsoring district.
- Participate in district and in-house training programs offered to enhance the individual skills

and proficiency related to the job responsibilities.

- Utilize facilitative behaviors consistent with the Facilitated IEP/EP or 504 training provided by the District in order to conduct efficient and productive IEP/ EP or 504 meetings, in which all participants feel valued and heard.
- Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs if the student.
- When developing IEPs or EPs, seek and utilize input from instructional and relevant supporting staff and ensure parents receive draft IEPs for all annual reviews.
- Attend all in-house and district ESE Compliance Meetings or achievement related meetings as scheduled by the sponsoring district or the school site.
- Maintain accurate and current inventory on instructional and curricular resources and materials. Replenish inventory as needed.
- Additional duties as may be assigned by the Principal.

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.

Stake holders including teacher, staff parents and community partners play a key role in promoting a positive culture and environment at our school. Each stakeholder acknowledges the school's mission and vision statement they are able to articulate the the developmental process of the SIP.

At Andrews High we host a monthly board meeting in which all stakeholders are welcomed to provide input on the SIP development process. Our board meeting info (dates, times, and locations) is displayed on our school's website. We post a notice of our upcoming board meetings on the front door of our school, days prior to the next upcoming meeting, to advertise to our stakeholders. Meetings have a virtual option for those unable to attend in person. All voices are welcomed and appreciated and stakeholder are given the floor to speak during the meeting.

Our CEEL also plays a significant role in the involvement of local business and community leaders. The CEEL is responsible for going to local events held by various business and governing bodies,

such as the City of Pompano, the Chamber of Commerce, etc, and bridging the gap between us and them. They are given our school calendar of events so they know when stakeholder events occur and are encouraged to participate and provide input.

Another initiative that we have is our monthly Stakeholders Meetings. These meetings are virtual and are hosted by EdisonLearning. All stakeholders are invited and are updated on the most recent developments across our school, our sister schools, and the EdisonLearning company as a whole. Comments and feedback are welcomed and heard.

In addition to this, we also have a VIP Parents program. All parents are invited to join at the time of enrollment as well as various times throughout the year.
Andrews High School offers the VIP Parents Program to ensure families have a meaningful voice in our school community. Through this program:

- Parents are connected with our Community and External Engagement Liaison (CEEL), who serves as a direct contact to support family engagement.
- Parents can share input and feedback, helping to shape decisions and school initiatives.
- Special events and meetings are held regularly, with language support provided, ensuring accessibility for families from diverse linguistic backgrounds.
- The program fosters a strong school-family partnership, empowering parents to stay informed, involved, and engaged in their child's education.

We provide diverse flyers in the front office area where parents can see, and instructions on how to join the VIP parent program are included. The VIP Parents program gives parents a voice at our school. They are connected with our Community and External Engagement Liaison (CEEL) and are able to give input as well as be invited to special events. Our VIP Parents helps with the development of the SIP by providing unique solutions to various issues of concern in our school. They are invested in the development on the school as much as we are and they employ resources that we otherwise would not have access to within the community.

3. SIP Monitoring

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

The SIP will be regularly monitored for effective implementation and impact on increasing

achievement of students in meeting the state's academic standards, particularly for those students with the greatest achievement gap, by engaging in an ongoing progress monitoring process with stakeholders. This will be done in PLC's, data chats, and faculty meetings. Continuous improvement will be monitored and the plan will be revised through analyzing areas of concern and developing new steps that will target the areas of focus.

By integrating language access, active roles for parents, and ongoing feedback loops, Andrews High ensures that all subgroups—especially those identified under ESSA—are recognized, heard, and empowered throughout the School Improvement Plan process. The School Advisory Council (SAC) promotes active participation in developing, reviewing, and monitoring the SIP. Our Parent Committee plays an integral role in improvement planning. Through the use of surveys & suggestion box we solicit input on communication needs, meeting formats, support services events & workshops (with translation) that informs and provides feedback about curricula, assessments, program supports tied to SIP goals. Our VIP parent resource in eSchoolware provides translated materials that help parents engage across languages and literacy levels. Through volunteer opportunities & meetings at flexible times there has been an increase access for families with varied schedules or language needs.

The SIP will be regularly monitored by the Dean of Academics, who will hold a SIP Monitoring monthly meeting on the 4th Thursday of each month at 2:00pm. During this meeting the Leadership Team will meet to review progress made towards the accomplishment of SIP goals in academics as well as behavior. During the monthly SIP meeting the following data for the month will be presented to aide in measuring the effectiveness of all efforts towards increasing the achievement of students in meeting the State's academic standards, particular for those with the greatest achievement gap.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**ALTERNATIVE EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**12.7%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
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)	**ENGLISH LANGUAGE LEARNERS (ELL)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)*** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL IMPROVEMENT RATING HISTORY	**2024-25: COMMENDABLE** **2023-24: COMMENDABLE** **2022-23:** **2021-22: MAINTAINING** **2020-21:**

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					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
	9	10	11	12	
Students with two or more indicators					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days		9	12	31	52
One or more suspensions					0
Course failure in English Language Arts (ELA)		5	8	7	20
Course failure in Math		5	5	3	13
Level 1 on statewide ELA assessment		15	23	50	88
Level 1 on statewide Algebra assessment		14	24	40	78

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
	9	10	11	12	
Students with two or more indicators		10	16	27	53

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
	9	10	11	12	
Retained students: current year				21	21
Students retained two or more times		2	7	17	26

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	0	62	59	12	57	55	6	50	50
Grade 3 ELA Achievement									
ELA Learning Gains		59	58	26	59	57			
ELA Lowest 25th Percentile		59	56		57	55			
Math Achievement*	0	55	49	4	47	45	4	36	38
Math Learning Gains		53	47	26	50	47			
Math Lowest 25th Percentile		59	49		57	49			
Science Achievement		74	72	6	66	68	11	60	64
Social Studies Achievement*	13	81	75	14	74	71	11	66	66
Graduation Rate	89	92	92	45	92	90	50	90	89
Middle School Acceleration									
College and Career Acceleration	6	71	69	17	62	67	24	61	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	18	53	52	48	50	49	9	50	45

*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)	CSI
OVERALL FPPI – All Students	21%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	126
Total Components for the FPPI	6
Percent Tested	93%
Graduation Rate	89%

ESSA OVERALL FPPI HISTORY						
2024-25	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***	**2018-19**
21%	22%	16%	20%	16%		22%

* 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%
English Language Learners	36%	Yes	6	
Black/African American Students	40%	Yes	6	
Hispanic Students	0%	Yes	5	4
Economically Disadvantaged Students	45%	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	0%				0%				13%		89%	6%	18%
English Language Learners											91%	0%	18%
Black/African American Students											93%	0%	27%
Hispanic Students													0%
Economically Disadvantaged Students											89%	0%	

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	12%		26%		4%	26%		6%	14%		45%	17%	48%
Students With Disabilities					0%						58%		
English Language Learners											29%		46%
Black/African American Students	9%		27%		5%						45%	21%	57%
Hispanic Students	10%		27%		6%	21%					42%		38%
Economically Disadvantaged Students											40%	18%	

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	6%				4%			11%	11%		50%	24%	9%
Students With Disabilities					0%						73%		
English Language Learners					8%						15%		5%
Black/African American Students	0%				4%			0%	11%		61%	25%	
Hispanic Students	10%				0%				7%		39%	23%	
Economically Disadvantaged Students					8%				23%		54%	27%	

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	10	0%	61%	-61%	58%	-58%
ELA	9	0%	58%	-58%	56%	-56%
Biology		10%	77%	-67%	71%	-61%
Algebra		9%	61%	-52%	54%	-45%
Geometry		12%	60%	-48%	54%	-42%
History		8%	76%	-68%	71%	-63%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		29%	50%	-21%	41%	-12%
Algebra		22%	24%	-2%	16%	6%
Geometry		14%	31%	-17%	23%	-9%
History		10%	59%	-49%	48%	-38%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		5%	25%	-20%	18%	-13%
Geometry		2%	16%	-14%	19%	-17%
Biology		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History		** 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?

On reviewing the data presented for Andrews High School. The subgroup that shows the most improvement is the Black African American Students. Andrews High School increased from 17 percentage points to 40 percentage points. The course of action that was taken to show improvement was intentional Intensive Reading Direct Instruction. This provided students with a smaller learning environment where instruction was focused on the students needs to close the achievement gap.

Contributing factors that added to this improvement was the implementation of Read 180 and The Core as a supplemental reading program across all content areas. Read 180 and The Core was utilized to assess student deficiencies and drive instruction. The Core was utilized for the intensive needs of the student who needed to rebuild at the most foundational level. Once the foundational level was achieved students were placed on The Core to supplement learning and for grade level content. 11th and 12 grade students received instruction and progress monitoring via Read 180 and The Core. eSchoolware provided individualized instruction that is aligned with the CLT and national ACT and SAT exams. The program supplements the CLT/SAT/ACT curriculum for students who are striving to achieve concordant scores to meet graduation requirements

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 is the lowest performing is math achievement. It data shows 4 percentage points. Based on the Spring 2025 Algebra I EOC data, there was no record of 9th-12th grade students demonstrated proficiency. In terms of content area assessment, although there were a few learning gains, mathematics has been the lowest performing content area. Lack of attendance and poor foundational skills contributed to the decline. When students come to Andrews High, they are usually a few years behind in their Mathematics skills. Some contributing factors are the need to hire more content specific teachers. Another contributing factor if the achievement gap. The achievement gap needs to be closed to show student growth and improvement.

The FAST ELA Reading assessment scores also show that 9th grade is in need for improvement

when compared to 10th grade. The 9th grade on-grade level/proficient/exemplary scores declined from 5% during PM 1 to 0% in both PM 2 and 3 which shows less students scoring in the level 3-5 range on FAST ELA Reading. 10th grade scores show that the percentage of students scoring level 1 and 2 has stayed somewhat consistent as opposed to declining throughout the year. Both 9th and 10th FAST ELA scores show that the highest percentage of students are scoring in the red, level 1 way below grade level. The same goes for the retake scores, the majority of our students are scoring in the red, level 1. Overall, HMH scores show that each grade level has higher percentages scoring in the below basic range, level 1. Our 12th graders seem to have the lowest scores in the proficient range throughout PM1 to PM 3. The HMH 10th grade proficient scores declined drastically during PM 3 and their below basic scores increased drastically during PM 3.

Greatest Decline

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

The sub group data component that is the lowest performing is Hispanic Students. The data shows a decline in percentage points from 24% to 0% . High absenteeism among Hispanic youth, which strongly correlates with poor academic outcomes have limited growth in this subgroup.

There are numerous factors that have led to the decline in this subgroup. Economic disadvantage have allowed for limited access to enriched curriculum/opportunity in this subgroup. Chronic absenteeism have lowered s instructional time,and have affected achievement. Many Hispanic students struggle between work and school as many are the breadwinners of the household school is then not perceived as a priority as many are focused on survival. Many Hispanics are not motivated to prioritize academic achievement as this is viewed as a fleeting goal that will not be attained .

The misplacement or bias that is culturally present stifles performance as stereotypes of the educational system and its effects allows for students to be discouraged from academic achievement. Language barriers | Reduces family engagement and support

Lack of attendance and poor foundational skills contributed to the decline. When students come to Andrews High, they are usually a few years behind in their Reading and Mathematics skills. Some contributing factors are the need to hire more content specific teachers. Another contributing factor if the achievement gap.

Greatest Gap

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

The greatest gap when compared to the state average is science achievement. The percentage points for the state is 68 and Andrews High School has 6, showing a gap of 62 percentage points. A

contributing factor in the gap would be no Direct Instruction in science. We attributed this gap to poor student attendance and students' deficiencies in the foundational and reading skills that were needed to be successful in the Biology course . Direct Instruction is a learning approach that all students can learn if taught correctly. Students that have a weak foundation also contributes to the greatest gap in science.

EWS Areas of Concern

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

Reflecting on the Early Warning Systems data from part 1, a potential area of concern is student attendance. Attendance is a vital piece to students learning. Research shows that school absences take a toll on grades and performance on assessments. Attendance is also linked with the drop-out rate. The data reflects that at Andrews High School that chronic absences are conducive to what the research implies. If more students attend school they are entitled to Direct Instruction which gives them more opportunities to learn and be able to master concepts and to be successful.

During the 2025-2026 the school over utilized the Attendance Clerk in a variety of roles which were not solely focused on Attendance. For the 25-26 SY, our Attendance Clerk fulfilled the duties of targeting students' attendance . Next, the school hired a new Attendance Clerk and trained them to target all their efforts to increasing attendance. The effectiveness of this initiative will be monitored monthly via our MTSS-B plan, that is overseen by our MTSS Coordinator. There was a 5 percentile increase in the attendance rate however, this is still an area of concern. The goal remains the same which is to have 90% attendance in all areas school-wide.

Highest Priorities

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

1. Improve performance of Hispanic Students (HSP)
2. Improve performance of Black/African American Students (BLK)
3. Improve performance of English Language Learners (ELLs)
4. Improve performance of Students With Disabilities (SWD)
5. Improve performance of Economically Disadvantaged Students (FRL)

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Hispanic Students (HSP)

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 Hispanic student subgroup are also members of our ELL subgroup and they showed 0% in Math and Reading Achievement. This decreased from the index point of 24%.
Increasing this subgroup's Math and Reading Achievement is an Area of Focus. This element was identified as a crucial need from the data reviewed in the 2024-2025 accountability components by subgroups provided by the FDOE.

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.

By May, 2026, the Hispanic student subgroup at Andrews High will show a 5 percentage point increase in both Math and Reading Achievement as evidenced by the Spring 2026 Algebra 1 EOC assessments. The specific measurable outcome of Andrews High School is to have all of the students make learning gains in math and have all students increase by a minimum of 5 percentage points. This will be evidence in students scoring at proficiency level on the math and reading assessment

Monitoring

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

This area will be monitored by testing students in the Fall Algebra 1 EOC, the Winter Algebra 1 EOC, and the Spring Algebra 1 EOC. The Test Coordinator will monitor the test participation of the students to ensure that students who need to test, test. During test administration windows, admin will monitor score reports daily and provide scores to teachers so they may advise students. Data meetings will involve a collection of disaggregated data, identified student needs and the resources to address the student deficiencies.

Person responsible for monitoring outcome
Rayscene Kirkland (rkirkland@andrewshighschool.com)

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 evidence-based intervention being implemented for this area of focus will be including daily Direct Instruction (DI) for low performing students.

Rationale:
Because of the high ELL population, the school primarily uses the Gradual Release Model as well as the WIDA Descriptors to meet the needs of the Hispanic population that overlaps in the ELL population. The Pair-Buddy system is used to provide additional support to struggling students. The Gradual Release Model is primarily used because most of the ELL student population are Level 1 students and because of their low language acquisition, they also struggle with the curriculum content

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
Ongoing progress monitoring throughout the 25/26 year

Person Monitoring: **By When/Frequency:**
Melissa Prieto (mprieto@andrewshighschool.com) August 1 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Analysis of Early Warning System Data and student WIDA Assessment Data will determine curriculum and placement. Hispanic students will receive instruction with the identified interventions and supplemental support. Students will be progress monitored for an identified period of time. Instruction and interventional strategies are then tailored to students' learning needs. Ongoing progress monitoring throughout the year

Area of Focus #2

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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 Black student subgroup showed an improvement of 13 percentage points in overall achievement. Increasing this subgroup's Math Achievement as an Area of Focus was an area that was targeted for improvement. This element was identified as a crucial need from the data reviewed in the 2023-2024 accountability components by subgroups provided by the FDOE. This area improved to 40 percent and will improve by 5 percentage points.

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.

Andrews made the 5 % projected goal by May 31 2024. This focus area requires building the foundations in Mathematics and is another goal for 2025 2026. By May 31, 2026 the Black Student subgroup at Andrews High will show a 5 percentage points increase in both Reading and Math Achievement as evidenced by the Spring 2026 Algebra 1 EOC assessments. The specific measurable outcome of Andrews High School is to have all of the students make learning gains in math and reading have all students increase by a minimum of 5%, Students scoring at proficiency level on both assessment

Monitoring

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

This area will be monitored by testing students in the Fall Algebra 1 EOC, the Winter Algebra 1 EOC, and the Spring Algebra 1 EOC. The Test Coordinator will monitor the test participation of the students to ensure that students who need to test, test. During test administration windows, admin will monitor score reports daily and provide scores to teachers so they may advise students. Data meetings will involve a collection of disaggregated data, identified student needs and the resources to address the student deficiencies. PLCs will meet to design and analyze shared data, align instruction, and share best practices. Implementation, bi-Weekly meetings and monitoring of the MTSS/RTI process

Person responsible for monitoring outcome

Rayscene Kirkland (rkirkland@andrewshighschool.com)

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 evidence-based intervention being implemented for this area of focus will be including daily

Direct Instruction (DI) for low performing students.

Rationale:
The Gradual Release Model is primarily used because most of the Black African American who are primarily of Haitian Creole descent. This student population are Level 1 students and because of their low language acquisition, they also struggle with the curriculum content. This strategy is beneficial for these students as it helps them to receive Math formulas in chunks which helps to lead to standards mastery. Additionally the targeted tiered interventions and support addresses the identified learning gaps as demonstrated by the data analysis.

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
Review assessment data and determine tiered interventions needed.

Person Monitoring:
Rayscene Kirkland
(rkirkland@andrewshighschool.com)

By When/Frequency:
August 1 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ongoing progress monitoring throughout the 2025-2026 school year.

Area of Focus #3

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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.

Andrews High School has a high ELL population, the school primarily uses the Gradual Release Model as well as the WIDA Descriptors to improve mastery. The Gradual Release Model is primarily used because most of the ELL student population are Level 1 students and because of their low language acquisition, they also struggle with the curriculum content. This strategy is beneficial for these students as it helps them to receive the material in chunks which helps to lead to standards mastery.

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.

By the end of the 25 - 26 school year ELLs will:

- Increase learning gains for ELL students in Reading from 34% to 39% percentage points.
- Increase learning gains in Math by 5%, by the end of the current school year.
- Increase their language proficiency level by a minimum of one level.

Monitoring

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

This area of focus will be monitored using our MTSS Progress Monitoring Focus Calendars, Benchmark, and State Assessments.

Person responsible for monitoring outcome

Parbattie Boodhoo- (pboodhoo@andrewshighschool.com)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Our evidenced based MTSS tiered intervention will be implemented using the following curriculum; Reading - Read 180 and The Core. Math - Study Island and online ESW curriculum. Heritage language dictionaries and content-area glossaries.

Rationale:

Using the MTSS tiered intervention plan and by opting into the district's Reading plan, students will be able to benefit from research based instructional strategies and interventions.

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

Implementation of the MTSS plan, Implementation of the curriculum with fidelity. Further inclusion of ESOL strategies: is professional learning for teachers needed to support this action step? Some specific strategies that could be targeted to ensure teachers are modifying and adapting lessons to support student learning. Lessons and assessments will also be monitored by the teachers.

Person Monitoring:
Parbattie Boodhoo

By When/Frequency:
August 1, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ongoing throughout the 2025-2026 school year.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

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

An absence report is distributed to the administrative, support, and instructional staff on a daily basis by the Data Coordinator. Andrews High School uses a holistic approach to address variations in attendance, with administrative, support, and instructional staff making phone calls home to students inquiring about attendance and performance on a daily basis. Additionally, Remind regarding attendance and schoolwide events are disseminated daily informing students and parents of absences and the importance of attendance in meeting graduation goals.

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.

The goal of Andrews high School is to increase attendance by a minimum of 5 percent by the end of the current school year. The data also reflects that 12th grade students have the highest number of absences and require specific supports to ensure increased attendance

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.

This will be monitored using sign in sheets and deliberate actions such as home visits, parent inclusion as stakeholders in the decision making process for each student. 12th Graders will be monitored on the grad plan and attendance tracker to improve attendance.

Person responsible for monitoring outcome
Alandra Davis (adavis@andrewshighschool.com)

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:
School administrators will ensure that Remind, an automated calling, texting, and email tool is effectively utilized. Every day, attendance is taken and recorded on the Student Information System (SIS). The report has the names of absent students for that day and the phone numbers and email addresses for the students and guardians. Remind is then able to deliver a voice, text, and email message alerting students and guardians of the absence.

Rationale:
This strategy is used as most parents are not at home during school hours. By using Remind, parents receive automated phone calls in the evening hours when they are notified when their student is absent.

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
Accurate record keeping with home visits.

Person Monitoring:
Orrin Casey

By When/Frequency:
August 1 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
After each absence parents/students receive an automated phone call. - Lead Teachers or attendance designee for each room contacts the student by phone. If unable to contact the student by phone, the Enrollment Co-Ordinator or designee visits the student's home. - If the student does not return to school by day ten, the Enrollment Co-Ordinator then contact the students and follow up with home visits.

Area of Focus #2

Other: Graduation Rate

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 majority of students who attend Andrews High School are "over-age and under-credit." Many of these students have been unable to pass the FAST Reading test and as a result have been removed

from the traditional setting. An area of focus is to provide a positive culture and environment that supports students on track to graduate.

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.

By the end of the 25 - 26 school year, there will be an additional 3 percentage point to the current graduation rate from 89 to 92.

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.

By providing students with simulated experiences that is offered in the traditional setting such as Prom, Grad night , counselling services, Data Chats, Post Secondary discussions teachers and staff will monitor and track the graduation progress of seniors.

9th - Establish a good GPA foundation through course completion.
10th - Increase the likelihood that students will earn passing scores on state tests, on the first try.
11th - Explore career paths, get back on track/position oneself for a successful senior year, and Pass any outstanding graduation tests requirements.
12th - Meet all graduation requirements and finalize post-secondary plans.

Person responsible for monitoring outcome

Kerry-Ann Brammer (kbrammer@andrewshighschool.com)

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:

Andrews High School will ensure that students receive the assistance necessary that will result in continuous academic progression. Using the Assessment & Instructional Model, Andrews High School will on a continuous basis, accurately measure each student’s performance, determine learning needs, adjust instruction according to data and utilize selected instructional strategies, resources and interventions to meet each student’s learning needs.

Rationale:

A school with a positive environment can be described as one with regular praise and recognition for positive behavior, an expectation of achievement given with grace, and a place where all voices are

heard, considered, and employed towards the overall betterment of the school environment. These elements and more affect student learning by meeting a human's basic needs to feel safe and cared for. Basic needs must be met before a student can begin to learn. Learning conversations and continuous dissecting of the data promotes each student to be aware of the digestible steps required required to attain the goal.

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
Andrews High students will be focused on being graduates. While enrolled at Andrews High School, all staff will motivate each student to continue moving forward with completing all requirements for a standard diploma from the State of Florida.

Person Monitoring:
Kerry-Ann Brammer

By When/Frequency:
Ongoing throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Developing and implementing "Exploration Fridays" where each student is assigned a teacher/ mentor and attends educational, personal, social, emotional, or physical development classes each Friday. • Fostering community partnerships with organizations such as Gang Alternative , Broward Health, City of Pompano Beach, Broward Sheriff Office (BSO) and local Courts which provide resources that positively impact student learning and career planning. • Organizing College and Community Fairs as well as College Trips to increase our students post- secondary readiness

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Funding allocations are used to fund the following: Hire and retain additional highly qualified employees that will be utilized to facilitate our school's progress towards meeting our SIP's goals. Curriculum - Read 180, The Core, eSchoolware, WriteScore, Newsela, Study Island Programs - CTE (Nursing, Barbering, and Gaming) Community Support, Mentoring, Clinicals, Community Outreach Additionally, funding will be allocated to the provisioning of student's need for student materials such as technology and other study materials.

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).

The School Improvement funding allocation process will be evaluated in school meetings, various communications with parents/guardians and all other stakeholders. Input and feedback will also be requested via forms and surveys on the school's website. Andrews High coordinates funds intentionally to meet the needs of all students. The methodology used in budget planning and allocation includes annual comprehensive needs assessment and a budget analysis to determine how revenue streams can most effectively be leveraged to meet goals and requirements. Specifically, funds disbursed from state and local agencies make up the bulk of the school’s budget, as generated per student enrollment. These per FTE dollars are allocated for staff salaries, operations, curriculum, and supplies to serve basic instructional and functional needs. Federal funds support salary for a SEL counselor, academic intervention programs, and instructional technology. ESSER funds support family engagement, marketing and outreach, and career awareness programming .

VII. Budget to Support Areas of Focus

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

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

Broward County Public Schools

ASCEND CAREER ACADEMY



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 8

D. Early Warning Systems 9

II. Needs Assessment/Data Review 12

A. ESSA School, District, State Comparison 13

B. ESSA School-Level Data Review 14

C. ESSA Subgroup Data Review 15

D. Accountability Components by Subgroup 16

E. Grade Level Data Review 19

III. Planning for Improvement 20

IV. Positive Learning Environment 49

V. Title I Requirements (optional) 56

VI. ATSI, TSI and CSI Resource Review 59

VII. Budget to Support Areas of Focus 61

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

Ascend Career Academy serves those students who require a different high school educational challenge. Our students succeed by pursuing a high school diploma that directs them to a successful career path.

Provide the school's vision statement

Each student receives an individualized learning plan to set them on a course for success. Ascend offers a clean and secure learning environment. We hire only staff who effectively combine curriculum content and compassion every day.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dr. Kathrine Pierandozzi

kathy.p@ascendacademycharter.com

Position Title

Principal

Job Duties and Responsibilities

The principal will implement and perform the abilities to demonstrate the knowledge and the current practice of ensuring the school adheres to the local, state, and federal education regulations. Oversees all processes and procedures involved in school operations, curriculum development, and management, manages the school budget, conducts performance evaluations, hires and retains qualified staff members, maintains ongoing collaboration with the leadership team, and engages the

community stakeholders in school initiatives.

Leadership Team Member #2

Employee's Name
Neisha Billy

neisha.billy@ascendacademycharter.com

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal will implement and perform the abilities to demonstrate the knowledge and the current practice of ensuring the school adheres to the local, state, and federal education regulations; understands the distinctive needs, growth challenges, and characteristics of school students. The Assistant Principal will demonstrate the need to provide effective communication and interaction skills with all stakeholders and conduct performance evaluations.

Leadership Team Member #3

Employee's Name
Delmy Garcia

delmy.garcia@ascendacademycharter.com

Position Title
Student Advisor

Job Duties and Responsibilities

The Student Advisor will effectively perform the responsibilities using the knowledge, skills, and responsibilities with the intent to develop an individualized, all-encompassing education plan towards meeting graduation requirements, evaluating the students' progress, reading, interpreting, and communicating students' education records

Leadership Team Member #4

Employee's Name
Robyn Fulford

robyn.fulford@ascendacademycharter.com

Position Title
Literacy Coach and ESE Coordinator

Job Duties and Responsibilities

The Literacy Coach will demonstrate the knowledge and practice of identifying and communicating current education trends, research, and technology to provide ongoing, job-embedded training and support and guidance for other teachers to identify and address literacy trends, disparities, interventions, and improvement in reading instruction. The ESE Coordinator will plan and maintain IEP documents, including annual reviews and 3-year reevaluations, conduct assessments, facilitate IEP meetings, conducts assessments, monitor student performance progress, and provide support and resources to teachers that are geared towards the academic and/or behavioral progress of students with disabilities.

Leadership Team Member #5

Employee's Name
Miguel Mowatt

miguel.m@ascendacademycharter.com

Position Title
Positive Behavior Intervention Support and Testing Coordinator

Job Duties and Responsibilities

The Positive Behavior Intervention Support Specialist will evaluate student behaviors, design and implement behavior plans, and collaborate with teachers, administration, and parents on students' behavior progress. The Testing Coordinator oversees the preparation and administration of state and district assessments, analyzes test results, schedules test days, secures testing locations, and communicates with testing facilitators and proctors on testing compliance with regulations.

Leadership Team Member #6

Employee's Name
Florencia Wong

florencia.wong@ascendacademycharter.com

Position Title
ELL Compliance Specialist

Job Duties and Responsibilities

The ELL Compliance Specialist will demonstrate the knowledge and practice of providing support to students who are learning English as a second language, collaborating with other teachers to develop comprehensive plans that are tailored to meet the needs of each student, and administer assessments to
gauge student progress and identify areas that require improvement

2. Stakeholder Involvement

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

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

The **School Improvement Plan (SIP)** is shared with stakeholders through a multi-step, inclusive process that ensures accessibility, transparency, and continuous engagement.
Sharing the SIP and Collecting Stakeholder Input:
Once the SIP is drafted, it is presented to stakeholders—including school leadership, instructional staff, parents and families, students, and community members—for review and input. The plan is shared through the following avenues:

- **School Advisory Council (SAC) Meetings**: The SAC includes representatives from all stakeholder groups (teachers, parents, students, staff, and community members). These meetings serve as the primary forum for SIP review and input.
- **Family Engagement Sessions**: Family nights, curriculum events, and other school-wide gatherings are used to present key goals of the SIP and gather parent and student feedback.
- **Staff Meetings and PLCs**: Teachers and support staff participate in reviewing the SIP during professional learning communities and staff meetings.
- **Student Voice Groups**: Student feedback is collected through leadership meetings, classroom-based discussions, or focus groups.
- **Digital Access and Translation**: The finalized SIP is uploaded to the school's website and translated into all dominant languages spoken within the school community (e.g., Spanish, Haitian Creole) to ensure accessibility for non-English-speaking families.

Stakeholder Engagement Leadership and Documentation
A **Stakeholder Engagement Committee**, composed of administrators, instructional coaches, teachers, and parent liaisons, leads this engagement process. This committee is responsible for scheduling meetings, preparing presentations, collecting feedback, and ensuring the SIP reflects the diverse needs of the school community.
Documentation collected includes:

- SAC and staff meeting agendas and minutes
- Sign-in sheets and attendance logs
- Parent surveys and feedback forms
- Student focus group notes

- Copies of SIP translations and website posting confirmation

SIP Monitoring Process

The monitoring of the SIP is an ongoing, data-informed process led by the School Leadership Team in collaboration with instructional support staff.

- Meeting Frequency and Duration: The SIP monitoring team meets monthly for approximately 60–90 minutes. Additional meetings may be held during key data windows or if mid-course adjustments are needed.
- **Data Reviewed**:
    - Progress Monitoring Assessments (FAST PM1–PM3, iReady, district benchmarks)
    - State Assessments (FSA/EOC historical data, ESE/ELL subgroup trends)
    - Attendance Reports
    - Course Performance and Credit Recovery Status
    - Behavioral/SEL Data (discipline, engagement, climate surveys)
    - Program Participation Rates (C&C Acceleration, tutoring, MTSS interventions)
- **Documentation Collected as Evidence**:
    - Data reports and comparative analysis logs
- Meeting minutes with recorded action steps
- Sign-in sheets and agendas
- Intervention logs and student monitoring tools

This structured monitoring process allows the school to make real-time instructional decisions and ensures the SIP remains a living document—responsive to student needs and reflective of stakeholder input.

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 Ascend leadership team will regularly monitor, review, and update the School Improvement Plan for effective implementation through quarterly data reviews with instructional staff members and key support staff members. At the beginning of the school year, the leadership, support staff, and instructional staff members will review student achievement data to address standards-based academic goals. The standards-based academic goals will be analyzed each quarter, through common

assessment and other academic data, to determine the impact of student learning and will be revised based on those outcomes. In addition to quarterly data reviews, instructional staff, leadership team,

and key support staff will meet weekly to identify and address student achievement gaps to make adjustments and provide support for student learning needs. Collaborative staff meeting notes are evidence to document staff participation. Formative assessments and collaboration with all stakeholders will allow for continuous improvement.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**ALTERNATIVE EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**13.3%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
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)	**ENGLISH LANGUAGE LEARNERS (ELL)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)*** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL IMPROVEMENT RATING HISTORY	**2024-25: COMMENDABLE** **2023-24: COMMENDABLE** **2022-23:** **2021-22: MAINTAINING** **2020-21:**

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					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
	9	10	11	12	
Students with two or more indicators					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	29	35	49	61	174
One or more suspensions	10	14	9	9	42
Course failure in English Language Arts (ELA)	34	41	46	38	159
Course failure in Math	19	27	41	51	138
Level 1 on statewide ELA assessment	16	19	28	23	86
Level 1 on statewide Algebra assessment	21	7	15	13	56

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
	9	10	11	12	
Students with two or more indicators	21	30	44	8	103

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
	9	10	11	12	
Retained students: current year	7	6	10	10	33
Students retained two or more times		7	3	7	17

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	28	62	59	30	57	55	23	50	50
Grade 3 ELA Achievement									
ELA Learning Gains	41	59	58	36	59	57			
ELA Lowest 25th Percentile	55	59	56	36	57	55			
Math Achievement*	31	55	49	24	47	45	11	36	38
Math Learning Gains	60	53	47	39	50	47			
Math Lowest 25th Percentile		59	49		57	49			
Science Achievement	27	74	72	43	66	68	19	60	64
Social Studies Achievement*	55	81	75	50	74	71	29	66	66
Graduation Rate	41	92	92	38	92	90	31	90	89
Middle School Acceleration									
College and Career Acceleration	8	71	69	11	62	67	5	61	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	47	53	52	43	50	49	15	50	45

*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)	CSI
OVERALL FPPI – All Students	39%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	393
Total Components for the FPPI	10
Percent Tested	89%
Graduation Rate	41%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
39%	35%	20%	18%	14%		15%

* 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%
English Language Learners	34%	Yes	3	
Black/African American Students	34%	Yes	6	
Hispanic Students	40%	Yes	4	
White Students	55%	No		
Economically Disadvantaged Students	39%	Yes	6	

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	28%		41%	55%	31%	60%		27%	55%		41%	8%	47%
English Language Learners	30%		36%								24%		47%
Black/African American Students	25%		42%		43%				42%		39%	15%	
Hispanic Students	29%		35%								39%		55%
White Students											55%		
Economically Disadvantaged Students	28%		42%	55%	38%	60%		27%	55%		39%	0%	47%

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	30%		36%	36%	24%	39%		43%	50%		38%	11%	43%
Students With Disabilities	13%		20%		36%								
English Language Learners	18%		29%								18%		43%
Black/African American Students	33%		29%		25%				50%		33%	0%	
Hispanic Students	25%		36%		36%	42%					18%		
Economically Disadvantaged Students	30%		36%	36%	24%	39%		43%	50%		39%	6%	43%

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	23%				11%			19%	29%		31%	5%	15%
Students With Disabilities					10%						58%		
English Language Learners	15%												
Black/African American Students	14%				6%						21%		
Hispanic Students	28%				18%						53%		
Economically Disadvantaged Students	23%				11%			19%	29%		32%	5%	

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	10	21%	61%	-40%	58%	-37%
ELA	9	30%	58%	-28%	56%	-26%
Biology		12%	77%	-65%	71%	-59%
Algebra		38%	61%	-23%	54%	-16%
Geometry		50%	60%	-10%	54%	-4%
History		55%	76%	-21%	71%	-16%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		35%	50%	-15%	41%	-6%
Algebra		19%	24%	-5%	16%	3%
History		15%	59%	-44%	48%	-33%
Geometry		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		36%	30%	6%	29%	7%
Algebra		26%	25%	1%	18%	8%
Geometry		16%	16%	0%	19%	-3%
History		10%	28%	-18%	33%	-23%

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement is math, with a 21% increase in learning gains compared to last school year, and a 7% increase in math achievement. This significant growth can be attributed to several key actions. The school implemented consistent data-driven analysis to identify learning gaps and adjust instruction accordingly. Targeted remediation was provided through small-group instruction, tutoring sessions, and the use of adaptive learning platforms tailored to individual student needs. Additionally, there was a strong emphasis on professional collaboration—teachers met regularly to review student data, share best-practice strategies, and co-plan lessons that aligned with student performance trends. Ongoing progress monitoring and timely feedback also played a critical role in helping students stay on track and meet their goals. These collective efforts created a responsive, student-centered approach that drove measurable improvement in math achievement.

Based on 2024-2025 accountability components data assessment review compared to the 2023-2024 data, Ascend also made improvements in the following areas:

- 5% increase in ELA learning gains
- 5% increase in Social Studies achievement
- 3% increase in graduation rate
- 4% increase in Progress of ELLs in achieving English Language Proficiency (ELP)

Based on 2024-2025 accountability components data assessment by subgroup review compared to the 2023-2024 data, Ascend also made improvements in the following areas:

- English Language Learners
    - 12% increase in ELA achievement
    - 7% in ELA gains
- Black/African American Students
    - 13% increase in ELA learning gains
    - 18% increase in math achievement
- Hispanic students
    - 4% increase in ELA achievement
- Economically Disadvantaged Students

- 6% increase in ELA learning gains
- 19% increase in ELA learning gains for the lowest 25%
- 14% increase in math achievement
- 21% increase in math learning gains
- 5% increase in Social Studies achievement

- The White subgroup contains no data in the areas of ELA achievement/learning gains, math achievement/learning gains, science achievement, or social studies achievement.

Based on the WIDA ACCESS for ELLs English Proficiency Test, ELL students at Ascend performed the following:

- Grade 9 ELL students performed an average score of 2.8 proficiency level - overall score
- Grade 10 ELL students performed an average score of 2.7 proficiency level - overall score
- Grade 11 ELL students performed an average score of 2.9 proficiency level - overall score
- Grade 12 ELL students performed an average score of 1.8 proficiency level - overall score

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 is College and Career Acceleration (C&C ACCEL), with only 8% achievement—a 3% decrease compared to the previous school year. One of the primary contributing factors to this decline was poor student attendance, which significantly impacted their ability to complete both credit recovery and acceleration coursework on time. Many students had to prioritize recovering core credits needed for graduation, leaving little opportunity to engage in acceleration options such as dual enrollment, or industry certifications. A noticeable trend is that students who fall behind early in the year often continue to struggle with time management and motivation, making it increasingly difficult to catch up and access acceleration opportunities. Additionally, scheduling conflicts and limited availability of acceleration pathways further compounded the issue.

Based on 2024-2025 accountability components data assessment review compared to the 2023-2024 data, Ascend also made declines in the following areas:

- 2% decrease in ELA achievement

Based on 2024-2025 accountability components data assessment by subgroup review compared to the 2023-2024 data, Ascend also made declines in the following areas:

- Black / African American
    - 8% decrease in ELA achievement
    - 8% decrease in Social Studies achievement
- Hispanic Students
    - 1% decrease in ELA learning gains
- Economically Disadvantaged Students
    - 2% decrease in ELA achievement

Greatest Decline

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

According to the data, science for all students performed at 27% achievement for the 2024-2025 school year. This reflects a 16% decline in performance compared 43% student achievement from the 2023-2024 school year. Several factors contributed to this decline. Inconsistent student attendance resulted in the inability to receive daily instructional content, limiting students' ability to build foundational scientific knowledge and skills over time. Additionally, low assessment outcomes suggest gaps in both content mastery and test-taking strategies. A lack of targeted intervention for struggling students, limited hands-on lab experiences, and reduced instructional time due to scheduling challenges may have further impacted performance. These combined factors created significant learning gaps that were reflected in the overall decline.

Greatest Gap

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

The data component with the greatest gap compared to the state average is College and Career Acceleration (C&C ACCEL). This is largely due to the fact that our school does not currently offer a formal C&C Accel program, such as AP, dual enrollment with fidelity. As a result, students have limited access to the pathways typically used to meet this benchmark. Additionally, all of our subgroups performed below the federal index, highlighting a broader systemic issue that affects multiple student populations. Contributing factors include a high number of students requiring credit recovery, poor attendance rates, and limited availability of acceleration options due to our school's alternative education model. A consistent trend is that students are more focused on meeting graduation requirements through remediation, leaving little time or flexibility for participation in acceleration programs.

EWS Areas of Concern

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

No Answer Entered

Highest Priorities

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

To address the areas of need and promote targeted improvement, the following goals and strategies are recommended:

1. Increase College and Career Readiness Student Participation

Goal: Expand access to and participation in acceleration opportunities

Strategies:

- Partner with local colleges and industry organizations to offer dual enrollment and certification programs.
- Develop a school-wide C&C Acceleration plan that includes outreach, student interest surveys, and counselor-led planning.
- Provide workshops for students and families on college and career pathways.
- Schedule time during the school day for test prep (CLT, ACT, SAT, etc.)

2. Increase ELA Achievement in Black/African American Students

Goal: Improve ELA proficiency and learning gains for Black/African American students.

Strategies:

- Use culturally responsive instructional materials that reflect students' backgrounds and experiences.
- Implement targeted small-group instruction based on diagnostic and progress monitoring data.
- Strengthen mentorship and tutoring programs led by staff or community volunteers.
- Monitor subgroup performance closely and adjust instruction/interventions based on data.

3. Reduction in Absences

Goal: Decrease the number of students with chronic absenteeism.

Strategies:

- Launch an attendance awareness campaign with student incentives and family engagement.
- Implement early warning systems to identify at-risk students and provide timely interventions.
- Partner with social workers and family liaisons to address barriers such as transportation, housing instability, or health needs.
- Promote a school climate of belonging and connectedness through student leadership and engagement programs.

4. Increase ELA Achievement for Hispanic Students

Goal: Raise proficiency and growth rates in ELA for Hispanic students.

Strategies:

- Provide bilingual support and scaffolding for Hispanic students, including vocabulary instruction and language-rich environments.
- Incorporate texts and lessons that represent Hispanic culture and history to foster engagement.
- Offer family literacy nights and bilingual resources to support learning at home.
- Use progress monitoring tools to adjust instruction and ensure students are meeting benchmarks.

Each of these goals should be tied to specific, measurable outcomes and regularly reviewed through data cycles and team collaboration to ensure progress and impact.

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.

Graduation/Acceleration specifically relating to Acceleration, Graduation

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.

Ascend's primary area of focus is to increase the **graduation rate** by improving overall student readiness through a multi-tiered strategy that emphasizes **literacy across all content areas**, expanded **credit recovery and course completion pathways**, increased access to **concordant testing**, targeted improvement in **science proficiency**, and strengthened implementation of the **College and Career (C&C) Acceleration program**. This focus spans grades **9–12** and is designed to serve the diverse needs of all student subgroups, particularly those who are **off-track for graduation** due to course failures, chronic absenteeism, low proficiency in core subjects, or failure to meet state assessment requirements.

Rationale:

An in-depth analysis of 2024–2025 student performance data revealed several critical areas impacting student achievement and graduation outcomes:

1. C&C Acceleration Program (College & Career Readiness)

- Only **8%** of students completed a C&C Acceleration pathway, down from **11%** the previous year.
- This program is a key alternative graduation route for students not meeting traditional benchmarks; underperformance here significantly limits postsecondary readiness and contributes to low graduation rates.
- A lack of structured guidance, limited program offerings (e.g., no dual enrollment or CTE certifications), and insufficient tracking contributed to this decline.

2. Concordant Testing Readiness (ACT/CLT)

- Only **3 of 40 seniors** (7.5%) met graduation testing requirements via concordant scores.
- Students lacked consistent exposure to test-aligned practice, preparation materials, and scheduled testing opportunities.
- Many students were unaware of alternative testing pathways until late in the year, indicating a gap in communication and guidance planning.

3. Subgroup Literacy Gaps (10th Grade ELA)

- Only **14% of Hispanic students**, **27% of ELLs**, and **33% of Students with Disabilities (SLD)** scored at Level 3 or higher on the 10th Grade ELA state assessment.
- These persistent equity gaps reflect a need for **differentiated instructional strategies**, culturally responsive materials, and intervention systems targeted to each subgroup's unique needs.
- Many ELL students continue to struggle due to gaps in foundational literacy skills, academic vocabulary, and access to native language support.

4. Science Achievement Decline

- Science showed the **largest decline of all tested content areas**, with a **16% drop** in proficiency.
- Contributing factors include poor attendance, limited lab-based instruction, and inconsistent instructional pacing and coverage of standards.

5. Upper-Grade Course Failure Rates (ELA and Math)

- In grades 11 and 12, many students are **credit-deficient** in ELA and math and face difficulty passing core courses while simultaneously participating in credit recovery.
- Course failure is often tied to absenteeism, low academic engagement, and lack of early intervention or individualized support plans.

6. Chronic Absenteeism

- Although modest improvement was made, chronic absenteeism continues to disproportionately affect high-need students, especially in grades 11 and 12.
- Students with high absence rates tend to fall further behind academically, leading to disengagement, behavior concerns, and failure to complete graduation requirements.

7. Test Participation and Data Use

- Test participation improved schoolwide, enabling the leadership team to collect more complete data for instructional planning.
- However, translating data into effective, ongoing classroom interventions and progress monitoring remains an area of growth.

As a result, Ascend will prioritize the following in the 2025–2026 school year:

1. **Strengthen the C&C Acceleration Program**
    - Expand available pathways (CTE, certifications, test prep electives)
    - Improve communication, tracking, and counselor involvement
    - Integrate C&C milestones into graduation plans starting in 9th grade
2. **Enhance Science Instruction and Engagement**
    - Provide hands-on learning and lab-based experiences
    - Embed literacy in science instruction
    - Use common assessments and real-time data to adjust instruction
3. **Embed Schoolwide Literacy Supports**

- Implement Tier 1 and Tier 2 literacy strategies across content areas
- Use progress monitoring tools (i-Ready, PM data) to group and reteach
- Provide professional development in culturally responsive teaching and academic language support

4. **Expand Concordant Testing Opportunities**
    - Schedule multiple ACT/SAT/CLT test windows
    - Embed test prep into daily instruction and offer afterschool bootcamps
    - Use diagnostic tools to target key skills and ensure readiness
5. **Improve Graduation Tracking and Course Recovery Systems**
    - Ensure real-time graduation tracking
    - Offer flexible credit recovery options (online, asynchronous)
    - Assign staff mentors to monitor progress and support motivation
6. **Address Attendance as an Instructional Priority**
    - Use data to identify chronic absenteeism early
    - Engage families through home visits, incentives, and support services
    - Create positive attendance campaigns and student engagement initiatives
7. **Improve Use of Data for Instructional Decision-Making**
    - Establish regular data meetings (every 4–6 weeks)
    - Train teachers to use data to group students, plan remediation, and monitor growth
    - Align schoolwide goals to assessment cycles and student outcome metrics

This area of focus was selected because it directly addresses the barriers to on-time graduation and equitable academic outcomes. By focusing on strengthening readiness across grades 9–12, particularly through science, literacy, and alternative graduation pathways, Ascend aims to ensure that all students—regardless of background or subgroup—are supported in reaching their full potential and graduating prepared for college, career, or both.

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.

In the 2024–2025 school year, Ascend's overall graduation rate was **41%**, which remains below both district and state targets. Subgroup data indicates varied progress:

- English Language Learners (ELLs): 24% graduation rate (*+6 percentage points* from the prior year)
- Black/African American students: 39% (*+6 percentage points*)
- Hispanic students: 39% (*+21 percentage points*)
- Economically Disadvantaged students: 39% (*no change*)

While encouraging gains were made—especially among Hispanic and Black students—the data

reveals persistent challenges. The graduation rate for ELLs, while improved, remains the lowest among all subgroups, and economically disadvantaged students showed no improvement year over year. These figures reflect a need for more intensive and sustained academic and engagement interventions across the board.
Furthermore, the College and Career (C&C) Acceleration program, a critical alternative pathway to graduation for students facing academic, attendance, or testing challenges, declined in performance. The completion rate for ACCEL pathways dropped from 11% in 2023–2024 to 8% in 2024–2025—a 3-percentage-point decrease, making it the school's lowest-performing metric tied to postsecondary readiness.

Specific Measurable Outcomes for 2025–2026:
Ascend sets the following measurable goals for the upcoming school year, based on analysis of trends and needs across grade levels:

1. Increase the overall graduation rate from 41% to at least 46% by July 2026.
2. Increase ELL graduation rate from 24% to 29% by providing intensified academic support, expanded access to concordant testing, and targeted language development interventions.
3. Increase the graduation rate for economically disadvantaged students from 39% to 44% by addressing barriers to credit completion and access to alternative pathways.
4. Raise the C&C Acceleration program completion rate from 8% to 13%, through improved tracking, expanded offerings (e.g., CTE certifications, dual enrollment), and dedicated student support.
5. Improve 10th Grade ELA proficiency rates among Hispanic students from 14% to 19%, and among ELLs from 27% to 32%, through embedded literacy strategies and subgroup-specific supports.
6. Increase science proficiency by at least 5 percentage points schoolwide to achieve the targeted 5-percentage-point increase in Biology EOC proficiency by June 2026.

Progress toward these goals will be monitored quarterly using graduation tracking data, concordant test participation rates, assessment performance, credit recovery completion logs, and subgroup progress monitoring tools.

Monitoring

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

The implementation and impact of this Area of Focus—**increasing the graduation rate and improving College and Career (C&C) Acceleration program completion**—will be monitored through a structured, multi-tiered system focused on individual student progress, real-time data review, and collaborative decision-making.

Student-Level Monitoring and Support

- Every student identified as at risk of not graduating will be assigned an Individualized Academic Learning and Success Plan. These plans, developed by the guidance department in collaboration with instructional staff, will include:
    - Credit recovery needs and timelines
    - Graduation pathway options (traditional, concordant, ACCEL)
    - Benchmark goals and intervention plans
    - Monitoring checkpoints and progress notes
- The guidance counselor will meet with each at-risk student at least biweekly (every two weeks) to review their academic plans, assess current progress, and adjust support as needed.
- Students needing concordant scores will participate in monthly ACT/SAT/CLT prep sessions, which include remediation based on test specification breakdowns, skill gaps, and data-driven feedback.

Program-Level Monitoring

- Credit Recovery through Edmentum will be continuously tracked. Teachers and the literacy coach will review Edmentum performance data weekly, focusing on:
    - Completion rates
    - Time-on-task
    - Assessment performance
    - Course pacing alignment
- A Credit Recovery Status Report will be compiled and reviewed bi-monthly by the guidance and instructional leadership teams to ensure students are making sufficient progress and to identify those falling behind.

Schoolwide Progress Monitoring

- Semi-quarterly Progress Monitoring Meetings (i.e., every 4–5 weeks) will be held with the school leadership team, guidance counselor, test coordinator, and instructional staff to:
    - Review subgroup data (ELL, Hispanic, Black, SLD, and Economically Disadvantaged students)
    - Monitor ELA, Math, and Science achievement data
    - Adjust instructional strategies, interventions, and student schedules based on identified trends
- Quarterly Data Reviews will be conducted by the administrative team to:
    - Evaluate C&C Acceleration program enrollment and completion
    - Analyze graduation readiness indicators by cohort and subgroup
    - Compare current outcomes to the SIP's measurable targets
    - Update stakeholders on progress during SAC and staff meetings
- The Graduation Rate Tracker will be updated monthly and shared with staff, highlighting students' status across all graduation pathways (traditional, concordant, ACCEL).

Documentation and Accountability

- Evidence of monitoring will include:
    - Individual Academic plans documents and student meeting logs
    - Edmentum usage reports and completion data
    - Progress monitoring meeting agendas, sign-ins, and action logs
    - Graduation tracking dashboards
    - Stakeholder feedback forms

This comprehensive and frequent monitoring process ensures that interventions remain targeted and responsive, allowing the school to make timely adjustments and stay on pace to meet the desired outcomes by June 2026.

Person responsible for monitoring outcome
Neisha Billy

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 To increase the graduation rate and improve College and Career (C&C) Acceleration program completion across grades 9–12 (with focused implementation in grades 10 and 11), Ascend is employing a multi-tiered set of evidence-based interventions grounded in ESSA Tier 1 and Tier 2 research. These practices are designed to support individualized learning pathways, academic acceleration, and mastery of graduation benchmarks. 1. Credit Recovery via Edmentum (ESSA Tier 1) Program Description: Edmentum is a state-aligned, research-validated digital learning platform that supports standards-based credit recovery through adaptive content and mastery-based progression. Students can recover credits in core academic subjects required for graduation while receiving targeted teacher support and flexible pacing. Monitoring for Implementation and Impact: Progress is reviewed weekly by teachers and the guidance team using completion rates, unit assessments, and time-on-task reports. Bi-weekly data meetings evaluate student progress and identify those who are off-track. Students who do not meet pacing goals receive adjusted schedules, additional check-ins, or access to small-group instructional support. 2. Individualized Academic Learning and Success Plans (ESSA Tier 2 Practice) Program Description: Each student identified as at risk for not graduating on time is assigned an Individualized Academic Learning and Success Plan, collaboratively developed with the guidance department. Plans include academic progress monitoring, graduation pathway tracking (traditional, concordant, ACCEL), and supports for social-emotional or behavioral needs. Monitoring for Implementation and Impact: The Guidance counselor meet biweekly with students to review plans and progress. Quarterly graduation readiness reviews are held to analyze cohort-level trends and adjust plans as needed. Documentation includes updated plan logs, barrier tracking, and progress dashboards shared with staff during data team meetings. 3. Targeted Literacy Intervention Across Content Areas (ESSA Tier 2 Practice) Program Description: To close literacy gaps affecting graduation readiness—especially for Hispanic students, ELLs, and SLDs—Ascend is implementing embedded disciplinary literacy strategies in ELA, science, social studies, and CTE courses. These include evidence-based practices such as reciprocal teaching, text annotation, academic vocabulary routines, and scaffolded comprehension tasks. Monitoring for

Implementation and Impact: Instructional walkthroughs bi-monthly using literacy look-for tools to track classroom implementation. FAST PM assessments and formative classroom data are reviewed monthly for ELA and science. Subgroup-specific data is used in PLCs and MTSS meetings to refine instructional strategies and identify intervention needs. 4. ACT/CLT Concordant Test Preparation Program (ESSA Tier 2 Practice) Program Description: For students who have not met state testing requirements, Ascend offers after-school and embedded test prep sessions for ACT and CLT. Sessions include practice tests, standards-based review, and explicit instruction in reading strategies and math problem-solving to improve performance on concordant pathways. Monitoring for Implementation and Impact: Monthly tracking of student participation, diagnostic scores, and practice test performance. Instructional materials are adapted based on student strengths and weaknesses. Quarterly leadership team reviews assess the number of students accessing concordant testing, their readiness, and results compared to graduation requirements. 5. Science Instructional Reinforcement Plan (ESSA Tier 2 Practice) Program Description: In response to a 16-point decline in science proficiency, Ascend is launching a targeted science reinforcement initiative. This includes scaffolded labs, interactive simulations, formative exit slips, and cross-curricular support for content-area reading and vocabulary. Monitoring for Implementation and Impact: Weekly science PLCs focus on data analysis and reteaching strategies. Common formative assessments are administered every 3–4 weeks. Results are discussed during monthly instructional coaching cycles to align support and pacing. Fidelity and Impact Monitoring Overview All interventions will be monitored for fidelity of implementation and student impact through a combination of: Weekly usage reports (Edmentum, test prep attendance) Biweekly and monthly progress reviews Quarterly graduation tracking data reviews Observation tools, walkthroughs, and staff feedback Subgroup data disaggregation for equity monitoring This data-driven, evidence-based intervention framework aligns with the requirements of 20 U.S.C. § 7801(21)(A)(i) and (B) and ensures that instructional practices are selected, implemented, and refined to maximize graduation outcomes across all student groups.

Rationale:
Ascend's 2024–2025 overall graduation rate of 41%, combined with a low College and Career (C&C) Acceleration completion rate of 8% and a concordant score success rate of only 7.5%, signals an urgent need for targeted, high-impact interventions. Subgroups are experiencing disproportionate outcomes: English Language Learners (ELLs) posted a graduation rate of just 24%, and Hispanic students demonstrated only 14% proficiency in reading—both of which highlight deep equity gaps in academic readiness and pathway access. To respond to these performance gaps and systemic challenges, Ascend selected a suite of evidence-based interventions that are: Proven to accelerate credit recovery and academic remediation. Programs such as Edmentum, Lexia PowerUp, and IXL Learning are aligned to Florida's B.E.S.T. Standards and provide personalized, mastery-based instruction. These platforms are supported by ESSA Tier 1 and Tier 2 research and allow for real-time progress monitoring and targeted intervention. Centered on individualized planning and support. Through Individualized Academic Learning and Success Plans (IALSPs), each at-risk student receives a graduation roadmap with credit tracking, behavioral supports, and test preparation aligned to their academic needs. Responsive to literacy barriers—especially in Grade 10 and among ELL and SLD students—by embedding disciplinary literacy practices across all core content areas. These include close reading, vocabulary routines, and comprehension scaffolds designed to improve access to grade-level texts and high-stakes assessments. Aligned to state graduation pathways, with a strategic focus on increasing student access to ACT/CLT concordant testing. Structured prep sessions, ongoing diagnostics, and targeted instruction aim to boost readiness and ensure students can meet alternative graduation requirements. These interventions were selected not only for their strong evidence base, but also for their alignment with Ascend's alternative education model, which serves a diverse student body with a high percentage of ELLs, economically disadvantaged youth, and students with interrupted academic histories. The selected strategies are both culturally responsive and data-informed, offering a practical, scalable approach to closing graduation and

proficiency gaps across key subgroups—including Black/African American and Hispanic students. By investing in these interventions, Ascend is committing to a multi-dimensional and equity-driven approach to graduation success—ensuring that all students have the supports, tools, and opportunities needed to complete high school prepared for postsecondary success.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

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

Action Step #1
ACCEL Pathway

Person Monitoring:
Neisha Billy

By When/Frequency:
ongoing through May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action Step Responsible Person(s) 1. Conduct quarterly individualized academic plan reviews for all students at risk of not graduating, including credit audits, graduation pathway identification (ACCEL, traditional, or concordant), and integration of social-emotional supports where needed. Plans will be updated quarterly and used to drive targeted intervention decisions. Guidance Counselor, with support from MTSS/Intervention Team 2. Facilitate access to credit recovery and academic acceleration through Edmentum. Monitor student enrollment, pacing, and completion metrics weekly. Instructional staff will provide academic coaching, progress checks, and interventions for students falling behind. Literacy Coach, Instructional Support Staff, Assistant Principal, Guidance Counselor 3. Expand college and career readiness exposure through structured activities including college fairs, technical school presentations, dual enrollment workshops, and mentoring. Students will also engage in work-based learning through partnerships such as Junior Achievement and CareerSource. Events will be scheduled quarterly. Career Counselor, Community Partnerships Liaison, College Access Coordinator 4. Hold monthly student progress monitoring meetings to review academic performance, test readiness, credit status, and graduation progress. Data from Edmentum, attendance, concordant test prep, and classroom performance will be used to update plans and implement timely interventions. Leadership Team, Literacy Coach, Guidance Counselor, Teachers Ongoing Monitoring: Meeting notes updated individual student plans, Edmentum progress reports, and participation logs from career events will be collected as documentation to track fidelity of implementation and ensure student accountability. All steps are tied to the ultimate goal of increasing graduation rates, improving ACCEL program completion, and expanding equitable access to postsecondary opportunities.

Area of Focus #2

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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.

Grade Levels: 9th and 10th Grade
Area of Focus: ELA Achievement – Black/African American Subgroup
Description:
Ascend will focus on increasing ELA achievement for students in the Black/African American subgroup across 9th and 10th grades. The instructional emphasis will be on improving reading comprehension, vocabulary development, and written expression aligned to state standards. Interventions will include data-driven small group instruction, culturally responsive teaching strategies, and increased monitoring of subgroup performance.
Rationale:
Data from the 2024–2025 school year shows that only 25% of Black/African American students achieved proficiency in ELA, representing a decline of 8 percentage points from the previous year. This downward trend signals a widening achievement gap and highlights the need for immediate, targeted instructional support. As ELA proficiency is critical for success in all content areas and is a graduation requirement, improving performance in this subgroup is essential to promoting equity and increasing overall student achievement.
This focus aligns with schoolwide goals to improve subgroup outcomes, close achievement gaps, and raise the overall graduation rate.

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.

In the 2023–2024 school year, 33% of students in the Black/African American subgroup achieved proficiency in ELA, as measured by the Florida Assessment of Student Thinking (FAST). In the 2024–2025 school year, proficiency dropped to 25%, reflecting an 8 percentage point decrease in performance.
This decline highlights a pressing need for targeted intervention to support literacy development in this subgroup, particularly in foundational reading skills, vocabulary, and comprehension strategies. By June 2026, Ascend Charter School aims to increase the ELA proficiency rate of Black/African American students by at least 5 percentage points, bringing the subgroup's performance to a minimum of 30% proficiency on the FAST assessment. This outcome will be supported through focused literacy instruction, small-group interventions, culturally responsive teaching practices, and regular progress monitoring.

Monitoring

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

Data-driven feedback and collaboration will be provided to address standards-based practices and instruction based on data analysis derived from outcomes of reading assessments. For students who fall under this subgroup, reading teachers will identify learning gaps to provide remediation and tutoring opportunities for students in need. After reteaching, the students will be reassessed to determine learning gains, which the teacher will provide feedback and document. Statewide Progress Monitoring Assessments (3) will be monitored for the desired outcome.

Person responsible for monitoring outcome
Robyn Fulford

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:
Research-based curriculum derived from Edmentum that is aligned with the state standards will be implemented with fidelity. Research-based supplemental curricula such as Lexia PowerUp up, and IXL will be used in small groups to address learning discrepancies. All classes will implement interventions based on student academic needs and data outcomes. A research-based supplemental curriculum will be used in small groups to address learning discrepancies. Teachers will dedicate a portion of the instructional time to test-taking skills and assessment review. Free after-school tutoring is offered to all students to provide small-group or one-on-one instruction.

Rationale:
Edmentum's Courseware is a research-based curriculum that implements a blended learning model. This curriculum provides student progress throughout the course and acts as a pacing guide for both students and teachers on the learner's progress. Lexia PowerUP is a program used in reading to help students with Reading. Students can work at their own pace, and the program is personalized to the individual student's needs and deficiencies. Teachers can utilize the data to address student and group achievement gaps, which can provide insight for the teachers that can drive instructional decisions. Test-taking preparation that focuses on test-taking skills and practice of the FAST assessment, with an emphasis on the benchmarks that have historically been a focus, will increase student knowledge of the ELA concepts covered in addition to improving students' confidence in their test-taking abilities.

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
Literacy Achievement in Black/African American Students

Person Monitoring:
Robyn Fulford

By When/Frequency:
ongoing through May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional development on the B.E.S.T. standards Implement supplemental resources that can be embedded into the curriculum focused on high-interest topics Collaboration with the support team on best practices, strategies, and interventions that will drive instruction and support student learning Coaching and feedback to discuss the effectiveness of strategies, interventions, and instruction Assess student learning Progress monitoring to monitor students' learning gains or deficits. Modify instructional strategies based on student outcomes

Area of Focus #3

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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.

Area of Focus Description and Rationale:

Ascend Charter School will target improved English Language Arts (ELA) achievement and learning gains for English Language Learners (ELLs) in Grades 9 and 10. The approach will emphasize strategic literacy instruction, academic vocabulary development, and scaffolded supports aligned with Florida's B.E.S.T. ELA standards. Cross-curricular efforts will also embed reading comprehension strategies and expand access to language-rich instruction across all content areas.

This focus emerged as a high-priority need based on 2024–2025 performance data:

- ELL students earned a 34% Federal Index, falling below the state's required threshold for three consecutive years;
- ELA proficiency rose to 30%, showing a 12-point gain over the previous year;
- ELA learning gains increased by 7 percentage points, signaling promising momentum but insufficient progress to close longstanding equity gaps.

Improving ELA proficiency is essential not only for ELL graduation success but also for equitable access to rigorous content, increased academic engagement, and long-term college and career readiness.

Action Steps to Implement (ELL Focus)

Action Step Responsible Person(s)1. Conduct quarterly English language development reviews for each ELL student, incorporating credit audits, Lexile growth data, and English proficiency level (ACCESS for ELLs). Use this to update individual learning plans and identify targeted supports. | **ESOL Coordinator**, **Guidance Counselor**, **MTSS/TRI**

2. Integrate literacy acceleration tools (e.g., **Lexia PowerUp**, **IXL Language Arts**) into daily

instruction for ELLs in core content areas. Track weekly usage, skill mastery, and reading growth. | **Literacy Coach**, **ESOL-certified Teachers**, **Instructional Support Staff**

3. Deliver biweekly small-group instruction using scaffolded, standards-aligned lessons that target ELA standards, academic language, and test-taking strategies. Lessons will be informed by FAST progress monitoring and classroom performance. | **ELA Teachers**, ESOL CONTACT, **Literacy Coach**

4. Provide ongoing professional development on sheltered instruction strategies (e.g., **WIDA Can Do Descriptors**) to ensure teachers support language development across disciplines. Sessions will be held monthly. | **ESOL Coordinator**, **Instructional Leadership Team**

5. Conduct monthly ELL progress monitoring meetings to analyze Lexile scores, FAST ELA data, and ACCESS progress. Adjust interventions based on trends and barriers. | **Leadership Team**, **ESOL Coordinator**, **Literacy Coach**, **MTSS/RTI Team**

Ongoing Monitoring and Documentation:

- Individual student plans and Lexile tracking sheets
- Usage logs and growth reports from Lexia PowerUp and IXL
- Lesson plan documentation for small-group instruction
- PD attendance logs and implementation artifacts
- ELL subgroup data reviewed monthly for progress toward Federal Index and learning gains

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.

In the 2024–2025 school year, English Language Learners (ELLs) at Ascend Charter School demonstrated the following performance:

- 30% proficiency in English Language Arts (ELA), reflecting a 12-point increase from the prior year
- 36% ELA learning gains, a 7-point increase compared to the 2023–2024 school year
- A Federal Index score of 34% for the ELL subgroup, which remains below the state-required threshold for the third consecutive year

While these gains show positive momentum, performance continues to lag behind state expectations, directly impacting both subgroup equity and overall school accountability.

Measurable Goals for 2025–2026

Primary Outcome:

By June 2026, Ascend Charter School will increase ELA proficiency for ELL students by at least 5 percentage points, raising subgroup proficiency to a minimum of 35%, as measured by the Florida Assessment of Student Thinking (FAST).

Secondary Outcomes:

- Increase ELA learning gains for ELL students by 5 percentage points, from 36% to at least 41%, ensuring growth among both proficient and developing learners
- Improve the ELL Federal Index score from 34% to at least 41%, moving the subgroup closer to meeting federal accountability thresholds

These outcomes will be achieved through:

- Strategic use of scaffolded literacy interventions and language acquisition supports
- Ongoing progress monitoring and individualized instructional plans
- Implementation of evidence-based programs such as Lexia PowerUp, IXL, and bilingual supports
- Integration of content-area reading strategies across all core subjects
- Professional development to support sheltered instruction and differentiation for ELLs

Progress will be reviewed quarterly and adjusted based on student data, program effectiveness, and stakeholder feedback.

Monitoring

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

To ensure effective implementation and progress toward the measurable ELA proficiency outcome for English Language Learners (ELLs), Ascend Charter School will utilize a multi-tiered monitoring process targeting instruction, assessment, and student support systems. Monitoring will occur at consistent intervals and include both qualitative and quantitative data collection.

1. **Standards-Based Instructional Monitoring**
    - **Frequency:** Bi-weekly lesson plan reviews and monthly classroom observations
    - **Monitoring Actions:**
        - Review of lesson plans to ensure integration of ELL accommodations, academic vocabulary scaffolds, and differentiation aligned with Florida B.E.S.T. standards
        - Use of the Broward County ESOL Instructional Strategies Matrix as a fidelity check tool during observations and instructional walkthroughs
        - Provision of timely, data-informed feedback and collaborative coaching sessions
    - **Responsible Parties:** Literacy Coach, Assistant Principal, ESOL Coordinator
2. **Progress Monitoring Assessments**
    - **Frequency:** Three times per year (FAST PM1 in Fall, PM2 in Winter, PM3 in Spring), with biweekly formative assessments used between windows
    - **Monitoring Actions:**
        - Disaggregate and analyze ELL student performance on FAST PM assessments
        - Identify subgroup trends, gaps in standards mastery, and student-level learning gains
        - Use results to modify instructional groups, reteach content, and update student intervention plans

- **Responsible Parties:** Testing Coordinator, Leadership Team, Literary Coach

3. **Identification and Classification Procedures**
   - **Frequency:** Upon initial enrollment and reviewed within 10 days of entry
   - **Monitoring Actions:**
     - Administer the Home Language Survey and follow up with appropriate screening tools (e.g., WIDA Screener or equivalent)
     - Document student ELL classification, tiered language support needs, and notify staff within 48 hours of classification
     - Maintain up-to-date records in the ELLevation platform and SIS
   - **Responsible Parties:** Registrar, ESOL Coordinator, Guidance Counselor
4. **Communication and Support Systems**
   - **Frequency:** Monthly ELL team meetings and weekly student check-ins for Tier 2/Tier 3 students
   - **Monitoring Actions:**
     - Collaborative planning sessions and case conferences with ELL teachers, general education staff, and paraprofessionals
     - Review of classroom performance, attendance, language acquisition benchmarks, and social-emotional supports
     - Adjustments to instructional schedules, intervention rosters, and service delivery models
   - **Responsible Parties:** ESOL Coordinator, MTSS/Intervention Team, Assistant Principal

Documentation and Evidence Collection

To monitor fidelity and impact, the following artifacts will be collected and reviewed quarterly:

- Lesson plan reviews with feedback logs
- Classroom observation rubrics aligned to ELL strategies
- FAST PM and formative assessment reports disaggregated for ELLs
- ELLevation student profiles and intervention updates
- Meeting agendas, attendance sheets, and action items from ELL progress monitoring meetings
- Communication logs with families and support staff

This structured monitoring plan ensures that all components—identification, instruction, and support—are implemented consistently and tracked at defined frequencies to achieve the goal of a **5 percentage point increase in ELA proficiency and improved ELL outcomes by June 2026.**

Person responsible for monitoring outcome

Florencia Wong

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:

To achieve the targeted increase in ELA proficiency for English Language Learners (ELLs) and close subgroup achievement gaps, Ascend Charter School is implementing multiple evidence-based interventions that fall under ESSA Tier I and Tier II supports. These practices are grounded in research and directly aligned with the B.E.S.T. standards, ensuring they meet the statutory requirements under 20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B). 1. Core Curriculum via Edmentum Courseware (Tier I) Description: A standards-aligned, adaptive platform that delivers personalized instruction and practice for English Language Arts. The curriculum is aligned to Florida's B.E.S.T. standards and includes scaffolding and embedded supports appropriate for ELL students. Implementation: Used during core instructional time with all students in ELA courses across relevant grade levels (6–12). Monitoring: Teacher dashboards and completion reports reviewed biweekly; walkthroughs and lesson plan reviews conducted monthly to ensure instructional fidelity and alignment to standards. 2. Supplemental Literacy Interventions: Lexia PowerUp, Lexia English, and IXL (Tier II) Description: Lexia PowerUp Literacy provides differentiated instruction in word study, grammar, and comprehension tailored to secondary students performing below grade level. Lexia English Language Development is a targeted program for ELLs focused on academic language development, listening, and speaking. IXL is a personalized, diagnostic tool used to address individual skill deficits and reinforce reading comprehension and vocabulary acquisition. Implementation: Delivered in small groups during intervention blocks, reading labs, and pull-out sessions based on student performance data. Monitoring: Usage, skills progress, and time-on-task are reviewed weekly by teachers and literacy coaches; growth reports are analyzed monthly to inform grouping and pacing. 3. ELL-Specific Instructional Support & Intervention (Tier II) Description: An ELL Liaison provides direct support through one-on-one and small group interventions focusing on language acquisition, reading comprehension, and vocabulary development. The liaison also assists general education teachers in modifying instruction and integrating ESOL strategies. Implementation: Targeted ELL students receive services during designated intervention periods based on language proficiency levels, FAST data, and teacher referral. Monitoring: Student progress is tracked using Lexia English and formative classroom assessments biweekly. The ESOL coordinator conducts quarterly reviews of service logs, instructional strategies, and ELLevation documentation for compliance and effectiveness. 4. Extended Learning Through Free After-School Tutoring (Tier II) Description: After-school tutoring is available to all students and prioritized for ELLs and struggling readers. Sessions include standards-based remediation, test preparation, and language development support delivered by certified teachers or instructional aides. Implementation: Tutoring is scheduled 2–3 times weekly, with group sizes capped to ensure individualized support. Attendance and focus areas are determined based on progress monitoring data and teacher referrals. Monitoring: Tutoring logs, session feedback, and student diagnostic/pre-post data are reviewed monthly. Adjustments to group composition and instructional focus are made accordingly. Overall Monitoring Plan The impact and fidelity of all interventions will be monitored through: FAST PM1, PM2, and PM3 benchmark data analysis Formative assessments (e.g., cold reads, standards-based quizzes) Lesson plan reviews and walkthrough observations Weekly progress reports from digital platforms (Lexia, IXL, Edmentum) Quarterly data chats with teachers, ELL support staff, and school leadership This combination of high-impact, evidence-based core and supplemental programs—combined with regular progress monitoring and staff collaboration—ensures that interventions are strategically implemented and responsive to the evolving academic needs of Ascend's ELL population and other at-risk learners.

Rationale:

To address persistent achievement gaps and improve (ELA) proficiency among English Language Learners (ELLs), Ascend Charter School will implement a multi-tiered, data-driven instructional

framework. This framework integrates evidence-based core and supplemental programs, targeted intervention supports, and strategic staffing designed to meet the unique academic and linguistic needs of ELL students. 1. Edmentum Courseware – Core Instruction (ESSA Tier 1) Justification: Edmentum Courseware serves as Ascend's primary ELA curriculum and is aligned with the Florida B.E.S.T. standards. It provides differentiated instruction, adaptive pacing, and embedded formative assessments. This digital platform enables teachers to monitor mastery in real time and personalize instruction based on student proficiency levels. Its use ensures consistent delivery of grade-level content while supporting students who are below proficiency. 2. Supplemental Literacy Programs – Lexia PowerUp, Lexia English, and IXL (ESSA Tier 1 & Tier 2) Justification: To accelerate language acquisition and reading comprehension, especially in secondary grades, Ascend will use the following research-based programs: Lexia PowerUp Literacy targets older students with foundational literacy deficits by strengthening word study, grammar, and comprehension. Lexia English supports ELL students by developing academic language and communication skills, aligned with WIDA and Florida ESOL standards. IXL provides diagnostic-aligned practice in reading and language, enabling students to close skill gaps and teachers to deliver precise remediation. These supplemental tools will be used in small-group interventions and ELA classrooms to reinforce core instruction and address skill-specific gaps identified through FAST and diagnostic assessments. 3. Tiered Instructional Supports and ELL Liaison Services Justification: A school-wide commitment to differentiated instruction is supported through tiered interventions and dedicated ELL services: General education ELA teachers will incorporate accommodations and scaffolded strategies aligned with the Broward ESOL Matrix. A dedicated ELL Liaison will provide one-on-one and small group instruction to support literacy development and language acquisition. The Liaison will also assist teachers in adapting instruction, monitoring compliance with ELL accommodations, and tracking student progress. Instructional planning and progress review sessions will occur regularly to ensure interventions are matched to current student needs. 4. After-School Tutoring and Extended Learning Opportunities Justification: Free after-school tutoring will be offered to all students, with a targeted focus on ELLs and struggling readers. These sessions will provide extended, personalized learning time to reinforce classroom instruction, build vocabulary and fluency, and prepare students for assessment benchmarks. Tutoring is led by certified staff and includes progress monitoring to ensure impact. Monitoring & Evaluation The effectiveness of these interventions will be monitored through: Platform analytics and student usage reports from Edmentum, Lexia, and IXL (reviewed weekly) Lesson plan reviews and classroom walkthroughs (conducted biweekly) Progress on FAST PM1, PM2, and PM3, compared to interim formative assessments ELL subgroup data tracking, including attendance in interventions and tutoring, accommodations usage, and language proficiency growth (reviewed quarterly) This strategic, layered approach ensures that ELL students receive comprehensive academic and language development support, enabling them to meet grade-level expectations and progress toward the school's 15 percentage point increase goal in ELA proficiency by June 2026.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

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

Action Step #1
Continuous Curriculum and Instructional Improvement

Person Monitoring:
Florencia Wong

By When/Frequency:
ongoing through May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional development on the B.E.S.T. standards and Courseware to address ELL students Collaboration with the support team, including the ELL Liaison, on best practices, strategies, and interventions that will drive instruction and support student learning for ELL students Coaching and feedback to discuss the effectiveness of strategies, interventions, and instruction Assess student learning Modify instructional strategies based on student outcomes

Area of Focus #4

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.

Ascend Charter School will prioritize improving instructional practices in Science for grades 9–12, with a focus on increasing student achievement through differentiated, hands-on, and inquiry-based instruction.

The area of science was identified as a critical focus based on a significant decline in student performance during the 2024–2025 school year. Only 27% of students demonstrated proficiency, representing a 16 percentage point drop compared to the 2023–2024 school year. This decline signals both an urgent academic need and a broader instructional gap that requires targeted support.

To address this, the school will implement professional learning that equips teachers with:

- Differentiated instructional strategies to meet the needs of diverse learners, including ELLs and students with disabilities.
- Standards-aligned, hands-on lab activities that promote engagement, exploration, and real-world application of scientific concepts.
- Critical thinking and problem-solving routines embedded in daily instruction to deepen conceptual understanding.

This instructional shift is designed to increase student engagement, foster scientific literacy, and ultimately improve performance on state science assessments. By building teacher capacity and enhancing the quality of science instruction, Ascend aims to reverse the downward trend and provide all students with equitable access to high-quality STEM learning experiences.

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.

In the 2023–2024 school year, 43% of students at Ascend Career Academy demonstrated proficiency on the Biology End-of-Course (EOC) assessment. However, in the 2024–2025 school year, proficiency dropped to 27%, reflecting a significant 16 percentage point decline in student performance.

This decline signals a pressing need to strengthen science instruction through targeted professional development, increased student engagement via hands-on lab experiences, and the integration of test-taking strategies and skills practice.

To address this, Ascend Career Academy has set the following measurable outcome:

> By June 2026, the school will increase Biology EOC proficiency for students in grades 9–12 by at least 5 percentage points, raising overall achievement to a minimum of 33%.

Progress toward this goal will be monitored through benchmark assessments, formative classroom data, and instructional observation feedback tied to the implementation of standards-based labs, data-informed differentiation, and critical thinking skill development.

Monitoring

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

The implementation and impact of this science-focused area of improvement will be monitored through a multi-tiered approach grounded in data analysis, instructional coaching, and collaborative planning.

1. **Instructional Implementation Monitoring**
   The Science teacher will participate in regular lesson plan reviews and coaching sessions focused on effective use of standards-aligned instruction, differentiation, and literacy-based strategies in the science classroom. Walkthroughs and classroom observations will be conducted monthly to provide real-time, data-driven feedback and identify instructional strengths and areas for support.
2. **Assessment and Remediation Tracking**
   The Teacher will use formative assessments, Biology benchmark exams, and unit tests to identify learning gaps. Based on assessment data, reteaching plans and small group interventions will be implemented. Students receiving remediation will be reassessed following instruction, and student learning gains will be documented to track progress and inform instructional adjustments.
3. **Data-Driven Collaboration**
   Monthly data chats and collaborative planning sessions will be held with instructional leadership and science staff to analyze trends, evaluate the effectiveness of interventions, and make mid-course corrections. A focus will be placed on hands-on lab implementation, integration of test-taking strategies, and student engagement practices.

This comprehensive monitoring system ensures that teaching practices, student supports, and

assessment data remain aligned and responsive to student needs in order to achieve the targeted 5-percentage-point increase in Biology EOC proficiency by June 2026.

Person responsible for monitoring outcome
Miguel Mowatt

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:
Ascend will implement a multi-faceted, evidence-based approach to improve science achievement across grades 9–12 by addressing academic gaps, increasing student engagement, and improving assessment readiness. Core Curriculum Implementation A research-based science curriculum delivered through Edmentum Courseware, aligned with Florida state standards, will be implemented with fidelity to ensure rigorous, standards-based instruction across all science classrooms. This digital platform supports differentiated instruction and provides built-in formative assessments for data-driven instructional adjustments. Targeted Small Group Instruction To address individual learning gaps, IXL Science will be used in small-group settings. This adaptive tool provides real-time diagnostics and personalized skill development aligned to the standards. Instructional decisions for these small groups will be based on formative assessment results and benchmark data. Supplemental Intervention Strategies Teachers will integrate test-taking strategies and assessment review sessions into their weekly instruction to support student familiarity with item types, vocabulary, and pacing on the Biology EOC. These strategies are designed to improve both content retention and student confidence. Hands-On Learning and Engagement To spark interest and deepen understanding, hands-on lab experiences and inquiry-based activities will be embedded into the science curriculum. These experiential learning opportunities promote critical thinking, problem-solving, and real-world application of scientific concepts. Extended Learning Opportunities Ascend offers free after-school tutoring to all students, with a focus on small-group and one-on-one instruction in science. Tutoring sessions will reinforce core content, address individual misconceptions, and provide enrichment to support long-term retention and achievement. Monitoring of these interventions will include regular walkthroughs, lesson plan audits, progress monitoring data, and student performance on classroom and standardized assessments.

Rationale:
To address the significant decline in science proficiency, Ascend will implement a targeted instructional approach grounded in research-based curricula and student-centered strategies aimed at increasing achievement and engagement in grades 9–12. Edmentum Courseware serves as the core instructional program and is built on a research-based blended learning model. It provides real-time data on student progress, allowing for personalized pacing and instructional alignment to Florida state standards. The program functions as both a content delivery system and a progress-monitoring tool for teachers and students. IXL Science will be implemented as a supplemental resource to close individual learning gaps. After students complete diagnostic assessments, IXL identifies specific areas of need and generates targeted skills practice. This data enables teachers to design personalized interventions and small-group instruction to address class-wide and subgroup achievement gaps effectively. In addition to core and supplemental instruction, test-taking preparation will be embedded into instructional routines to strengthen students' familiarity with the Biology EOC format, question types, and strategies. These sessions aim to build students' confidence and test-

readiness. To promote active learning and student engagement, hands-on lab experiences will be integrated regularly. These inquiry-based activities encourage exploration, critical thinking, and innovation—skills essential for mastering science content and fostering long-term interest in STEM fields. This comprehensive instructional model—anchored in real-time data, targeted support, and experiential learning—will help reverse declining trends and ensure that all students have the tools needed to achieve success on the Biology EOC and beyond.

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
Student Achievement in Science

Person Monitoring:
Miguel Mowatt

By When/Frequency:
ongoing through May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional development on the B.E.S.T. standards Professional development on instructional practice Implement supplemental resources that can be embedded into the curriculum, focused on high-interest topics Collaboration with the support team on best practices, strategies, and interventions that will drive instruction and support student learning Coaching and feedback to discuss the effectiveness of strategies, interventions, and instruction Assess student learning Progress monitoring to monitor students' learning gains or deficits. Modify instructional strategies based on student learning outcomes

Area of Focus #5

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

ESSA Subgroups specifically relating to Hispanic Students (HSP)

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.

Ascend Career Academy has identified **improving academic performance and graduation outcomes for the Hispanic student population** as a critical Area of Focus for the 2025–2026 school year. This need spans all grade levels and directly impacts students' ability to access rigorous instruction, meet grade-level standards, and graduate college- and career-ready.

In the 2024–2025 school year:

- **29% of Hispanic students achieved proficiency in English Language Arts (ELA)**, which

remains below the Federal Index target. However, this represents a **4 percentage point gain** over the previous year.

- **42% of Hispanic students made learning gains in ELA**, showing a **13 percentage point improvement** from the previous year.
- The **graduation rate for Hispanic students rose to 39%**, an encouraging **21 percentage point increase** compared to the prior year.

These gains indicate positive momentum, yet the overall proficiency and graduation outcomes remain below state benchmarks. The increasing enrollment of Hispanic students over the past three years further underscores the urgency to develop and implement strategies tailored to their unique needs.

This Area of Focus was identified through disaggregated analysis of state assessment data, Early Warning Systems (EWS) indicators, and graduation rates. The data reveal persistent academic gaps, with contributing factors including language barriers, inconsistent attendance, and limited culturally responsive supports.

By prioritizing this focus, Ascend aims to:

- Close academic achievement gaps,
- Improve literacy outcomes across content areas,
- Increase graduation rates for Hispanic students,
- Ensure equitable access to standards-aligned instruction and support.

This commitment aligns with the school's mission to provide high-quality, personalized education to all learners and reflects a proactive approach to serving its growing Hispanic population through targeted, culturally relevant, and data-driven interventions.

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.

During the 2024–2025 school year, 29% of Hispanic students at Ascend Career Academy scored proficient in English Language Arts (ELA) on state assessments. Although this reflects a 4 percentage point increase from the previous year, the percentage remains below the Federal Index threshold. Additionally, 42% of Hispanic students made ELA learning gains, a 13 percentage point improvement from the prior year. The graduation rate for Hispanic students rose from 18% to 39%, a 21 percentage point increase.

By June 2026, Ascend Career Academy will:

- **Increase ELA proficiency among Hispanic students to at least 34%**, reflecting a **5 percentage point gain** from 2024–2025.
- **Raise ELA learning gains for Hispanic students to at least 47%**, a **5 percentage point increase** aligned with sustained growth.
- **Improve the graduation rate for Hispanic students to 44% or higher**, a **5 percentage point increase** over the next school year.

These outcomes will be monitored by disaggregated progress monitoring assessments, annual state test data, credit accumulation, and graduation tracking tools. Meeting these goals will demonstrate measurable progress in closing the achievement gap, increasing academic readiness, and supporting equitable graduation pathways for Ascend's growing Hispanic student population.

Monitoring

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

To ensure the effective implementation and measurable impact of strategies aimed at improving outcomes for Hispanic students, **Ascend Career Academy** will utilize a multi-layered monitoring process that includes both formative and summative data review:

1. **Progress Monitoring Assessments**
   ELA progress will be monitored through **quarterly FAST PM assessments**, classroom-based performance tasks, and digital platforms including **LEXIA, EDMENTUM Courseware, IXL, and NEWSELA**. Data will be disaggregated by subgroup to track academic growth and identify targeted areas for intervention among Hispanic students.
2. **Data Chats and Intervention Tracking**
   Biweekly **data chats** will be conducted Literacy Leadership, the literacy coach, and student support team to analyze performance trends and adjust instruction accordingly. Intervention progress will be tracked using Lexia and Edmentum data dashboards, while student-specific

supports will be documented within the MTSS framework.

3. **Graduation and Credit Tracking**
   The guidance counselor and student support specialist will monitor credit accrual, course completion, and attendance to ensure Hispanic students remain on track to graduate. Students needing additional support will be scheduled into credit recovery labs or offered modified plans through Edmentum Courseware to complete missing credits.
4. **Parent and Student Engagement Reviews**
   Family engagement will be monitored through parent-teacher conferences, bilingual communication, and participation in school-sponsored academic events. Attendance and feedback from these activities will be reviewed quarterly to improve support and outreach to Hispanic families.
5. **Monthly Leadership Review Meetings**
   The school leadership team will meet monthly to evaluate subgroup performance, implementation fidelity of instructional tools (Lexia, Edmentum, IXL), and attendance data. Adjustments to supports or professional learning will be made in response to the data.

This structured monitoring process will support ongoing improvement, identify gaps early, and ensure Hispanic students make measurable progress in ELA achievement, learning gains, and graduation outcomes by **June 2026**.

Person responsible for monitoring outcome
Neisha Billy, Miguel Mowatt, Florencia Wong

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:
To improve English Language Arts (ELA) achievement and learning gains among Hispanic students across all grade levels, Ascend Career Academy is implementing a multi-tiered set of evidence-based interventions grounded in ESSA-aligned research. These practices are designed to address skill gaps, accelerate reading proficiency, and support differentiated instruction. The selected interventions directly address academic barriers identified in prior-year data and have demonstrated effectiveness in similar educational settings. 1. Lexia PowerUp Literacy (ESSA Tier 1) Grades: 9–12 Description: Lexia PowerUp provides personalized, adaptive literacy instruction focused on word study, grammar, and comprehension. It adjusts content in real time based on student performance and allows for targeted teacher-led instruction. Monitoring: Lexia usage, progress, and skill mastery reports are reviewed weekly by instructional staff and the literacy coach. Students performing below benchmark receive additional teacher-led small group sessions. Data is used during biweekly data chats to adjust supports. 2. Edmentum Courseware and Exact Path (ESSA Tier 2) Grades: 9–12 Description: Edmentum Courseware offers individualized content recovery and skills reinforcement aligned with Florida standards. Exact Path provides adaptive learning paths in reading based on diagnostic assessments, which is used for intervention support. Monitoring: Student mastery and progress

reports are monitored biweekly through Edmentum dashboards. The guidance counselor and student support specialist review course completion data and coordinate follow-ups for students at risk of falling behind. 3. Newsela for Content-Based Literacy (ESSA Tier 3) Grades: 9–12 Description: Newsela delivers high-interest, leveled texts connected to core content areas, which builds background knowledge, vocabulary, and comprehension for English learners and struggling readers. Teachers assign texts and tasks aligned to ELA standards. Monitoring: Assignment completion and comprehension quiz data are reviewed by teachers biweekly. Student engagement and text complexity levels are monitored to ensure scaffolding and rigor. Adjustments are made to ensure alignment with instructional goals. 4. Multi-Tiered System of Supports (MTSS) – ELA Intervention Tiers (ESSA Tier 2) Grades: 9–12 Description: Ascend uses the MTSS framework to identify students needing academic interventions. Tier 2 and Tier 3 supports include increased instructional time, progress monitoring, and individualized intervention plans targeting reading deficiencies. Monitoring: Student progress is reviewed during MTSS meetings held every 4–6 weeks. FAST assessment data, digital platform reports (Lexia, Edmentum), and teacher input are used to adjust interventions and ensure fidelity of implementation. These evidence-based programs—Lexia, Edmentum, Newsela, and MTSS—are directly tied to improving ELA proficiency and are continuously monitored through assessment data, digital platform analytics, and teacher-student interactions. These interventions aim to raise the ELA achievement rate of Hispanic students, increase subgroup learning gains, and improve graduation readiness by June 2026.

Rationale:
Improving English Language Arts (ELA) achievement for Hispanic students is a critical priority at Ascend Career Academy. According to 2024–2025 school data, Hispanic students achieved 29% proficiency in ELA, which, although a 4 percentage point increase from the previous year, remains below the federal index target. Additionally, while the school demonstrated a 13 percentage point improvement in overall ELA learning gains, a deeper analysis reveals persistent skill gaps in reading comprehension and vocabulary development within this subgroup. Over the past three years, the Hispanic student population at Ascend has grown significantly, highlighting the need for more culturally responsive, differentiated, and linguistically accessible instructional strategies. The increase in this subgroup's enrollment—and their underperformance relative to state benchmarks—necessitates a focused, data-driven approach to intervention. The selected evidence-based programs—Lexia PowerUp, Edmentum, Newsela, and MTSS Tiered Supports—were chosen based on their demonstrated effectiveness with English learners and struggling readers. These programs align with the needs identified in diagnostic assessments, progress monitoring tools, and stakeholder feedback. They offer personalized, adaptive instruction and real-time data that allows educators to address skill deficiencies early and strategically. By implementing these high-impact strategies and closely monitoring their effectiveness, Ascend aims not only to increase ELA proficiency rates for Hispanic students to 40% or higher by June 2026, but also to promote equity in academic achievement and ensure all students graduate prepared for college, careers, and civic life.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

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

Action Step #1
1. Targeted ELA Intervention Using Lexia, Edmentum, and Newsela Description: Implement small-

group and individualized instruction using Lexia PowerUp, Edmentum Courseware, and Newsela for all Hispanic students performing below proficiency in ELA. Programs will be integrated into the ELA block and intervention time. Responsible Person: Literacy Coach & ELA and Reading Teachers 2. Progress Monitoring and Data Review Cycles Description: Conduct biweekly data reviews of student usage, mastery, and progress reports from Lexia, Edmentum, and Newsela. Use insights to adjust instructional groups and intervention intensity. Responsible Person: Student Support Specialist & Literacy Coach 3. Family and Student Engagement for Literacy Support Description: Host monthly bilingual parent workshops and student conferences to review academic progress, support reading at home, and increase family awareness of available resources. Responsible Person: ESOL Contact , Guidance Counselor

Person Monitoring:
Neisha Billy

By When/Frequency:
Quarterly, Ongoing to end of the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action Step 1: Targeted ELA Intervention Using Lexia, Edmentum, and NewsELA Action to Be Taken: ELA and reading teachers will provide targeted instruction to Hispanic students who are not meeting grade-level proficiency. Students will engage in Lexia PowerUp for foundational skills, Edmentum for standards-based remediation, and Newsela for reading comprehension and nonfiction analysis. Instruction will be embedded during core and intervention blocks. Monitoring Plan: Student progress will be tracked weekly using platform dashboards. Data such as time-on-task, level completion, and assessment scores will be reviewed biweekly by the Literacy Coach and ELA team to make instructional adjustments. A schoolwide tracker will be maintained to monitor subgroup performance trends. Action Step 2: Progress Monitoring and Data Review Cycles Action to Be Taken: Student Support Specialists and Literacy coach will facilitate biweekly data meetings with ELA teachers to analyze Lexia, Edmentum, and Newsela data. The team will use student data to regroup, identify students needing additional support, and adjust pacing and strategies. Monitoring Plan: Meeting minutes, updated data trackers, and instructional action plans will be reviewed monthly by school leadership. Progress reports will be shared with the leadership team and used to identify gaps and celebrate improvements. Action Step 3: Family and Student Engagement for Literacy Support Action to Be Taken: Ascend Career Academy will host semi- monthly bilingual family literacy nights and student-led data chats. These sessions will help families understand their child’s reading level, progress in intervention programs, and how to support learning at home. Monitoring Plan: Attendance logs, feedback surveys, and post-session action steps will be collected and reviewed. A family engagement tracker will be used to monitor participation and its correlation with student literacy growth.

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.

Area of Focus:

Ascend Career Academy will prioritize reducing chronic absenteeism across all grade levels. Chronic absenteeism—defined as missing 10% or more of school days—significantly disrupts student learning, engagement, and academic achievement. Absenteeism breaks instructional continuity, impedes mastery of grade-level standards, and increases the risk of course failure and dropout.

Rationale:

Data from the 2024–2025 school year indicate that approximately **73%** of Ascend Career Academy students missed 10% or more of school days, representing a concerning **13 percentage point increase** from the previous year. This upward trend in absenteeism negatively affects both individual student outcomes and the overall school performance.

Subgroup data reveal that **Hispanic students** and **English Language Learners (ELLs)** are disproportionately affected by absenteeism, which further compounds existing achievement gaps. Addressing chronic absenteeism for these groups is critical to ensuring equity in access to instructional time and support services.

Communication and Engagement:

To effectively engage families of ELL and Hispanic students, all school communications regarding attendance expectations, support programs, and intervention plans are translated and shared in families' native languages. Multiple communication platforms—including phone calls, texts, emails, and community meetings—are utilized to reach families and build partnership around attendance improvement.

The school's Early Warning System (EWS) will be fully leveraged to identify students at risk for chronic absenteeism early and provide targeted supports. Intervention strategies will be culturally responsive and designed to engage students and families from diverse backgrounds.

By focusing on increasing student attendance—measured by gains in attendance rates rather than solely reducing absences—Ascend Career Academy aims to foster a school climate that promotes consistent student engagement and success. These strategies will specifically target the identified subgroups through personalized outreach, family engagement initiatives, and student support services tailored to their unique needs.

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.

In the 2023–2024 school year, approximately **60%** of students at Ascend Career Academy were chronically absent, defined as missing 10% or more of the school year. In the 2024–2025 school year, this rate increased to **73%**, reflecting a concerning **13 percentage point rise** in chronic absenteeism. By June 2026, Ascend Career Academy aims to **reduce chronic absenteeism by at least 5 percentage points**, lowering the rate of students missing 10% or more of school days to **68% or less**

across all grade levels. This measurable target reflects a strategic commitment to improving student attendance and engagement by identifying and addressing barriers through targeted interventions, family engagement, and comprehensive support systems.

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.

To effectively reduce chronic absenteeism and improve student attendance, Ascend Career Academy will implement a comprehensive, data-driven monitoring system with the following components and timelines:

1. **Monthly Attendance Data Review:**
   Attendance data will be extracted monthly from the FOCUS system and reviewed by the Student Support Team (including guidance counselors, social workers, and administrators). This process will identify students with 10% or more absences and tardiness trends across all grade levels and subgroups, including ELL, Hispanic, Black/African American, and economically disadvantaged students. The review meetings will last approximately 60 minutes and be held every month to ensure timely intervention and monitoring of progress.
2. **Targeted Parent Outreach and Communication:**
   Parent/guardian outreach will occur within one week after monthly attendance data review identifies attendance concerns. Communication will be conducted via phone calls, emails, and home visits when necessary, with language support and translated materials provided for ELL and Hispanic families to ensure equitable engagement. Outreach will focus on removing attendance barriers and informing families about available supports. This outreach will be ongoing, with at least one contact attempt per month per family when attendance concerns persist.
3. **Collaborative Support Staff Meetings:**
   A cross-disciplinary team including guidance counselors, social workers, teachers, and school leadership will meet bi-weekly for 60-90 minutes to discuss attendance trends, share intervention strategies, and review individual student attendance improvement plans. These meetings will emphasize strategies tailored to high-need subgroups to ensure culturally responsive and effective support.
4. **Flexible Scheduling and Credit Recovery Labs:**
   Credit recovery labs and modified scheduling options will be available year-round, with students' participation monitored weekly. These options will target students impacted by work or family responsibilities, with priority given to those from subgroups experiencing higher absenteeism rates.
5. **Community Partnership Engagement:**
   Ascend will maintain ongoing collaborations with local organizations and career mentors,

scheduling quarterly engagement events designed to boost student motivation and connection to school. These opportunities will specifically support subgroups disproportionately affected by absenteeism, ensuring equitable access to resources.

Impact on Student Achievement:

This structured, frequent monitoring will facilitate early identification and intervention for students at risk of chronic absenteeism. Improved attendance is expected to increase students' instructional time and engagement, resulting in higher academic achievement and reduced dropout risk across all student groups. Documentation including monthly attendance reports, outreach logs, meeting minutes, and intervention tracking sheets will be collected to monitor the fidelity and effectiveness of these strategies.

Stakeholder Communication Plan

- **Frequency:**
  - Monthly attendance reports shared with staff and leadership teams.
  - Bi-weekly support staff meetings to discuss attendance and intervention strategies.
  - Monthly communication updates to families, with translated notices sent to ELL and Hispanic households.
  - Quarterly community partner meetings to coordinate engagement efforts.
- **Methods:**
  - Digital newsletters and emails for families in dominant languages spoken (e.g., Spanish).
  - Phone calls and text messaging campaigns utilizing translation services.
  - In-person family workshops and school events focused on attendance importance and support services.
  - Regular staff training to ensure consistent messaging and cultural responsiveness.
- **Responsible Parties:**
  - Guidance Counselors and registrar coordinate family communications.
  - ESOL Coordinator ensures translation and language access.
  - School Leadership oversees staff meetings and community partnership coordination.

These interventions will support all subgroups and will engage students and families through continuous support to increase student engagement, motivation to attend school, resources and support for families in need.

Person responsible for monitoring outcome

Neisha Billy

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:

To reduce chronic absenteeism and improve student engagement across all grade levels, Ascend Career Academy is implementing multiple evidence-based interventions aligned with state standards and federal guidelines. These strategies focus on identifying attendance barriers, enhancing student accountability, and fostering family and community involvement. Multi-Tiered System of Supports (MTSS) – Attendance Tier Interventions (ESSA Tier 2) Description: The MTSS framework provides a tiered approach to attendance interventions: Tier 1: Schoolwide attendance messaging, positive reinforcement, and incentive programs designed to promote a culture of consistent attendance. Tier 2: Targeted parent/guardian communication, attendance contracts, and increased monitoring for students demonstrating moderate absenteeism. Tier 3: Intensive, individualized case management including personalized family outreach, counseling referrals, and schedule adjustments for chronically absent students. Monitoring: Monthly attendance data will be extracted from the FOCUS system and reviewed by the Student Support Team. Students' tier placement and progress will be tracked, with adjustments to intervention intensity made based on responsiveness and attendance improvements. Family and Community Engagement Partnerships (ESSA Tier 3) Description: Ascend will cultivate partnerships with local organizations, businesses, and career mentors to increase student motivation and engagement. Through work-based learning opportunities, internships, and mentorship programs, students will connect real-world relevance to school attendance and academic success. Monitoring: Student participation rates and family feedback will be collected quarterly. Attendance data for participating students will be analyzed to evaluate the effectiveness of engagement efforts in reducing absenteeism. Flexible Scheduling and Credit Recovery for Upper Grades (ESSA Tier 2) Description: Recognizing the external commitments of 11th and 12th graders, Ascend offers modified schedules and specialized credit recovery labs. These flexible pathways enable students to balance education with work or family responsibilities while maintaining progress toward graduation. Monitoring: Edmentum course completion reports and daily attendance logs will be reviewed weekly. Guidance and support staff will convene biweekly to discuss student progress and modify supports as needed to ensure continued engagement. Together, these evidence-based interventions address root causes of absenteeism, foster re-engagement, and provide adaptable, student-centered solutions. Ongoing, systematic data review will ensure fidelity of implementation and support Ascend's goal of reducing chronic absenteeism to 55% or below by June 2026.

Rationale:

Chronic absenteeism has become a significant barrier to student achievement at Ascend Career Academy. According to the 2024–2025 Early Warning Systems data, approximately 73% of students missed 10% or more of the school year—a 13 percentage point increase from the prior year. This alarming trend disrupts student learning, reduces access to essential instruction, and impedes progress toward graduation, particularly among upper-grade students juggling academic and personal responsibilities. Addressing chronic absenteeism is critical to improving academic outcomes, increasing graduation rates, and meeting both state and federal accountability requirements. This focus reflects Ascend's commitment to fostering consistent student engagement and ensuring equitable access to high-quality education for all learners. The evidence-based interventions selected—such as MTSS tiered attendance supports, flexible scheduling options, strengthened family and community engagement, and targeted credit recovery—directly tackle the root causes of absenteeism identified through data analysis and stakeholder input. These strategies, grounded in ESSA-aligned research, prioritize re-engagement, personalization, and access to resources, ensuring that every student, especially those in vulnerable subgroups, has a supported pathway to academic

success. Through rigorous implementation and ongoing monitoring of these interventions, Ascend aims to reduce chronic absenteeism to 55% or below by June 2026. Achieving this goal will enhance student achievement, improve graduation readiness, and promote a positive, inclusive school climate.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

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

Action Step #1
Action Steps to Implement Action Step Responsible Person(s) 1. Conduct monthly attendance data reviews using FOCUS to identify chronically absent students and monitor attendance trends. Use this data to update MTSS intervention tiers and initiate timely parent/guardian outreach. Student Support Services Coordinator 2. Develop and implement individualized intervention plans and flexible scheduling options for students with persistent attendance challenges, with particular focus on upper-grade students requiring credit recovery or schedule adjustments due to external obligations. Guidance Counselor, Student Support Specialist 3. Enhance family and community engagement by cultivating partnerships with local organizations to provide mentoring, career exposure opportunities, and student incentives that increase school connectedness and encourage regular attendance. Community Engagement Liaison, School Leadership Team These actions will be regularly evaluated through monthly attendance monitoring, collaborative staff meetings, and ongoing review of progress toward the goal of reducing chronic absenteeism to 55% or lower by June 2026.

Person Monitoring:
Neisha Billy

By When/Frequency:
Quarterly, Ongoing to end of the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Monthly Attendance Data Review and Intervention Tiers Action to Be Taken: The attendance team will conduct monthly data pulls from FOCUS to identify students with excessive absences or tardiness. Students will be assigned to intervention tiers (Tier 1, Tier 2, or Tier 3) based on absence frequency. Outreach (calls, meetings, letters) will be conducted with families, and intervention plans will be created or revised as needed. Monitoring Impact: Attendance data will be tracked and compared month-to-month. The number of students with improved attendance will be reviewed in support staff meetings. Adjustments to intervention tiers will be made based on documented student progress or regression. 2. Implementation of Flexible Scheduling and Credit Recovery Labs Action to Be Taken: For upper-grade students with work or family obligations, guidance counselors will create tailored schedules and place students in credit recovery labs (Edmentum) that support graduation progress while accommodating their real-life circumstances. Monitoring Impact: Attendance and course completion will be tracked biweekly. Credit recovery data reports from Edmentum will be reviewed by the support team, and student progress will be discussed in individualized academic plan meetings. Students not making adequate progress will receive additional support or scheduling modifications. 3. Community and Family Engagement Initiatives Action to Be Taken: The school will collaborate with community partners and local businesses to provide students with real-world learning opportunities, career exploration, mentoring, and engagement activities that increase the perceived relevance of school. Family events and attendance incentive programs will also be held to encourage stronger school-home connections. Monitoring Impact: Participation rates in events, community

programs, and incentive initiatives will be tracked. Student attendance data will be cross-referenced with participation to assess impact. Surveys from families and students will also be used to gather qualitative feedback on engagement effectiveness.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Ascend Career Academy engages in a collaborative and data-driven process with district leadership and key stakeholders to review the allocation and use of resources aimed at meeting identified student needs as outlined in the School Improvement Plan (SIP). This process includes:

- **Program and Strategy Selection:** The curriculum team—comprising school leadership, student support services, the literacy coach, and teachers—reviews student performance data, school priorities, and evidence-based practices to identify and select programs, curricula, and strategies that align with the school's areas of focus and measurable goals. These selections are informed by district guidelines and available funding sources.
- **Stakeholder Input:** Input and feedback from parents, guardians, and community members are gathered through surveys, focus groups, and school meetings, ensuring resource decisions reflect the needs and priorities of the school community.
- **Resource Allocation and Monitoring:** Although Ascend Career Academy does not receive a designated School Improvement Allocation, funding for these programs and interventions comes primarily from Full-Time Equivalent (FTE) funding within the general fund. The school leadership team, in partnership with the district, monitors expenditures to ensure alignment with SIP goals and compliance with district policies.
- **Ongoing Review:** Resource use and program effectiveness are reviewed regularly during school leadership meetings and through communication with district representatives. Adjustments are made as needed based on student outcomes, staff feedback, and evolving school needs to maximize impact and ensure resources directly support the identified areas of focus and corresponding action steps.

This comprehensive review process ensures that all resources—whether fiscal, human, or material—are strategically directed to support the continuous improvement of student achievement and school performance.

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).

Ascend Career Academy strategically coordinates and allocates funds to effectively address the diverse needs of all students, guided by a comprehensive needs assessment and ongoing budget analysis. This process ensures that all available revenue streams are maximized to support the

school's improvement goals and compliance requirements throughout the academic year.
Funding sources include:

- **State and Local Funds:** The majority of the school's budget is derived from state and local revenue based on Full-Time Equivalent (FTE) student enrollment. These funds are allocated toward essential areas such as staff salaries, operational costs, curriculum materials, and instructional supplies, ensuring foundational support for effective teaching and learning environments.
- **Federal Funds:** Federal funding supplements critical support services and targeted interventions, including the salary for the school social worker, implementation of academic intervention programs, and investments in instructional technology. These resources are specifically dedicated to enhancing student engagement, addressing academic gaps, and promoting social-emotional well-being.

The allocation timeline aligns with the school's annual planning cycle, allowing for periodic review and adjustment based on student performance data, program effectiveness, and evolving school priorities. This data-informed budgeting process ensures that resources are directed where they are most needed to improve outcomes for all students, particularly those identified in targeted subgroups and priority areas of focus.

VII. Budget to Support Areas of Focus

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

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

Broward County Public Schools

AVANT GARDE ACADEMY FOUNDATION K8



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 10

D. Early Warning Systems 11

II. Needs Assessment/Data Review 14

A. ESSA School, District, State Comparison 15

B. ESSA School-Level Data Review 16

C. ESSA Subgroup Data Review 17

D. Accountability Components by Subgroup 18

E. Grade Level Data Review 19

III. Planning for Improvement 20

IV. Positive Learning Environment 30

V. Title I Requirements (optional) 34

VI. ATSI, TSI and CSI Resource Review 40

VII. Budget to Support Areas of Focus 42

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 the school is to prepare students with the 21st-century knowledge and skill set needed to impact their surroundings from a local, national, and global perspective. This is accomplished by providing a nurturing and safe environment that promotes the development of the total child, where students are challenged intellectually, artistically, and personally.

Provide the school's vision statement

The vision of the School is to implement an innovative and creative, student-centered learning environment where students and teachers collaborate utilizing the latest technology and achieve high academic standards and skills that will allow them to succeed in a competitive global society. The School will implement a fully integrated, purposeful STEAM and LEADER IN ME educational program to help students engage with the content and curriculum, synthesize the grade-level material with real-world experiences, and develop moral and democratic values through leadership opportunities.

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

Helga Chalas

hchalas@agabroward.org

Position Title

Principal

Job Duties and Responsibilities

Conduct classroom walkthroughs and provide on-going feedback to improve instructional practices and teacher effectiveness.
Ensure that the school adheres to all policies and procedures.
Coordinate and foster the development of programs to ensure that all students' individual needs and interests are met, including ESOL,ESE program supervision and evaluation.
Assist in the development, implementation, modification, and selection of curriculum materials and supplemental resources.
Promote the professional and academic growth of instructional personnel and support staff through meetings, in-service training and personal contact.
Select, implement, and plan professional development activities for the staff in collaboration with the instructional leadership team.
Observe and analyze student academic progress and achievement and assist in tracking and improving student outcome goals.

Leadership Team Member #2

Employee's Name
Nabile Hernandez

Nhernandez@agabroward.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Conduct classroom walkthroughs and provide on-going feedback to improve instructional practices and teacher effectiveness.
Ensure that the school adheres to all policies and procedures.
Coordinate and foster the development of programs to ensure that all students' individual needs and interests are met, including ESOL,ESE program supervision and evaluation.
Assist in the development, implementation, modification, and selection of curriculum materials and supplemental resources.
Promote the professional and academic growth of instructional personnel and support staff through meetings, in-service training and personal contact.
Select, implement, and plan professional development activities for the staff in collaboration with the instructional leadership team.
Observe and analyze student academic progress and achievement and assist in tracking and improving student outcome goals.

Leadership Team Member #3

Employee's Name
Stephanya Renauld

srenauld@agabroward.org

Position Title
Dean of Students

Job Duties and Responsibilities

Enforce the school's code of conduct and discipline policies fairly and consistently
Lead school-wide behavior management systems and interventions (e.g., PBIS, restorative practices)
Monitor student attendance and intervene to address chronic absenteeism
Support teachers with classroom management strategies and student behavior concerns
Communicate with families regarding discipline, attendance, and student support
Promote a positive, respectful, and inclusive school culture
Collaborate with counselors, administrators, and student support teams to meet student needs
Document behavior incidents, interventions, and parent communications accurately

Leadership Team Member #4

Employee's Name
Rossy Savinon

rsavinon@agabroward.org

Position Title
Instructional Coach

Job Duties and Responsibilities

Model lessons in classrooms on a daily/weekly basis.
Support the instructional development of all teachers in understanding the Florida Standards, curriculum and varied assessments, the Framework for Teaching, and data analysis.
Provide direction and coordination for how the curriculum is taught consistent with Avant Garde initiatives and research based best instructional practices.
Provide technical support to collaborative teams within buildings.
Assist teachers with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources.
Support teachers and administrators in using data to improve instruction on all levels.
Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students.
Support teachers by helping with the strategic way of teaching and share multiple instructional

strategies/processes with teachers during planning times.

Leadership Team Member #5

Employee's Name
Stephanie Sanchez

ssanchez@agabroward.org

Position Title
Instructional Coach

Job Duties and Responsibilities

Model lessons in classrooms on a daily/weekly basis.
Support the instructional development of all teachers in understanding the Florida Standards, curriculum and varied assessments, the Framework for Teaching, and data analysis.
Provide direction and coordination for how the curriculum is taught consistent with Avant Garde initiatives and research based best instructional practices.
Provide technical support to collaborative teams within buildings.
Assist teachers with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources.
Support teachers and administrators in using data to improve instruction on all levels.
Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students.
Support teachers by helping with the —strategic how of teaching -- share multiple instructional strategies/processes with teachers during planning times.

Leadership Team Member #6

Employee's Name
Jenny Rodriguez

jrodriguez@agabroward.org

Position Title
RTI/MTSS Coordinator

Job Duties and Responsibilities

Collect and analyze accurate and applicable school and student data.
Make data-based instructional decisions regarding individual
student needs.
Teach and model appropriate differentiation and intervention instructional
strategies.
work closely with administration, curriculum and instructional staff to ensure
that strategies and interventions are being provided with fidelity.

Leadership Team Member #7

Employee's Name
Sojini Cover

SCover@agabroward.org

Position Title
ESOL Coordinator

Job Duties and Responsibilities

Oversee the identification, placement, and monitoring of English Language Learners (ELLs) in compliance with federal, state, and district guidelines
Coordinate ESOL services, including scheduling of support staff, materials, and instructional support for ELLs
Ensure compliance with Title III and ESOL program requirements, including accurate documentation, parent communication, and timely testing (e.g., WIDA ACCESS)
Provide training and support to teachers on instructional strategies, cultural responsiveness, and accommodations for ELLs
Monitor student progress and collaborate with teachers to implement appropriate interventions
Communicate with families in their preferred language about ESOL placement, services, and student progress
Support school-based ESOL compliance, including student folders, language acquisition plans, and exit criteria
Analyze ELL data to inform instruction and support student achievement
Advocate for ELL students' academic, linguistic, and social-emotional needs
Collaborate with district ESOL personnel and participate in required training and audits

Leadership Team Member #8

Employee's Name
Noralis Dilan

ndilan@agabroward.org

Position Title
ESE Specialist

Job Duties and Responsibilities

Ensure compliance with Florida Department of Education (FLDOE) and IDEA regulations, including timelines, evaluations, and procedural safeguards.
Coordinate the development, implementation, and monitoring of IEPs in accordance with Florida's IEP guidelines.
Facilitate ESE eligibility meetings, IEP meetings, and reevaluations, ensuring appropriate team participation and parent involvement.
Support teachers in implementing accommodations, modifications, and specially designed instruction aligned with Florida B.E.S.T. Standards
Monitor the delivery of related services (e.g., speech, OT, PT) and ensure fidelity to IEP goals
Maintain accurate ESE records in the Florida Automated System for Transferring Educational Records (FASTER) and ensure timely data entry in SIS (e.g., Focus, Skyward, PowerSchool)
Collaborate with general education teachers to promote inclusive practices and LRE (Least Restrictive Environment) compliance
Analyze PM data (e.g., FAST, i-Ready) and progress monitoring tools to inform IEP development and instructional decisions
Train staff on Florida-specific compliance protocols, matrix of services, and the McKay/Gardiner/FES scholarship eligibility when applicable
Communicate effectively with families to explain ESE services, procedural rights, and available supports under Florida law.

Leadership Team Member #9

Employee's Name
Judy Rubino

jrubino@agabroward.org

Position Title
Social Worker

Job Duties and Responsibilities

Support students' academic, emotional, and social development by addressing barriers to learning
Provide individual and group counseling for students experiencing trauma, behavioral challenges, or family-related stressors
Collaborate with families, teachers, and school staff to develop intervention plans that support student success
Conduct home visits and needs assessments to connect families with community and mental health

resources
Ensure compliance with Florida state mandates related to student welfare, attendance, and mental health services
Monitor attendance data and intervene with students who are chronically absent or truant, in coordination with MTSS and district truancy teams
Participate in MTSS, IEP, and 504 meetings to provide input on student support strategies
Document services provided and maintain accurate, confidential records per state and district policy
Educate students and families about mental health, crisis prevention, child abuse reporting (as a mandated reporter), and available supports
Liaise with child welfare, juvenile justice, and community-based organizations to advocate for students' safety and well-being.

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.

Avant Garde Academy secures input from all stakeholders through our stakeholder group, PALs (Parents as Leaders) and our SAC (School Advisory Council). The PALs is comprised of parents and community members. PALs meetings are held monthly. Our SAC is comprised of parents, students and
faculty members. SAC meetings are held monthly. Avant Garde Academy, as a charter school, holds quarterly Governing Board meetings. School data is shared at the SAC and the governing board meetings and input from stakeholders is discussed and analyzed for next steps.

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 regularly monitored through a cycle of data review, classroom observation, and collaborative planning to ensure effective implementation and impact

especially for students with the greatest achievement gaps, including ELLs, ESE students, and those in the lowest 25%. Student progress toward mastery of the Florida B.E.S.T. standards will be tracked using formative and summative assessments, FAST progress monitoring, i-Ready diagnostics, and other standards-based tools. Teachers and instructional leaders will meet in Professional Learning Communities (PLCs) biweekly to review data by grade level and subgroup, identify instructional strengths and gaps, and adjust grouping and strategies based on student needs.

Classroom implementation will be monitored through ongoing walkthroughs and targeted observations conducted by administrators, coaches, and support staff using look-for tools aligned to SIP priorities, including differentiated instruction and small-group implementation. Feedback from these observations will guide coaching cycles, professional development, and resource allocation.

To ensure continuous improvement, stakeholder feedback will be gathered regularly from staff, families, and community members through surveys, SAC meetings, and family engagement events. The leadership team will formally review SIP goals and progress at the end of each academic quarter and revise action steps as needed based on data trends and stakeholder input. This collaborative approach ensures the SIP remains a living document responsive to student needs and focused on closing achievement gaps while supporting high expectations for all learners.

C. Demographic Data

2025-26 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**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**61.5%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
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)	**ENGLISH LANGUAGE LEARNERS (ELL)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25:** **2023-24:** **2022-23:** **2021-22:** **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	39	37	19							95
Absent 10% or more school days	8	7	6							21
One or more suspensions	0	0	0							0
Course failure in English Language Arts (ELA)	0	0	0							0
Course failure in Math	0	0	0							0
Level 1 on statewide ELA assessment	0	12	20							32
Level 1 on statewide Math assessment	0	5	6							11
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	0	0							0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0							0

Current Year 2025-26

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

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

Current Year 2025-26

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

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

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										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
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										0

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										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*		66	61		60	58		55	53
Grade 3 ELA Achievement		65	62		62	59		58	56
ELA Learning Gains		64	61		61	59			
ELA Lowest 25th Percentile		60	55		56	54			
Math Achievement*		64	62		60	59		52	55
Math Learning Gains		61	60		62	61			
Math Lowest 25th Percentile		56	53		60	56			
Science Achievement		60	57		55	54		50	52
Social Studies Achievement*		75	74		73	72		68	68
Graduation Rate		68	72		68	71		68	74
Middle School Acceleration		77	75		73	71		72	70
College and Career Acceleration		53	56		49	54		54	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	50	60	61		59	59		53	55

*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)	ATSI
OVERALL FPPI – All Students	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	50
Total Components for the FPPI	1
Percent Tested	
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
50%						

* 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%
English Language Learners	50%	No		
Hispanic Students	45%	No		
White Students	56%	No		
Economically Disadvantaged Students	39%	Yes	1	

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													50%
English Language Learners													50%
Hispanic Students													45%
White Students													56%
Economically Disadvantaged Students													39%

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.

There is no assessment data available for this school.

III. Planning for Improvement

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

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

Most Improvement

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

The school opened last year (2024-2025) therefore, there is no data to determined most improved nor were there new actions.

Lowest Performance

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

Based on the data provided on the Accountability Components by Subgroup, the lowest performance is seen in the "ELP Progress" for Economically Disadvantaged Students, which is at 39%. Contributing factors include a 22% rate of absenteeism (absent 10% or more school days) and 34% rate of level 1 performance in the ELA state assessment. It is imperative to note that this is an exclusive English Language Learner program.

Greatest Decline

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

The school opened last year (2024-2025) therefore, there is no data to determine the greatest decline from the prior year.

Greatest Gap

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

The greatest gap is reflected in the progress of ELL in achieving English Language proficiency. The school earned a 50% while the state earned a 61%. This gap of 11% points is possibly due to the exclusivity of the English Language Learner program of the school.

EWS Areas of Concern

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

Sixty-one point five percent of our students are identified as Economically Disadvantaged Students based on the free and reduce lunch rates. Based on the Early Warning Systems (EWS) data provided , here are two significant areas of concern for the 2025–26 school year:

- 34% rate of level 1 performance in the ELA state assessment
- 22% rate of absenteeism (absent 10% or more school days)

Highest Priorities

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

The priorities for the K-2 Agility program, which is exclusively English Language Learners are the following:

1. **Improve ELA Proficiency** - 34% of students scored Level 1 on the statewide ELA assessment This indicates a large number of students are performing below grade level in reading at a critical developmental stage.

2. **Strengthen Early Literacy Support for K–**2- A total of 95 students are flagged under school enrollment, with the majority in K–2 (Kindergarten = 39, Grade 1 = 37, Grade 2 = 19). Additionally, 10 students in K–3 were identified with substantial reading deficiencies.

3. Reduce chronic **Absenteeism** - A total of 22% of the students were absent 10% or more school days.

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)

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.

For the 2024–2025 school year, Avant Garde Academy Foundation K–2 has identified **Economically Disadvantaged Students (EDS)** as a critical area of focus. A review of free and reduced lunch data revealed that **61.5% of the student population qualifies**, underscoring the need for targeted support. This indicator can be closely tied to consistent attendance and academic performance.

Grade-Level Focus and Impact on Student Learning

- **Kindergarten:**
  For our youngest learners, economic disadvantage often affects early literacy readiness, access to school supplies, and consistent attendance. Students who miss instructional time or arrive unprepared are at risk of falling behind in foundational reading and numeracy skills. By providing resources such as school supplies, access to transportation, and family engagement supports, the school will help ensure that Kindergarten students enter and remain on track in these crucial first steps of learning.
- **Grade 1:**
  In first grade, students transition from "learning to read" toward "reading to learn." For EDS students, gaps in literacy skills identified in our current data highlight the need for targeted small-group instruction, tutoring, and wraparound services. Supporting these students with equitable access to interventions ensures they can strengthen foundational skills without widening achievement gaps that can persist in later years.
- **Grade 2:**
  By second grade, students are expected to demonstrate increasing independence in literacy. This suggests that economic challenges may contribute to inconsistent progress. Interventions such as RTI supports, access to technology, and truancy intervention services will be critical to supporting students academically, ensuring they are prepared for the rigor of upper elementary grades.

Rationale for Area of Focus

Commitment to Equity

By allocating funds specifically for EDS students in alignment with **Title I requirements**, Avant Garde Academy Foundation ensures that every child has equitable access to the resources needed for success. The focus on transportation, school supplies, tutoring, and wraparound services directly addresses barriers to learning and supports both the academic and social-emotional growth of our students.

This targeted focus is essential to **closing achievement gaps and improving attendance.**

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.

Attendance Goal (All Grades K–2):

- **Current Year Data:** 24% (21 out of 95 students) of EDS students were identified as chronically absent (10% or more days missed).
- **Outcome:** By the end of the 2025–2026 school year, the percentage of chronically absent EDS students will **decrease to 15% or less**, as measured by school-wide attendance records.

Monitoring

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

This measurable outcome will be tracked using attendance records. To ensure effective implementation and progress toward reducing chronic absenteeism, the following monitoring strategies will be put in place:

1. Weekly Attendance Reports

• Teachers and attendance clerks will review weekly attendance summaries to identify students approaching or exceeding the 10% absenteeism threshold.

• Grade-level teams will flag students missing 5 or more days early in the year for targeted follow-up.

2. Attendance Intervention Logs

• Administration and support staff will document all parent conferences, phone calls, home visits, and attendance contracts in an attendance intervention log.

• These logs will be reviewed bi-weekly to track intervention implementation and family engagement efforts.

3. Monthly Data Reviews

• The leadership team will conduct monthly reviews of grade-level absenteeism data to monitor trends and assess the impact of interventions.

• Teachers of affected students will receive updated reports to adjust classroom supports and communication accordingly.

4. Student Attendance Action Plans

• Students with persistent absenteeism (5+ absences in a quarter) will be placed on an action plan with academic and behavioral goals. Notice of attendance infraction will be sent home to sign and return.
• Progress toward attendance goals will be reviewed every 9 weeks with the student, parent, and support staff.
5. Stakeholder Communication
• Attendance data and progress updates will be shared regularly during staff meetings and leadership huddles.
• Parent newsletters and Parenlink messages will promote the importance of daily attendance and reinforce school-wide goals.
• At the beginning of each school year, families receive an Attendance Contract to review and sign. This contract serves as a reminder of the importance of regular school attendance and outlines the shared responsibility between parents, students, and the school in supporting student success.

Person responsible for monitoring outcome
School social worker, Ms. Judy Rubino; Title 1 Coordinator, Ms. Jenny Rodriguez; Attendance Administrator, Nabile Hernandez; Principal, Helga Chalas

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:
To address the academic, attendance, and language proficiency needs of Economically Disadvantaged Students (EDS), Avant Garde Academy Foundation will implement the use of a home-school Liaison as a key evidence-based intervention. Research indicates that strong school–family partnerships improve student attendance, engagement, and academic outcomes, particularly for students experiencing economic disadvantage. Kindergarten: -Practices/Programs: Home-School Liaison will ensure families of Kindergarten EDS students have access to supplies, transportation, and attendance supports. Collaboration with teachers to share strategies for building foundational literacy and numeracy at home (e.g., reading logs, take-home math practice). - Monitoring: Weekly attendance checks by liaison. Monthly review of i-Ready progress monitoring data. Parent contact logs maintained and reviewed by administration. Grade 1: - Practices/Programs: Liaison will provide targeted communication to families regarding RTI interventions, literacy support, and progress toward FAST STAR benchmarks. Family workshops (Parents In Action - PIT) on supporting early reading skills and homework routines at home. - Monitoring: Progress monitoring data from FAST STAR and i-Ready reviewed every 6–8 weeks. Attendance reports tracked biweekly, with follow-up calls and quarterly meetings for families at risk of chronic absenteeism. Documentation of family participation in workshops and interventions. Grade 2: - Practices/Programs: Liaison will support families in understanding student progress toward grade-level reading, math, and ELP goals. Connect EDS/ELL families with resources to support English language acquisition and academic skills at home. Coordination with ESOL staff to ensure families are aware of accommodations and strategies being used in the classroom. The Home-School Liaison will provide consistent communication, connect families to community resources, and monitor barriers such as transportation, attendance, and

access to school supplies. This targeted support is designed to reduce chronic absenteeism, strengthen family involvement, and promote stability for EDS students, directly supporting achievement of the measurable outcomes outlined in the SIP.

Rationale:
The rationale for implementing a Home-School Liaison as an evidence-based intervention is grounded in the 2023–2024 data, which identified Economically Disadvantaged Students (EDS) as a subgroup with significant barriers to academic success. Data revealed: 61.5% of students qualified as Economically Disadvantaged. Only 39% of EDS English Learners demonstrated adequate ELP progress. Academic performance of EDS students was below grade-level expectations in reading across K–2. 24% of EDS students were chronically absent, further impacting their ability to access instruction. Research shows that when schools actively engage families and remove barriers to attendance, communication, and access to resources, student achievement and engagement increase. Many of the challenges identified—such as chronic absenteeism, inconsistent access to supplies, and limited parent knowledge of interventions—stem from barriers that extend beyond the classroom. By implementing a Home-School Liaison, the school strengthens the bridge between home and school, ensuring families have the resources, communication, and consistent support needed to help their children succeed. This intervention directly addresses the root causes of the gaps identified in the data and provides equitable support for EDS students to improve attendance, academic outcomes, and English language proficiency.

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
Attendance Reports

Person Monitoring:
Assistant principal, Nabile Hernandez; Registrar, Dorian McNeal; Judy Rubino, Mental Health Coordinator;

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Weekly attendance reports disaggregated by tardies and absences will be reviewed. Notices of attendance infractions will be sent to parents to sign and remind them of the attendance policy of the school and district. • Teachers and attendance clerks will review weekly attendance summaries to identify students approaching or exceeding the 10% absenteeism threshold. • Grade-level teams will flag students missing 5 or more days early in the year for targeted follow-up.

Action Step #2
Attendance Intervention Logs

Person Monitoring:
Principal, Helga Chalas; Assistant Principal, Nabile Hernandez; Mental Health Coordinator,

By When/Frequency:
As needed/Daily and Bi-Weekly

Judy Rubino

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Administration and support staff will document all parent conferences, phone calls, home visits, and attendance contracts in an attendance intervention log. • These logs will be reviewed bi-weekly to track intervention implementation and family communication

Action Step #3
Monthly Data Reviews

Person Monitoring:
Principal, Helga Chalas; Assistant Principal, Nabile Hernandez; Judy Rubino, Mental Health Coordinator

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• The leadership team will conduct monthly reviews of grade-level absenteeism data to monitor trends and assess the impact of interventions. • Teachers of affected students will receive updated reports to adjust classroom supports and communication accordingly.

Area of Focus #2

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

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)

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.

At Avant Garde Academy 5015, the primary area of focus for the 2025–2026 school year is **improving academic achievement and equity for Economically Disadvantaged (ED) students**. Data from the 2024–2025 school year revealed academic gaps in literacy amongst this subgroup, as well as increased challenges related to attendance.

Grade-Level Impact:

- **Grades K–2:**
  ED students in early grades demonstrated significantly lower performance in foundational literacy skills. Only **52%** of ED students met reading benchmarks by the end of Grade 2, compared to **74%** of their non-ED peers. These early gaps are critical, as they affect long-term reading fluency and comprehension.

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.

Focus: Increase ELA Proficiency and Close Gaps in Foundational Reading

Data 2024–25:

- Grade 1: 12 students scored Level 1 on the statewide ELA assessment
- Grade 2: 20 students scored Level 1 on the statewide ELA assessment
- Total: 32 students in Grades 1–2 (substantially below grade level in reading)
- ELP Progress – Economically Disadvantaged: 39%
- ELP Progress – English Language Learners: 50%

By May 2026, the school will reduce the number of students scoring Level 1 on the statewide ELA assessment in Grades 1 and 2 by at least 10%
as measured by state assessment data and school-level progress monitoring tools (e.g., FAST PM, WIDA ACCESS, i-Ready AP).

Monitoring

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

To ensure the high-fidelity execution of early literacy and language support strategies for Economically Disadvantaged Students (EDS), multiple monitoring systems will be implemented. These systems will focus both on **implementation fidelity** (ensuring strategies are being carried out as intended) and **impact** (measuring student outcomes).

Implementation Monitoring:

- **Instructional Walkthroughs and Evaluations (Informal and Formal):** Administrators and instructional coaches will conduct regular walkthroughs to ensure early literacy and ELP strategies, including scaffolding and small-group instruction, are evident in daily practice. Feedback will be provided in real time and documented for follow-up.
- **Lesson Plan Reviews:** Lesson plans will be reviewed weekly to confirm that targeted interventions, ESE/ESOL accommodations, and literacy supports are planned intentionally for EDS students.
- **Intervention Fidelity Checks:** RTI and ELP interventions will be observed and tracked to confirm that evidence-based practices (e.g., phonics routines, guided reading, push-in/pull-out supports) are implemented consistently and with fidelity.

Impact Monitoring:

- **Data Chats and PLCs:** Grade-level PLCs will meet weekly to review progress monitoring data (i-Ready, FAST STAR, ACCESS for ELLs), identify students not making expected growth, and adjust instructional strategies accordingly.
- **Progress Monitoring Cycles:** Student achievement data will be reviewed every 6–8 weeks to measure progress toward the measurable outcomes in reading, math, and ELP progress.
- **Attendance Tracking:** Chronic absenteeism among EDS students will be tracked weekly, with the Home-School Liaison providing targeted support to families at risk.

Leadership Oversight:

- The Leadership Team will review monitoring results quarterly during data chats and leadership meetings.
- Findings will be used to adjust professional development, coaching cycles, and family engagement supports to ensure the desired outcomes are met.

Person responsible for monitoring outcome
Helga Chalas, Nabile Hernandez, Jenny Rodriguez, Rossy Savinon and Stephanie Sanchez

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:
To address the academic, attendance, and language proficiency needs of Economically Disadvantaged Students (EDS), Avant Garde Academy Foundation will implement MTSS interventions across K–2. MTSS is an evidence-based framework that provides tiered supports to meet the academic and social-emotional needs of students, ensuring equitable access to high-quality instruction. Tiered interventions include small-group instruction, targeted interventions, progress monitoring, and behavior supports (PBIS). Kindergarten: - Practices/Programs: Tier 1: Core literacy instruction with embedded differentiated supports. Tier 2: Small-group interventions in phonemic awareness, vocabulary, and early numeracy skills. Tier 3: Intensive interventions for students performing below benchmarks, using progress-monitoring tools such as i-Ready. - Monitoring: Weekly MTSS team meetings to review student progress. Lesson plan reviews to ensure targeted interventions are included. Biweekly progress monitoring using i-Ready data. Grade 1: - Practices/Programs: Tier 1: Core instruction in reading and math with scaffolds and accommodations for EDS/ELL students. Tier 2: Small-group interventions focusing on reading comprehension, fluency, and foundational math skills. Tier 3: Intensive, individualized interventions aligned with RTI recommendations, including ESOL supports. -Monitoring: MTSS team reviews progress monitoring data every 6–8 weeks. Attendance, engagement, and intervention fidelity monitored via weekly liaison check-ins. Lesson plans and walkthroughs ensure fidelity of Tier 2/3 interventions. Grade 2: - Practices/Programs: Tier 1: High-quality differentiated instruction for all students. Tier 2: Targeted literacy and math groups, including comprehension and problem-solving support. Tier 3: Individualized interventions for students not meeting benchmarks, including ELP scaffolds for ELL students and RTI interventions for reading/math gaps. - Monitoring: Biweekly MTSS data review cycles. Observation and fidelity checks by instructional coaches. ACCESS for ELLs and FAST STAR data used to evaluate growth.

Rationale:
The rationale for implementing MTSS interventions for Economically Disadvantaged Students (EDS) in grades K–2 is grounded in both data from the 2023–2024 school year and research-based practices that support equitable student outcomes. Prior year data revealed: - 61.5% of students were identified as Economically Disadvantaged. - 39% of EDS English Learners made adequate progress in English Language Proficiency (ELP). - Academic performance of EDS students was below grade-level benchmarks in literacy and math across K–2. - 24% of EDS students were chronically absent, affecting access to instruction and progress toward grade-level goals. MTSS is an evidence-based, multi-tiered framework that provides systematic, differentiated supports to meet the academic, social-

emotional, and behavioral needs of students. By providing Tier 1 (core instruction), Tier 2 (targeted interventions), and Tier 3 (intensive supports), MTSS ensures that instruction is responsive to student needs and that struggling learners are identified and supported early. Additionally, integrating MTSS with home-school liaison support addresses external barriers to learning, such as inconsistent attendance, limited access to resources, and lack of family engagement. This combined approach directly targets the root causes of achievement gaps and provides equitable opportunities for EDS students to make measurable academic and language growth, ultimately improving overall school performance and fostering an inclusive learning environment.

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
Tier 2 Interventions take place 3 times weekly for approximately 30 minutes for approximately 5 students per group.

Person Monitoring:
Instructional Coaches: Rossy Savinong, Reading Coach; Jenny Rodriguez, MTSS Coordinator; Stephanie Sanchez, Math Coach

By When/Frequency:
After every cycle - approximately 4 weeks on MTSS interventions.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Tier 2 interventions provide targeted support for students who are not meeting grade-level benchmarks in literacy, math, or language proficiency, despite access to high-quality core instruction (Tier 1). These small-group interventions aim to accelerate learning, close achievement gaps, and ensure that Economically Disadvantaged Students (EDS) make measurable progress toward academic and ELP outcomes. Implementation: - Identification of Students: Students performing below benchmarks are identified through universal screening assessments (i-Ready, FAST STAR, ACCESS for ELLs) and teacher observations. - Group Size and Frequency: Students receive instruction in small groups (3–5 students), 3–5 times per week for 30–45 minutes, depending on need. - Instructional Focus: Literacy: Phonemic awareness, decoding, fluency, comprehension, vocabulary. Math: Foundational numeracy skills, problem-solving strategies, and skill-specific practice. ELP: Targeted language development scaffolds, academic vocabulary, and oral/reading practice for English Learners. - Evidence-Based Programs/Strategies: Use of research-backed interventions such as guided reading, explicit phonics instruction, math skill-builders, and language scaffolds. Monitoring and Progress Tracking: - Data Collection: Ongoing progress monitoring using benchmark assessments, curriculum-based measures, and teacher observations. - Review Cycles: MTSS team reviews student progress biweekly to determine if students should continue Tier 2, move to Tier 3, or return to Tier 1. - Intervention Fidelity: Lesson plans and instructional sessions are checked through walkthroughs, coaching observations, and fidelity logs to ensure consistent implementation. Expected Outcome: Tier 2 interventions will increase the percentage of EDS students meeting grade-level benchmarks in reading, math, and ELP, reducing the number of students requiring intensive Tier 3 support and promoting academic equity across K–2.

Action Step #2

Tier 3 Interventions take place 5 times per week with one on one or very small group (up to 3) of students.

Person Monitoring:
ESE Specialist, Noralis Dilan; Instructional Coaches, Stephanie Sanchez and Rossy Savinon; MTSS Coordinator, Jenny Rodriguez

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Tier 3 interventions provide intensive, individualized support for students who continue to struggle despite Tier 1 (core instruction) and Tier 2 (targeted small-group support). The goal is to accelerate learning, address significant gaps in literacy, math, or language proficiency, and ensure that Economically Disadvantaged Students (EDS) achieve measurable growth toward grade-level benchmarks. Implementation: - Identification of Students: Students are identified through progress monitoring data (i-Ready, FAST STAR, ACCESS for ELLs), Tier 2 intervention outcomes, and teacher observations. These students typically perform well below grade-level expectations or are not responding adequately to Tier 2 supports. - Group Size and Frequency: Instruction is delivered in very small groups (1–3 students) or individually, 4–5 times per week for 30–60 minutes, depending on student needs. - Instructional Focus: Literacy: Intensive decoding, phonics, reading fluency, comprehension strategies, and vocabulary enrichment. Math: Intensive skill-specific interventions, numeracy foundations, problem-solving, and conceptual understanding. ELP: Individualized language development plans targeting vocabulary, sentence structure, oral expression, and comprehension for English Learners. - Evidence-Based Programs/Strategies: Structured, research-based interventions such as Orton-Gillingham for literacy, precision teaching, small-group math intervention programs, and language scaffolds for EL students. Monitoring and Progress Tracking: - Data Collection: Progress is monitored weekly through formative assessments, benchmark assessments, and curriculum-based measures. - Review Cycles: The MTSS team meets weekly to review Tier 3 data, make instructional adjustments, and determine if students require continued Tier 3 support, movement to Tier 2, or transition back to Tier 1. - Intervention Fidelity: Observations by instructional coaches, lesson plan reviews, and fidelity checklists ensure that interventions are implemented with consistency and accuracy. Expected Outcome: Tier 3 interventions will result in significant academic growth for EDS students who are performing well below grade-level expectations, ensuring that all students have equitable access to grade-level instruction and are on track to meet measurable outcomes in literacy, math, and English language proficiency.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

For the 2025–2026 school year, Avant Garde Academy Foundation K–8 has identified the implementation of a Positive Behavior Interventions and Supports

(PBIS) framework through Compass Navigate360 as a key area of focus in Grades K-5. This decision is grounded in prior-year data, including elevated student behavior incidents, inconsistent classroom management practices, and stakeholder feedback indicating a need for more structured behavior support systems schoolwide.

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.

By June 2026, the percentage of administration discipline referrals at Avant Garde Academy Foundation K-8 will decrease 10% as tracked through the Compass Navigate360 behavior system. During the 2024-2025 school year, there were two-hundred and ten behavior referrals submitted. Major referrals made up just over half of all referrals (56.2%), with minors accounting for slightly less than half (43.8%). Nearly half of all referrals (49%) were for disruptive behaviors that negatively impacted the learning environment. This indicates that disruptions to instruction and classroom management represent the largest single category of referral behavior, highlighting an area of concern that directly affects teaching and learning.

To address the high percentage of referrals related to disruptive behaviors, as well as all other behavior infractions, Avant Garde Academy will implement a multi-tiered system of supports designed to improve student behavior and strengthen the learning environment. Beginning in the 2025–2026 school year, all students in grades K–5 will receive direct instruction in social-emotional learning through the Compass Curriculum from Navigate360. This curriculum will help students develop the skills necessary to regulate their emotions, build healthy relationships, and make responsible choices that support both their personal growth and the academic success of their peers.
In addition, the school will utilize Navigate360's Behavior Interventions program by aligning the student code of conduct with targeted lessons that directly address specific misbehaviors. This approach will ensure that consequences are paired with learning opportunities, allowing students to understand, reflect upon, and correct their actions.

Finally, the school will implement a schoolwide Positive Behavioral Interventions and Supports (PBIS) Rewards system, also through Navigate360. This program will provide consistent opportunities to teach, model, and recognize positive behaviors across all grade levels and settings. By reinforcing desired behaviors and celebrating student success, the PBIS Rewards system will create a positive school culture that encourages

accountability, respect, and engagement.

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.

This area of focus will be monitored through the consistent implementation of classroom management practices and schoolwide behavior systems. All teachers will be required to create classroom management plans that align with the PBIS Rewards system and the school's student code of conduct. These plans will serve as a foundation for maintaining consistent expectations and reinforcing positive behaviors across grade levels.

Ongoing monitoring will occur through monthly Professional Learning Communities (PLCs) and professional development sessions. During these meetings, teachers will receive training on effective behavior management strategies, explore additional tools and resources, and engage in collaborative discussions to share best practices.

Teacher feedback will also be gathered regularly to identify challenges, guide coaching and support, and make timely adjustments to ensure fidelity of implementation with all Navigate360 programs, including Compass SEL, Behavior Interventions, and PBIS Rewards.

Adjustments to tiered supports (Tier 1, Tier 2, and Tier 3 interventions) will be made based on student needs and behavior patterns identified in the data analyzed in the PBIS Rewards reports. These reports will allow us to identify behavior trends and patterns, measure reductions in disruptive behaviors and increases in positive behaviors.

Person responsible for monitoring outcome

Helga Chalas, Principal; Nabile Hernandez, Assistant Principal; & Rossy Savinon, Instructional Coach, Stephanie Sanchez, Instructional Coach Stephanya Renauld, Dean of students

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 PBIS framework within Navigate360

Rationale:

The PBIS Rewards framework within Navigate360 provides a system for teaching and reinforcing behavior expectations by teaching, encouraging, and rewarding positive behaviors while tracking both positive behavior and disciplinary incidents. Students will be recognized regularly for meeting school-wide expectations, and staff will have access to tools for managing classroom behavior in a

consistent, proactive way. The goal is to ensure students clearly understand what is expected of them, while receiving regular positive reinforcement and support when challenges arise.

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 Navigate360 for Schoolwide PBIS

Person Monitoring:	**By When/Frequency:**
Nabile Hernandez, Assistant Principal / Stephanya Renauld, Dean of Students	Initial training by August 2025; refresher training and follow-up support provided quarterly.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Establish and communicate schoolwide behavior expectations using visuals such as bulletin boards in the main hallways, remind students of behavior expectations and reward system in the morning announcements, and celebrate improvements and recognize lead students and classes.

Action Step #2
Schoolwide Communication of PBIS Behavior Expectations

Person Monitoring:	**By When/Frequency:**
Stephanya Renauld, Dean of Students / Classroom Teachers	Expectations introduced by the second week of school (August 2025); reinforced weekly throughout the year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Establish and communicate schoolwide behavior expectations using visuals such as bulletin boards in the main hallways, remind students of behavior expectations and reward system in the morning announcements, and celebrate improvements and recognize lead students and classes.

Action Step #3
Use Behavior Data to Guide PBIS Decisions

Person Monitoring:	**By When/Frequency:**
Helga Chalas, Principal / PBIS Team	Monthly, beginning September 2025 and ongoing throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Review behavior data monthly during leadership and grade-level PLC meetings to identify trends, adjust interventions, and recognize students and staff. Provide Navigate 360 updates and refreshers during monthly faculty meetings.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

https://www.agabroward.org/apps/pages/index.jsp?uREC_ID=320838&type=d

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)).

https://www.agabroward.org/apps/pages/index.jsp?uREC_ID=321219&type=d&termREC_ID=&pREC_ID=979732

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)).

To strengthen the academic program, the school will implement a comprehensive, multi-tiered approach focused on improving instructional quality, expanding meaningful learning time, and enriching the curriculum to meet the diverse needs of all learners.

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)).

Core instruction will be enhanced through the consistent use of standards-aligned instructional materials, data-driven lesson planning, and evidence-based strategies such as differentiated instruction and small-group instruction. Teachers will receive ongoing professional development aligned to the B.E.S.T. standards, with a targeted focus on effectively supporting English Language Learners (ELLs), Exceptional Student Education (ESE) students, and those performing below grade level.

To increase both the quantity and quality of learning time, the school will provide targeted extended learning opportunities after school, including ELL Enrichment Camps. These sessions will focus on foundational reading and math skills, while also accelerating learning for students approaching proficiency. Within the school day, instructional time will be protected and maximized through the use of structured intervention blocks, uninterrupted core instruction, and proactive behavior systems supported by PBIS.

The curriculum will be enriched and accelerated through expanded access to high-quality digital tools such as Imagine Learning, i-Ready, IXL, Heggerty, SIPPS, and Wordly Wise 3000. These platforms support individualized learning paths and real-time data tracking to monitor and accelerate growth. Enrichment will also include project-based learning, cross-curricular writing tasks, and STEM activities that build critical thinking, collaboration, and application of skills across content areas. Through this strategic and inclusive academic plan, the school aims to ensure that all students receive the targeted support and academic challenge needed to meet or exceed grade-level expectations.

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)).

The school supports the whole child by addressing students' social, emotional, and behavioral needs, which are essential to academic success. A school social worker is available part-time to provide counseling, crisis support, and assist with referrals through the CPS process. The school implements PBIS to promote a positive climate through clear expectations, incentives, and restorative practices. Students benefit from mentoring opportunities and leadership roles such as student council and safety patrol. Social-emotional learning (SEL) is integrated into daily instruction, and teachers are trained to recognize and respond to students' emotional needs. Together, these supports help students—especially those with greater needs—develop the skills necessary for success both in and outside the classroom.

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)).

NA

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)).

Avant Garde Academy implements a **schoolwide tiered model of support** to prevent and address problem behaviors and provide early intervening services. This model is aligned with **Broward County Public Schools' (BCPS) Response to Intervention (RTI) Behavior Framework**, the **BCPS Student Code of Conduct**, and **Positive Behavioral Interventions and Supports (PBIS)** best practices.

The tiered approach includes the following components:

Tier 1 – Universal Supports

- All students receive schoolwide behavioral expectations instruction based on the PBIS framework, with clear procedures for teaching, modeling, and reinforcing appropriate behaviors.
- Preventive strategies include the use of schoolwide norms, proactive classroom management, restorative practices, and consistent behavior expectations across all settings.
- Behavior data (e.g., referrals, minor incidents, classroom logs) is collected and reviewed monthly by the behavior team to identify trends and make adjustments to universal practices.

Tier 2 – Targeted Group Interventions

- Students exhibiting repeated minor behavior infractions or early signs of social-emotional difficulty are referred for Tier 2 supports.
- Interventions may include Check-In/Check-Out (CICO), social skills groups, goal setting, and behavior contracts.
- These supports are monitored biweekly using individual progress tracking and fidelity tools, coordinated by the RTI/MTSS team in collaboration with school counselors and behavioral specialists.

Tier 3 – Intensive Individualized Interventions

- Students who do not respond to Tier 2 supports receive individualized behavior intervention plans (BIPs), developed through functional behavior assessments (FBAs).
- These interventions are aligned with services and supports required under the **Individuals with Disabilities Education Act (IDEA)** for students with disabilities who demonstrate behavioral challenges that impede learning.
- Plans are implemented in coordination with IEP teams and monitored for effectiveness through weekly progress review and data collection.

Avant Garde Academy ensures that early intervening services are **coordinated with those provided under IDEA**, allowing for seamless alignment between general education supports and special education services. Collaboration between general education teachers, ESE specialists, mental health staff, and families is central to the fidelity and success of the tiered behavior model.

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)).

The school is committed to building the capacity of teachers, paraprofessionals, and support staff through ongoing professional learning that is aligned with student achievement data and schoolwide goals. Professional development is designed to improve instructional practices, deepen understanding of academic standards, and enhance the use of assessment data to inform teaching.

Throughout the year, teachers engage in targeted training sessions focused on differentiated instruction, small group instruction, and scaffolding strategies to support English Language Learners (ELLs), Exceptional Student Education (ESE) students, and students in the lowest 25%.
Professional learning communities (PLCs) meet regularly to analyze data from assessments such as FAST, i-Ready, and classroom-based measures. During these sessions, educators collaborate to identify trends, develop intervention plans, and adjust instruction based on student progress.
Paraprofessionals also receive training on instructional strategies, classroom support techniques, and how to assist with data collection and progress monitoring. The instructional leadership team, including coaches and administrators, provides job-embedded coaching, modeling, and feedback to ensure effective implementation of learned strategies.
To support recruitment and retention of high-quality educators, particularly in high-need subject areas, the school fosters a supportive and collaborative culture. New teachers receive mentoring from experienced educators and participate in onboarding sessions that outline curriculum expectations, classroom management practices, and instructional planning resources. The leadership team prioritizes teacher voice in decision-making, promotes recognition and growth opportunities, and offers consistent support through walkthroughs and individual coaching. By investing in the professional growth and well-being of all staff, the school aims to retain effective educators who are committed to improving student outcomes and contributing to a culture of excellence.

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)).

Avant Garde Academy implements a range of strategies to ensure a smooth and developmentally appropriate transition for preschool-aged children entering kindergarten. In alignment with **Florida Department of Education mandates** and **Broward County Public Schools (BCPS) protocols**, the school focuses on building early academic readiness, social-emotional development, and family engagement.
Key strategies include:

- **Kindergarten Readiness Screenings:** All incoming kindergarten students participate in the **state-mandated FLKRS assessment**, which includes the Star Early Literacy screening tool. This data informs instructional planning and provides an early indication of individual student strengths and areas of need.
- **Collaboration with Early Childhood Programs:** Avant Garde Academy collaborates with local preschool providers and VPK programs to support a shared understanding of kindergarten readiness standards and expectations. When possible, staff participate in transition meetings or orientations with early childhood centers.
- **Kindergarten Orientation and Parent Engagement:** The school hosts an annual

Kindergarten Orientation and family events (e.g., "Meet the Teacher" and school tours) to familiarize children and families with the school environment, routines, and expectations. These events also offer opportunities for families to ask questions and meet key staff members.

- **Early Intervention Support:** Based on screening results and observations during the first 30 days, students who demonstrate developmental or academic delays are provided with targeted early intervention supports, which may include small-group instruction, Tier 2 interventions, or referrals for ESE evaluation when appropriate.
- **"Leader in Me" Social-Emotional Readiness Activities:** Teachers incorporate **SEL routines** into the kindergarten day, such as emotion recognition, peer interaction, and classroom responsibilities, to support a positive transition from early childhood to the more structured elementary setting.

These coordinated efforts ensure that preschool children experience a **supportive and successful transition into the K–5 environment**, laying the foundation for long-term academic and social success.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Avant Garde Academy engages in a collaborative and ongoing process to review the use of resources in alignment with the identified academic and behavioral needs of students. This process is conducted in coordination with the **district**, school leadership, and key stakeholders.

Key components of the review process include:

- **Stakeholder Feedback:** The school gathers input from parents, teachers, students (where applicable), and community members through **surveys, advisory councils, and public meetings**. Feedback is used to assess the effectiveness and alignment of current resources—such as instructional programs, staffing, interventions, and technology.
- **School Advisory Council (SAC) and Leadership Team Meetings:** The SAC, which includes parents, staff, and community members, meets regularly to review academic performance data, progress monitoring results, and budget allocations. This council helps guide decisions regarding resource prioritization and school improvement planning.
- **Data-Driven Resource Alignment:** The school leadership team reviews student achievement and behavior data (including FAST, attendance, discipline, and subgroup performance) to determine whether current resource allocations are meeting student needs. Adjustments are made based on trends, subgroup gaps, or emerging needs.
- **District Collaboration:** Avant Garde Academy works closely with **Broward County Public Schools (BCPS)** to ensure compliance with state and federal funding requirements (Title I, IDEA, ESSER, etc.). Budget reviews and spending plans are aligned with SIP goals and monitored through periodic reporting.
- **Annual Budget and SIP Review:** Resource use is formally reviewed each year as part of the SIP development process to ensure that funds and staffing are targeted to support the school's **identified Areas of Focus**, such as improving academic achievement for students with disabilities or the lowest-performing quartile.

This multi-layered approach ensures that resources are used strategically and equitably to maximize student outcomes and meet the evolving needs of the school community.

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).

To address the academic needs identified through FAST and i-Ready data—particularly the gaps in

Reading Across Genres, Vocabulary, and Number Sense and Operations—the school will implement a series of targeted instructional resources during the 2025–2026 school year. These resources were carefully selected based on student performance trends, subgroup analysis (including ELL, ESE, and the lowest 25%), and teacher feedback.

The school will continue using i-Ready for both ELA and Math, as it provides diagnostic and instructional tools that offer real-time data and individualized pathways for students. This platform has proven effective in identifying gaps and supporting instructional planning, particularly for students in the lowest-performing quartile. i-Ready diagnostics will be administered in the fall, winter, and spring, with instructional usage monitored weekly and reviewed biweekly in PLCs.

To further support English Language Learners, the school will implement Imagine Learning, which focuses on literacy and language development. This tool addresses persistent gaps in vocabulary and reading comprehension, especially within Reading Across Genres. Imagine Learning will be used both during the school day and in after-school enrichment programs, with weekly progress monitoring to ensure ELL students are making targeted gains.

In the area of foundational literacy, SIPPS and Heggerty will be used as Tier 2 and Tier 3 interventions, particularly in the lower grades. These programs address phonemic awareness and decoding—skills that intervention data indicate remain areas of need for students with IEPs and those performing below grade level. These programs will be implemented daily during intervention blocks, starting in August 2025, with progress tracked monthly.

To support vocabulary development schoolwide, the school will integrate Wordly Wise 3000 into weekly ELA instruction and small-group sessions. Vocabulary was identified as a consistent barrier to comprehension, especially for ELL students and those in the lowest 25%. Teachers will monitor its impact through student work and monthly PLC discussions.

Additionally, the school will expand Extended Learning Opportunities through after-school programs starting in October 2025. These sessions are designed to provide additional instructional time for students not meeting benchmarks, with a focus on foundational skills in ELA and math. Attendance and student progress in these programs will be reviewed quarterly to guide adjustments and ensure impact.

These resources are strategically aligned to address the most urgent learning gaps identified in student data. Together, they form a comprehensive academic support system designed to accelerate growth for all learners—particularly those most at risk—and move more students toward grade-level proficiency and beyond.

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

Broward County Public Schools

AVANT GARDE ACADEMY K-5
BROWARD



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 10

D. Early Warning Systems 11

II. Needs Assessment/Data Review 14

A. ESSA School, District, State Comparison 15

B. ESSA School-Level Data Review 16

C. ESSA Subgroup Data Review 17

D. Accountability Components by Subgroup 18

E. Grade Level Data Review 21

III. Planning for Improvement 22

IV. Positive Learning Environment 36

V. Title I Requirements (optional) 40

VI. ATSI, TSI and CSI Resource Review 46

VII. Budget to Support Areas of Focus 48

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 the school is to prepare students with the 21st-century knowledge and skill set needed to impact their surroundings from a local, national, and global perspective. This is accomplished by providing a nurturing and safe environment that promotes the development of the total child, where students are challenged intellectually, artistically, and personally.

Provide the school's vision statement

The vision of the School is to implement an innovative and creative, student-centered learning environment where students and teachers collaborate utilizing the latest technology and achieve high academic standards and skills that will allow them to succeed in a competitive global society. The School will implement a fully integrated, purposeful STEAM and Leader in Me educational program to help students engage with the content and curriculum, synthesize the grade-level material with real-world experiences, and develop moral and democratic values through leadership opportunities.

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

Helga Chalas

hchalas@agabroward.org

Position Title

Principal

Job Duties and Responsibilities

Conduct classroom walkthroughs and provide on-going feedback to improve instructional practices

and teacher effectiveness.
Ensure that the school adheres to all policies and procedures.
Coordinate and foster the development of programs to ensure that all students' individual needs and interests are met, including ESOL,ESE program supervision and evaluation.
Assist in the development, implementation, modification, and selection of curriculum materials and supplemental resources.
Promote the professional and academic growth of instructional personnel and support staff through meetings, in-service training and personal contact.
Select, implement, and plan professional development activities for the staff in collaboration with the instructional leadership team.
Observe and analyze student academic progress and achievement and assist in tracking and improving student outcome goals.

Leadership Team Member #2

Employee's Name
Nabile Hernandez

nhernandez@agabroward.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Conduct classroom walkthroughs and provide on-going feedback to improve instructional practices and teacher effectiveness.
Ensure that the school adheres to all policies and procedures.
Coordinate and foster the development of programs to ensure that all students' individual needs and interests are met, including ESOL,ESE program supervision and evaluation.
Assist in the development, implementation, modification, and selection of curriculum materials and supplemental resources.
Promote the professional and academic growth of instructional personnel and support staff through meetings, in-service training and personal contact.
Select, implement, and plan professional development activities for the staff in collaboration with the instructional leadership team.
Observe and analyze student academic progress and achievement and assist in tracking and improving student outcome goals.

Leadership Team Member #3

Employee's Name
Stephanya Renauld

srenauld@agabroward.org

Position Title
Dean of Students

Job Duties and Responsibilities

Enforce the school's code of conduct and discipline policies fairly and consistently
Lead school-wide behavior management systems and interventions (e.g., PBIS, restorative practices)
Monitor student attendance and intervene to address chronic absenteeism
Support teachers with classroom management strategies and student behavior concerns
Communicate with families regarding discipline, attendance, and student support
Promote a positive, respectful, and inclusive school culture
Collaborate with counselors, administrators, and student support teams to meet student needs
Document behavior incidents, interventions, and parent communications accurately

Leadership Team Member #4

Employee's Name
Rossy Savinon

rsavinon@agabroward.org

Position Title
Instructional Coach

Job Duties and Responsibilities

Model lessons in classrooms on a daily/weekly basis.
Support the instructional development of all teachers in understanding the Florida Standards, curriculum and varied assessments, the Framework for Teaching, and data analysis.
Provide direction and coordination for how the curriculum is taught consistent with Avant Garde initiatives and research based best instructional practices.
Provide technical support to collaborative teams within buildings.
Assist teachers with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources.
Support teachers and administrators in using data to improve instruction on all levels.
Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students.

Support teachers by helping with the strategic way of teaching and share multiple instructional strategies/processes with teachers during planning times.

Leadership Team Member #5

Employee's Name
Stephanie Sanchez

ssanchez@agabroward.org

Position Title
Instructional Coach

Job Duties and Responsibilities

Model lessons in classrooms on a daily/weekly basis.
Support the instructional development of all teachers in understanding the Florida Standards, curriculum and varied assessments, the Framework for Teaching, and data analysis.
Provide direction and coordination for how the curriculum is taught consistent with Avant Garde initiatives and research based best instructional practices.
Provide technical support to collaborative teams within buildings.
Assist teachers with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources.
Support teachers and administrators in using data to improve instruction on all levels.
Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students.
Support teachers by helping with the —strategic how of teaching -- share multiple instructional strategies/processes with teachers during planning times.

Leadership Team Member #6

Employee's Name
Jenny Rodriguez

jrodriguez@agabroward.org

Position Title
RTI/ MTSS Coordinator

Job Duties and Responsibilities

Collect and analyze accurate and applicable school and student data.
Make data-based instructional decisions regarding individual
student needs.
Teach and model appropriate differentiation and intervention instructional
strategies.
work closely with administration, curriculum and instructional staff to ensure
that strategies and interventions are being provided with fidelity.

Leadership Team Member #7

Employee's Name
Sojini Cover

scover@agabroward.org

Position Title
ESOL Coordinator

Job Duties and Responsibilities

Oversee the identification, placement, and monitoring of English Language Learners (ELLs) in compliance with federal, state, and district guidelines
Coordinate ESOL services, including scheduling of support staff, materials, and instructional support for ELLs
Ensure compliance with Title III and ESOL program requirements, including accurate documentation, parent communication, and timely testing (e.g., WIDA ACCESS)
Provide training and support to teachers on instructional strategies, cultural responsiveness, and accommodations for ELLs
Monitor student progress and collaborate with teachers to implement appropriate interventions
Communicate with families in their preferred language about ESOL placement, services, and student progress
Support school-based ESOL compliance, including student folders, language acquisition plans, and exit criteria
Analyze ELL data to inform instruction and support student achievement
Advocate for ELL students' academic, linguistic, and social-emotional needs
Collaborate with district ESOL personnel and participate in required training and audits

Leadership Team Member #8

Employee's Name
Noralis Dilan

ndilan@agabroward.org

Position Title
ESE Specialist

Job Duties and Responsibilities

Ensure compliance with Florida Department of Education (FLDOE) and IDEA regulations, including timelines, evaluations, and procedural safeguards.
Coordinate the development, implementation, and monitoring of IEPs in accordance with Florida's IEP guidelines.
Facilitate ESE eligibility meetings, IEP meetings, and reevaluations, ensuring appropriate team participation and parent involvement.
Support teachers in implementing accommodations, modifications, and specially designed instruction aligned with Florida B.E.S.T. Standards
Monitor the delivery of related services (e.g., speech, OT, PT) and ensure fidelity to IEP goals
Maintain accurate ESE records in the Florida Automated System for Transferring Educational Records (FASTER) and ensure timely data entry in SIS (e.g., Focus, Skyward, PowerSchool)
Collaborate with general education teachers to promote inclusive practices and LRE (Least Restrictive Environment) compliance
Analyze PM data (e.g., FAST, i-Ready) and progress monitoring tools to inform IEP development and instructional decisions
Train staff on Florida-specific compliance protocols, matrix of services, and the McKay/Gardiner/FES scholarship eligibility when applicable
Communicate effectively with families to explain ESE services, procedural rights, and available supports under Florida law.

Leadership Team Member #9

Employee's Name
Judy Rubino

jrubino@agabroward.org

Position Title
Social Worker

Job Duties and Responsibilities

Support students' academic, emotional, and social development by addressing barriers to learning
Provide individual and group counseling for students experiencing trauma, behavioral challenges, or family-related stressors
Collaborate with families, teachers, and school staff to develop intervention plans that support student success

Conduct home visits and needs assessments to connect families with community and mental health resources
Ensure compliance with Florida state mandates related to student welfare, attendance, and mental health services
Monitor attendance data and intervene with students who are chronically absent or truant, in coordination with MTSS and district truancy teams
Participate in MTSS, IEP, and 504 meetings to provide input on student support strategies
Document services provided and maintain accurate, confidential records per state and district policy
Educate students and families about mental health, crisis prevention, child abuse reporting (as a mandated reporter), and available supports
Liaise with child welfare, juvenile justice, and community-based organizations to advocate for students' safety and well-being.

2. Stakeholder Involvement

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

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

The School Advisory Council (SAC) played an integral role in the development of the School Improvement Plan (SIP), ensuring a collaborative and inclusive process that engaged a wide range of stakeholders. The SAC was composed of representatives from the school leadership team, instructional staff, parents and families, secondary-level students (as required), and community or business leaders.
The process began with the SAC conducting a comprehensive review of schoolwide performance data, including academic achievement, attendance trends, behavior referrals, and climate survey results. Through this analysis, SAC members identified priority areas for improvement and discussed root causes contributing to current performance levels.
Teachers and staff participated in department and grade-level data discussions and provided feedback through structured protocols, which was then presented at SAC meetings. Parents and families were engaged through surveys, open SAC forums, and informal input opportunities to ensure their voices were represented in the plan. At the secondary level, student representatives provided direct feedback on the instructional environment, academic supports, and school climate. Business and community leaders contributed perspectives on workforce readiness, partnership opportunities, and alignment with community expectations.

The SAC used this collective input to collaboratively draft the SIP goals and identify evidence-based strategies. The draft plan was reviewed during a subsequent SAC meeting, where additional feedback was gathered to strengthen alignment with stakeholder priorities. Revisions were made accordingly, and the final version of the SIP was formally approved by the SAC.
The council will continue to play a key role in monitoring implementation and progress toward SIP goals throughout the school year by reviewing data updates, participating in reflective discussions, and recommending adjustments as needed.

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 regularly monitored through a cycle of data review, classroom observation, and collaborative planning to ensure effective implementation and impact especially for students with the greatest achievement gaps, including ELLs, ESE students, and those in the lowest 25%. Student progress toward mastery of the Florida B.E.S.T. standards will be tracked using formative and summative assessments, FAST progress monitoring, i-Ready diagnostics, and other standards-based tools. Teachers and instructional leaders will meet in Professional Learning Communities (PLCs) biweekly to review data by grade level and subgroup, identify instructional strengths and gaps, and adjust grouping and strategies based on student needs.

Classroom implementation will be monitored through ongoing walkthroughs and targeted observations conducted by administrators, coaches, and support staff using look-for tools aligned to SIP priorities, including differentiated instruction and small-group implementation. Feedback from these observations will guide coaching cycles, professional development, and resource allocation.

To ensure continuous improvement, stakeholder feedback will be gathered regularly from staff, families, and community members through surveys, SAC meetings, and family engagement events. The leadership team will formally review SIP goals and progress at the end of each academic quarter and revise action steps as needed based on data trends and stakeholder input. This collaborative approach ensures the SIP remains a living document responsive to student needs and focused on closing achievement gaps while supporting high expectations for all learners.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**82.6%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: B** **2022-23: C** **2021-22: A** **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	118	155	107	152	124	174				830
Absent 10% or more school days	9	8	12	8	7	3				47
One or more suspensions	1	0	0	0	2	0				3
Course failure in English Language Arts (ELA)	0	0	0	40	36	45				121
Course failure in Math	0	0	0	43	34	39				116
Level 1 on statewide ELA assessment	0	28	33	58	31	38				188
Level 1 on statewide Math assessment	0	17	12	29	8	27				93
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	21	17	33	31	29				132
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0				0

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	5	54	38	38				138

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	8	4	11	5	2				30
Students retained two or more times	0	0	1	2	2	1				6

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										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
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										0

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										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	53	64	59	57	61	57	50	56	53
Grade 3 ELA Achievement	50	63	59	52	60	58	47	56	53
ELA Learning Gains	54	65	60	70	64	60			
ELA Lowest 25th Percentile	47	60	56	74	60	57			
Math Achievement*	61	70	64	64	66	62	54	62	59
Math Learning Gains	46	68	63	68	66	62			
Math Lowest 25th Percentile	35	55	51	70	55	52			
Science Achievement	55	60	58	34	56	57	30	48	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	60	63	63	68	59	61	45	59	59

*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)	ATSI
OVERALL FPPI – All Students	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	461
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
51%	62%	48%	64%	49%		55%

* 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	30%	Yes	1	1
English Language Learners	50%	No		
Asian Students	75%	No		
Black/African American Students	45%	No		
Hispanic Students	49%	No		
Multiracial Students	50%	No		
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.

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	53%	50%	54%	47%	61%	46%	35%	55%					60%
Students With Disabilities	22%	18%	39%	50%	38%	32%	0%	42%					28%
English Language Learners	46%	38%	52%	48%	62%	50%	39%	53%					60%
Asian Students	80%				70%								
Black/African American Students	51%	79%	39%		51%	29%	23%	42%					
Hispanic Students	49%	49%	52%	51%	61%	46%	37%	49%					47%
Multiracial Students	45%				55%								
White Students	60%	41%	59%	47%	67%	52%	38%	70%					75%
Economically Disadvantaged Students	53%	58%	52%	53%	60%	42%	27%	56%					59%

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%	52%	70%	74%	64%	68%	70%	34%					68%
Students With Disabilities	27%	15%	63%	85%	41%	59%	60%	12%					67%
English Language Learners	50%	52%	70%	69%	65%	69%	73%	20%					68%
Asian Students	58%				58%								
Black/African American Students	50%	37%	72%		58%	67%	59%	28%					
Hispanic Students	51%	48%	72%	78%	58%	65%	67%	31%					64%
Multiracial Students	54%				77%								
White Students	73%	67%	66%	44%	80%	76%	92%	50%					72%
Economically Disadvantaged Students	60%	53%	71%	80%	64%	71%	75%	33%					68%

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%	47%			54%			30%					45%
Students With Disabilities	23%	45%			30%			8%					
English Language Learners	44%	38%			52%			28%					61%
Black/African American Students	43%	48%			46%			10%					
Hispanic Students	45%	43%			52%			26%					58%
Multiracial Students	90%				60%								
White Students	59%	48%			61%			53%					67%
Economically Disadvantaged Students	48%	45%			51%			23%					56%

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	3	45%	61%	-16%	57%	-12%
ELA	4	38%	62%	-24%	56%	-18%
ELA	5	54%	62%	-8%	56%	-2%
Math	3	68%	68%	0%	63%	5%
Math	4	50%	69%	-19%	62%	-12%
Math	5	57%	63%	-6%	57%	0%
Science	5	50%	57%	-7%	55%	-5%

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?

One of the key areas targeted for improvement during the 2024–2025 school year was student achievement in Science. The results reflected significant progress, with science proficiency increasing from 34% in the 2023–2024 school year to 55% in 2024–2025—a notable 21% gain. The Students with Disabilities subgroup also has these two areas as their lowest data components The **general science proficiency** at Avant Garde (55%) falls 2% **below** Broward County's overall rate of **57%**, indicating a school-wide gap in science performance. Contributing factors to these trends include a lack of effective instruction and high teacher turnover rates. Specific to the SWD population, a contributing factor is the high rate of Chronic Absenteeism. School-wide science scores and subgroup performance suggest instructional strategies may not be meeting students' needs.

To support this improvement, fifth-grade classes were departmentalized to ensure students received focused, daily science instruction. The designated science teacher strategically targeted instruction around benchmark areas identified as needing improvement through data analysis. End-of-unit assessments were regularly administered, and results were reviewed and debriefed with students to reinforce learning and provide additional exposure to tested benchmarks.

Additionally, a STEM class was introduced as part of the special area rotation, offering students an extra 30 minutes of hands-on science instruction each week. This class served to reinforce core concepts and promote inquiry-based learning, further contributing to the overall growth in science achievement.

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 lowest performing data component for Students With Disabilities (SWD) in the 2024–2025 school year was Math Learning Gains for the Lowest 25%, which dropped significantly from 60% in 2023–2024 to 0%. This sharp decline highlights a critical area of need and suggests that the targeted supports in math were not effectively meeting the needs of our most struggling learners.

Several factors may have contributed to this outcome. First, while the school implemented interventions in math, there was a lack of consistent, data-driven small-group instruction specifically designed for the lowest quartile. Additionally, while grade-level math instruction was provided, many SWD students lacked foundational number sense skills and required intensive remediation, which was not fully addressed through the existing core, Tier 2 supports in the general education setting, as well as specialized special education services specified in students' individualized education plan.

Staffing challenges may have also impacted service delivery. Changes in support staff and the absence of specialized training in math intervention strategies for SWD limited the effectiveness of the instructional models used. Furthermore, the integration of new curriculum resources without sufficient professional development may have created gaps in instructional alignment.

A review of trends over the past two years shows that Math Learning Gains for the Lowest 25% dropped from 60% (2023–2024) to 0% (2024–2025), despite a slight increase in overall Math Achievement. This suggests that while some students progressed, those in the lowest performing group did not receive the targeted instruction and scaffolds needed to make measurable gains.

Moving forward, the school is prioritizing early identification of math skill deficits, scheduling dedicated intervention blocks for the lowest 25%, and providing intensive professional development focused on math intervention strategies, particularly for SWD.

Greatest Decline

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

The data component that experienced the most significant decline for Students With Disabilities (SWD) was Math Learning Gains for the Lowest 25%, which dropped from 60% in 2023–2024 to 0% in 2024–2025. This dramatic decrease indicates that the most struggling SWD students did not make measurable growth in mathematics despite existing instructional supports.

Several contributing factors likely led to this decline. One key issue was the inconsistency in implementing targeted math interventions for the lowest quartile. While overall math instruction continued, there was a lack of intensive, skill-specific remediation aligned with students' individual learning gaps. Many students lacked foundational number sense and fluency, and core instruction alone was insufficient to bridge those deficits.

Additionally, the lack of professional development and supplemental resources affected the quality of Tier 2 supports in the general education setting, as well as effective provision of ESE accommodations.

This trend is especially concerning given that overall Math Achievement increased during the same period, suggesting that higher-performing students made gains while the lowest 25% did not. This performance gap underscores the need for a more responsive, data-driven approach to math intervention for SWD moving forward.

Greatest Gap

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

The data component with the greatest gap when compared to the state average was Math Learning Gains for the Lowest 25%, which showed a 0% growth rate for SWD in the 2024–2025 school year. This performance is far below the typical state average for this subgroup, which historically ranges between 35%–45%, resulting in an estimated gap of 35–45 percentage points.

Several factors contributed to this significant gap. First, students in the lowest quartile often require intensive, individualized intervention that targets foundational math skills—such as number sense, operations, and place value. However, intervention structures in place last year were not consistently aligned to student needs. Students received specialized instruction based on their IEP goals rather than strategic remediation based on diagnostic data. As a result, the academic gap widened on SWD's grade-level proficiency.

While overall math achievement for SWD rose slightly (from 38% to 50%), this growth did not extend to students performing in the lowest quartile—suggesting a widening gap in internal subgroup performance.

This trend indicates a need for more focused intervention planning, increased professional development in math strategies for SWD, and stronger data systems for identifying and addressing learning gaps before they widen further.

EWS Areas of Concern

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

EWS data indicates two primary areas of concern:
First, **62% of 4th-grade students** scored below proficiency (Levels 1 and 2) on the Spring FAST PM3 assessment, making it the lowest-performing grade level in grades 3–5.

Second, a total of **133 students across grades 3–5** scored **below the 20th percentile**, classifying them as **substantially deficient** and requiring Tier 3 intervention and an Individual Progress Monitoring Plan (IPMP).

Fourth grade has emerged as the lowest-performing grade level, with only 38% of students scoring at or above proficiency on the FAST PM3 assessment. This means 62% of the cohort is currently performing at Level 1 or Level 2, indicating an urgent need for academic intervention and support. Additionally, an analysis of FAST PM3 percentile rank data shows that 133 students across grades 3–5 scored below the 20th percentile, classifying them as substantially deficient. These students are required to receive Tier 3 intervention and an Individual Progress Monitoring Plan (IPMP) in alignment with state and district guidelines. A notable portion of these students fall within the 4th-grade cohort, reinforcing the urgency to strengthen Tier 2 and Tier 3 systems and ensure strategic progress monitoring.

A critical trend identified in the data is the 23 percentage point drop in proficiency between 3rd grade (61% proficient) and 4th grade (38% proficient). This decline points to potential gaps in vertical alignment, curriculum cohesion, and instructional transitions between foundational and upper elementary content. Without targeted instructional improvements and focused support structures, this misalignment may contribute to continued underperformance in subsequent grade levels.

Highest Priorities

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

1. Decrease chronic absenteeism for SWD. The data shows an alarming percentage of chronic absenteeism for Students with Disabilities This, therefore, becomes our first priority.
2. To address concerns related to inefficiency of teachers, increase the pedagogical capacity of teachers by providing focused professional development related to effective instructional practices, especially concerning SWD.
3. The teacher shortage has been a contributing factor in all areas of concern. Decrease voluntary teacher attrition percentage and increase/improve teacher recruitment activities, particularly for highly qualified staff becomes the second priority.
4. Overall ELA Achievement (22%) Despite some improvement in learning gains, overall ELA proficiency remains low. With only 22% of SWD students demonstrating proficiency, this indicates that core reading instruction and Tier 1 supports may not be fully meeting the needs of these learners.

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Description:

The instructional focus will be on improving reading proficiency among Students with Disabilities (SWD) in Grades 3–5 by strengthening their ability to comprehend and analyze a variety of text genres and build academic vocabulary. Instruction will be delivered using systematic, explicit teaching methods that emphasize vocabulary development, genre-specific reading strategies, and scaffolded comprehension support aligned to the B.E.S.T. ELA standards.

Impact on Student Learning:

Reading proficiency is foundational to academic success across all content areas. Students with disabilities often experience challenges in vocabulary acquisition, decoding unfamiliar words, and understanding the structure of both literary and informational texts. These difficulties contribute to performance gaps in standardized assessments and hinder their ability to access grade-level content. By explicitly teaching vocabulary and genre structures, students will develop the tools needed to comprehend complex texts, engage more deeply with reading tasks, and demonstrate measurable growth on progress monitoring and state assessments.

Rationale:

This Area of Focus was identified based on a review of 2024–2025 proficiency data. The SWD subgroup at Avant Garde Academy showed **only 17.7% proficiency in ELA**, compared to the **state average of 23.7%** for SWD. This represents a **6-percentage point gap** below the state average and highlights a significant academic deficit for this population. These ELA scores are among the **lowest-performing data points for the school's SWD subgroup**, indicating an urgent need to implement evidence-based literacy practices focused on the foundational areas of vocabulary and genre comprehension. Addressing this gap is essential to improving equitable access to grade-level content and accelerating academic progress for these students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school

plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2026, the percentage of Students with Disabilities (SWD) in Grades 3–5 scoring at or above proficiency (Level 3 or higher) on the FAST ELA PM3 assessment will increase from 17.7% to at least 30%, as measured by state progress monitoring data.

Monitoring

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

To ensure effective implementation and measurable impact of the focus area on ELA proficiency for students with disabilities (SWD) in grades 3–5, the following multi-tiered monitoring system will be used:

1. Data Monitoring & Progress Checks
    - FAST Progress Monitoring (PM1–PM3) will be used to track student growth in reading comprehension and vocabulary.
    - i-Ready Reading Diagnostic and Weekly Usage Reports will provide ongoing insight into student performance, lesson completion, and growth in targeted skills.
    - Running records and teacher-created formative assessments will be used bi-weekly to monitor fluency and genre comprehension.
    - SWD subgroup data will be disaggregated during monthly data chats to monitor individual and group trends.
2. Instructional Fidelity
    - Lesson plan reviews will ensure teachers are explicitly addressing genre-specific reading strategies and vocabulary instruction aligned with the B.E.S.T. standards.
    - Classroom walkthroughs and observations (at least bi-weekly) using a fidelity checklist will focus on:
        - Use of explicit instruction and scaffolds for SWD
        - Integration of high-impact vocabulary strategies (e.g., Frayer models, word walls)
        - Opportunities for guided and independent practice across genres
3. MTSS and Intervention Monitoring
    - Tiered intervention plans for SWD will be reviewed during monthly MTSS meetings, with adjustments made based on progress monitoring data.
    - Progress monitoring tools such as i-Ready Toolbox resources, leveled texts, and LAFS-aligned intervention programs will be used to support deficits in vocabulary and genre understanding.
4. Staff Support & Professional Development
    - Teachers and support staff will receive ongoing PD focused on differentiated ELA strategies, particularly around vocabulary acquisition and comprehension across literary and informational texts.
    - Instructional coaches and ESE specialists will meet bi-weekly with teachers to review student

progress and model targeted strategies.

5. Stakeholder Communication
    - Parent progress updates will be shared regularly through IEP meetings, progress reports, and data conferences.
    - School leadership will maintain a live data dashboard and schedule monthly reviews with the ESE team to evaluate progress toward the SMART goal for the SWD subgroup.

This comprehensive monitoring plan ensures both implementation fidelity and measurable impact toward closing the ELA achievement gap for students with disabilities through a targeted focus on Reading Across Genres and Vocabulary.

Person responsible for monitoring outcome
Helga Chalas, Principal; Nabile Hernandez, Assistant Principal; Rossy Savinon, Instructional Coach; Noralis Dilan, ESE Specialist

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:
Systematic Explicit Instruction in Vocabulary and Genre-Based Reading Description: Systematic explicit instruction involves direct, structured teaching of vocabulary and reading comprehension strategies. Teachers model skills, provide guided practice, and gradually release responsibility to students.

Rationale:
According to the Institute of Education Sciences (IES) and What Works Clearinghouse, systematic and explicit instruction is among the most effective strategies for improving reading outcomes for struggling learners, including SWD. It reduces cognitive overload by breaking down skills into manageable parts and ensures that students receive frequent, focused feedback.

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

Will this evidence-based intervention be funded with UniSIG?
Yes

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
Professional Development on Explicit Vocabulary & Genre Instruction

Person Monitoring:	By When/Frequency:
Rossy Savinon, Instructional Coach; Noralis Dilan, ESE Specialist	Biweekly during PLC meetings and monthly PD days

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide targeted professional development for Grades 3–5 ELA and ESE teachers on research-based strategies for teaching academic vocabulary and reading across genres using systematic, explicit instruction. Training will include modeling, guided practice, use of scaffolds, and vocabulary routines (e.g., Frayer Model, context clue analysis, genre structures).

Action Step #2
Implement Consistent Instructional Routines in the Classroom

Person Monitoring:
Leadership Team

By When/Frequency:
Biweekly walkthroughs, with monthly review of trends and feedback during leadership and PLC meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct walkthroughs to monitor implementation of evidenced-based strategy and ensure that strategy is being implemented with fidelity. Establish and monitor daily instructional routines that explicitly teach academic vocabulary and genre comprehension strategies. This includes structured warm-ups, guided reading with scaffolded genre questions, and application activities aligned to B.E.S.T. standards.

Action Step #3
Monitor Student Progress and Adjust Instruction

Person Monitoring:
Jenny Rodriguez, MTSS Coordinator; Nabile Hernandez, Assistant Principal

By When/Frequency:
Every two weeks during PLC/data chats

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Analyze student progress data (i-Ready, FAST, formative assessments) bi-weekly to determine effectiveness of instruction and adjust interventions for SWD as needed. Instructional strategies and groupings will be adapted based on real-time data.

Action Step #4
Refer Students for CPS Support and Initiate MTSS Tiered Interventions

Person Monitoring:
Jenny Rodriguez, MTSS Coordinator

By When/Frequency:
Ongoing, as needed based on progress monitoring data

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students not making adequate progress will be referred to the CPS team for further evaluation. A Tiered intervention plan will be initiated to support the student academically.

Action Step #5
Ensure Access and Monitor extended learning opportunities for ESE Students

Person Monitoring:
Noralis Dilan, ESE Coordinator; Nabile Hernandez, Assistant Principal

By When/Frequency:
Extended Learning during Fall and Spring Sessions

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

Students with Disabilities will have priority in extended learning opportunities after school. Services/ accommodations will be monitored and adjusted, as necessary.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

For the 2025–2026 school year, our Area of Focus in mathematics is **Number Sense and Operations** for **grades 3–5**. This focus targets the foundational skills of **computation, place value, and fractions**, which are essential for mathematical proficiency and readiness for higher-order problem solving.

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.

A review of **2024–2025 state and district mathematics assessment data** indicated that a significant number of students in grades 3–5 struggled to meet grade-level expectations in key domains tied to number operations. In particular, student performance on multi-step problem solving and fraction concepts reflected gaps in basic numeracy and computation accuracy, with the greatest deficits observed among students in the **lowest 25%**.

This area directly affects student learning because **number sense** serves as the building block for all future math concepts, including algebraic thinking and geometry. Without strong foundational skills in place value, operations, and fractions, students face difficulty applying math reasoning in real-world and assessment contexts. These gaps hinder progress not only on state assessments but also in daily classroom performance.

Monitoring

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

The implementation and impact of the Area of Focus in Number Sense and Operations (Grades 3–5) will be monitored through a combination of formative assessments, instructional walkthroughs, data reviews, and targeted coaching cycles.

Person responsible for monitoring outcome

Stephanie Sanchez, Math Instructional Coach

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:

Systematic Explicit Instruction in Foundational Math Skills: Teachers will implement high-leverage, evidence-based strategies such as explicit modeling, guided practice, and cumulative review to address gaps in computation, place value, and fractions. Following the gradual release model during math instruction.

Rationale:

Systematic explicit instruction is a research-based, evidence-based intervention that is particularly effective in improving math outcomes for all students, especially those at risk of academic failure. This approach involves carefully sequenced lessons where concepts are broken down into manageable steps, modeling is provided, and guided practice precedes independent work. Studies have shown that explicit instruction—including clear learning goals, modeling of strategies, scaffolded practice, and immediate corrective feedback—leads to significant improvements in mathematical fluency, problem-solving, and conceptual understanding (Gersten et al., 2009). This method aligns with ESSA Tier I interventions, as it is supported by strong empirical evidence and recommended by the What Works Clearinghouse for its positive impact on student learning, particularly in foundational math skills from early elementary through upper grades. By ensuring consistency and clarity in instructional delivery, systematic explicit instruction helps close learning gaps and builds student confidence and mastery in mathematics.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

MTSS is a comprehensive, data-driven framework that uses tiered levels of instruction and interventions to support all learners. It focuses on early identification and support for students with academic needs. Students identified as below grade level, including those in the lowest 25%, will receive targeted MTSS Math Interventions using scaffolded supports. This includes math fluency routines, manipulatives, and conceptual-based problem solving.

Rationale:

Implementing a Multi-Tiered System of Supports (MTSS) in mathematics is an evidence-based strategy that ensures all students receive the level of instruction and support they need to succeed. MTSS provides a tiered framework that systematically addresses academic needs through high-quality core instruction (Tier 1), targeted small-group interventions (Tier 2), and intensive, individualized interventions (Tier 3). Research supports that early identification of math difficulties, followed by targeted, data-driven interventions, significantly improves student outcomes in foundational skills such as number sense, operations, and problem-solving (Fuchs et al., 2008). MTSS allows educators to monitor student progress closely and adjust instruction based on real-time data, ensuring no student falls through the cracks. By providing students with math interventions within the MTSS framework, schools create a proactive and equitable system that addresses learning gaps, promotes mathematical confidence, and supports long-term academic achievement for all learners—especially those who may be struggling or at risk for failure.

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
Instructional walkthroughs

Person Monitoring:
Helga Chalas, Principal and Nabile Hernandez, Assistant Principal

By When/Frequency:
Biweekly starting on the first day of school August 11th, 2025.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Observed during instructional walkthroughs using a fidelity checklist aligned with research-based math instruction practices.

Action Step #2
Lesson plans, progress monitoring data, and teacher reflection logs.

Person Monitoring:
Stephanie Sanchez, Math Instructional Coach

By When/Frequency:
PLC's are scheduled weekly with the grade level team.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Lesson plans, progress monitoring data, and teacher reflection logs reviewed during biweekly PLC meetings. Grade level PLC meetings are imbedded into the weekly meeting schedule to facilitate the collaboration among instructional coach and teachers to develop lesson plans following the BCPS pacing guides. Formative and summative data results will be disseminated to drive instruction using the AGA Data E-Binder. Instructional staff will complete weekly reflection logs for professional growth and development with the collaboration of the grade level team and instructional coach.

Action Step #3
Use of Standards-Aligned Supplemental Programs (e.g., i-Ready or Imagine Math)

Person Monitoring:
Stephanie Sanchez, Math Instructional Coach

By When/Frequency:
Instructional Programs data reports will be analyzed and reviewed weekly during PLC meetings.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
These digital programs offer personalized learning pathways in number sense and operations, aligned with Florida B.E.S.T. standards and adaptive to student need.

Action Step #4
Math Coaching and Professional Development

Person Monitoring:
Stephanie Sanchez

By When/Frequency:
Weekly PLC Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ongoing professional development and instructional coaching will focus on improving teacher content knowledge and effective delivery of number sense instruction. Best practices will be identify during informal and formal teacher evaluations to monitor fidelity and provide teachers with feedback, as applicable. The results of i-Ready diagnostics (AP1 - AP3) will be disseminated to monitor student progress and impact on academic growth.

Area of Focus #3

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

Instructional Practice specifically relating to Intervention

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.

Chronic absenteeism has been identified as a significant area of concern across multiple elementary grade levels. Based on the data, 47 out of 830 students in Grades K–5 were absent 10% or more of the school year. The impact is most pronounced in Grades K, 1, 2, and 3, where the combination of enrollment and absentee rates represent both the largest cohorts and the most vulnerable learning stages for foundational skill development.

Absenteeism by Grade:

- **Kindergarten:** 9 of 118 students (7.6%)
- **Grade 1:** 8 of 155 students (5.2%)
- **Grade 2:** 12 of 107 students (11.2%)
- **Grade 3:** 8 of 152 students (5.3%)
- **Grade 4:** 7 of 124 students (5.6%)
- **Grade 5:** 3 of 174 students (1.7%)

Frequent absences—especially among primary grade students—significantly hinder the acquisition of foundational literacy and numeracy skills. Research consistently shows that students who miss more than 10% of the school year are at risk of falling behind academically and socially. This is particularly concerning in Grade 2, where over 11% of students are chronically absent, a grade level critical for the transition from learning to read to reading to learn.

This area of focus was selected after reviewing the prior year's data, which showed a consistent trend in chronic absenteeism negatively impacting academic progress, especially among early elementary students. The data highlights a need for targeted attendance interventions, including stronger family engagement, attendance monitoring systems, and support structures for at-risk students.
Addressing this issue is crucial not only for improving individual academic outcomes but also for

meeting school-wide improvement goals related to achievement and growth.

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.

By June 2026, the school will reduce chronic absenteeism rates in Grades K–5 by at least **20% per grade level** from the previous school year, as evidenced by daily attendance records and end-of-year cumulative attendance reports.

By June 2026, proficiency rate for SWD ESSSA subgroup will demonstrate at least a 5% increase as measured by the FAST ELA statewide assessment. Thus, increasing ELA proficiency to **27% for the SWD subgroup in the ELA FAST Spring 2026 results.**

Monitoring

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

To ensure effective implementation and progress toward reducing chronic absenteeism, the following monitoring strategies will be put in place:

1. Weekly Attendance Reports

- Teachers and attendance clerks will review weekly attendance summaries to identify students approaching or exceeding the 10% absenteeism threshold.
- Grade-level teams will flag students missing **5 or more days** early in the year for targeted follow-up.

2. Attendance Intervention Logs

- Administration and support staff will document all parent conferences, phone calls, home visits, and attendance contracts in an **attendance intervention log**.
- These logs will be reviewed bi-weekly to track intervention implementation and family engagement efforts.

3. Monthly Data Reviews

- The leadership team will conduct monthly reviews of grade-level absenteeism data to monitor trends and assess the impact of interventions.
- Teachers of affected students will receive updated reports to adjust classroom supports and communication accordingly.

4. Student Attendance Action Plans

- Students with persistent absenteeism (5+ absences in a quarter) will be placed on an action plan with academic and behavioral goals. Notice of attendance infraction will be sent home to sign and return.
- Progress toward attendance goals will be reviewed every **9 weeks** with the student, parent, and support staff.

5. Stakeholder Communication

- Attendance data and progress updates will be shared regularly during staff meetings and leadership huddles.
- Parent newsletters and Parenlink messages will promote the importance of daily attendance and reinforce school-wide goals.
- At the beginning of each school year, families receive an **Attendance Contract** to review and sign. This contract serves as a reminder of the importance of regular school attendance and outlines the shared responsibility between parents, students, and the school in supporting student success.

Person responsible for monitoring outcome
Judy Rubino, Social Worker; Helga Chalas, Principal

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 evidence-based intervention being implemented for this area of focus is the addition of Monitors. The role of Monitor will be filled by the ESE Department and the Guidance team (Counselors and Social Worker) as well as the Assistant Principal and the Homeroom Teachers. The Monitor will serve as a case manager, mentor, tutor, problem solver, and coach in some situations, and a listener, friend, and advocate in other situations.

Rationale:
Monitors will be responsible for the following tasks: relationship-building, monitoring, problem solving, affiliation and being the constant in the student's school life. These actions assist with the following: build trust between the student and the school, let the student know that someone is supporting them by keeping track of performance, help the student resolve conflicts more easily, strengthen the student's connection with the school and provide a sense of consistency in the student's life.

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
Monitors will be responsible for the following tasks: relationship-building, monitoring, problem solving, affiliation and being the constant in the student's school life. These actions assist with the following: build trust between the student and the school, let the student know that someone is supporting them by keeping track of performance, help the student resolve conflicts more easily, strengthen the

student's connection with the school and provide a sense of consistency in the student's life.

Person Monitoring:
Judy Rubino, Social Worker; Nabile Hernandez, Assistant Principal; Homeroom Teachers

By When/Frequency:
Interim Reports and end of quater

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Create a Standard Procedure for the Monitors 2. Identify students that demonstrate chronic absenteeism 3. Teacher for ESE Learning Strategies Course will track attendance on a weekly basis 4. Assign a monitor/mentor to the students 5. Create a schedule for check-ins

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

FFor the 2025–2026 school year, Avant Garde Academy Foundation K–8 has identified the implementation of a Positive Behavior Interventions and Supports (PBIS) framework through Compass Navigate360 as a key area of focus in Grades K-5. This decision is grounded in prior-year data, including elevated student behavior incidents, inconsistent classroom management practices, and stakeholder feedback indicating a need for more structured behavior support systems schoolwide.

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.

By June 2026, the percentage of administration discipline referrals at Avant Garde Academy Foundation K-8 will decrease 10% as tracked through the Compass Navigate360 behavior system. During the 2024-2025 school year, there were two-hundred and ten behavior referrals submitted. Major referrals made up just over half of all referrals (56.2%), with minors accounting for slightly less than half (43.8%). Nearly half of all referrals (49%) were for disruptive behaviors that negatively impacted the learning environment. This indicates that disruptions to instruction and classroom management represent the largest single category of referral behavior, highlighting an

area of concern that directly affects teaching and learning.

To address the high percentage of referrals related to disruptive behaviors, as well as all other behavior infractions, Avant Garde Academy will implement a multi-tiered system of supports designed to improve student behavior and strengthen the learning environment. Beginning in the 2025–2026 school year, all students in grades K–5 will receive direct instruction in social-emotional learning through the Compass Curriculum from Navigate360. This curriculum will help students develop the skills necessary to regulate their emotions, build healthy relationships, and make responsible choices that support both their personal growth and the academic success of their peers.

In addition, the school will utilize Navigate360's Behavior Interventions program by aligning the student code of conduct with targeted lessons that directly address specific misbehaviors. This approach will ensure that consequences are paired with learning opportunities, allowing students to understand, reflect upon, and correct their actions. Finally, the school will implement a schoolwide Positive Behavioral Interventions and Supports (PBIS) Rewards system, also through Navigate360. This program will provide consistent opportunities to teach, model, and recognize positive behaviors across all grade levels and settings. By reinforcing desired behaviors and celebrating student success, the PBIS Rewards system will create a positive school culture that encourages accountability, respect, and engagement.

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.

This area of focus will be monitored through the consistent implementation of classroom management practices and schoolwide behavior systems. All teachers will be required to create classroom management plans that align with the PBIS Rewards system and the school's student code of conduct. These plans will serve as a foundation for maintaining consistent expectations and reinforcing positive behaviors across grade levels.

Ongoing monitoring will occur through monthly Professional Learning Communities (PLCs) and professional development sessions. During these meetings, teachers will receive training on effective behavior management strategies, explore additional tools and resources, and engage in collaborative discussions to share best practices. Teacher feedback will also be gathered regularly to identify challenges, guide coaching and support, and make timely adjustments to ensure fidelity of implementation with all Navigate360 programs, including Compass SEL, Behavior Interventions, and PBIS

Rewards.

Adjustments to tiered supports (Tier 1, Tier 2, and Tier 3 interventions) will be made based on student needs and behavior patterns identified in the data analyzed in the PBIS Rewards reports. These reports will allow us to identify behavior trends and patterns, measure reductions in disruptive behaviors and increases in positive behaviors.

Person responsible for monitoring outcome
Helga Chalas, Principal; Nabile Hernandez, Assistant Principal; & Rossy Savinon, Instructional Coach, Stephanie Sanchez, Instructional Coach Stephanya Renauld, Dean of students

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 PBIS framework within Navigate360

Rationale:
The PBIS framework within Navigate360 provides a system for teaching and reinforcing behavior expectations while tracking both positive behavior and disciplinary incidents. Students will be recognized regularly for meeting expectations, and staff will have access to tools for managing classroom behavior in a consistent, proactive way. The goal is to ensure students clearly understand what is expected of them, while receiving regular positive reinforcement and support when challenges arise.

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 Navigate360 for Schoolwide PBIS

Person Monitoring:	By When/Frequency:
Nabile Hernandez, Assistant Principal / Stephanya Renauld, Dean of Students	Initial training by August 2025; refresher training and follow-up support provided quarterly.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Establish and communicate schoolwide behavior expectations using visuals such as bulletin boards in the main hallways, remind students of behavior expectations and reward system in the morning

announcements, and celebrate improvements and recognize lead students and classes.

Action Step #2
Schoolwide Communication of PBIS Behavior Expectations

Person Monitoring:
Stephanya Renauld, Dean of Students / Classroom Teachers

By When/Frequency:
Expectations introduced by the second week of school (August 2025); reinforced weekly throughout the year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Establish and communicate schoolwide behavior expectations using visuals such as bulletin boards in the main hallways, remind students of behavior expectations and reward system in the morning announcements, and celebrate improvements and recognize lead students and classes.

Action Step #3
Use Behavior Data to Guide PBIS Decisions

Person Monitoring:
Helga Chalas, Principal / PBIS Team

By When/Frequency:
Monthly, beginning September 2025 and ongoing throughout the school year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Review behavior data monthly during leadership and grade-level PLC meetings to identify trends, adjust interventions, and recognize students and staff. Provide Navigate 360 updates and refreshers during monthly faculty meetings.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

https://www.agabroward.org/apps/pages/index.jsp?uREC_ID=320838&type=d

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)).

https://www.agabroward.org/apps/pages/index.jsp?uREC_ID=321219&type=d&termREC_ID=&pREC_ID=979732

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)).

To strengthen the academic program, the school will implement a comprehensive, multi-tiered approach focused on improving instructional quality, expanding meaningful learning time, and enriching the curriculum to meet the diverse needs of all learners.

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)).

Core instruction will be enhanced through the consistent use of standards-aligned instructional materials, data-driven lesson planning, and evidence-based strategies such as differentiated instruction and small-group instruction. Teachers will receive ongoing professional development aligned to the B.E.S.T. standards, with a targeted focus on effectively supporting English Language Learners (ELLs), Exceptional Student Education (ESE) students, and those performing below grade level.

To increase both the quantity and quality of learning time, the school will provide targeted extended learning opportunities after school, including ELL Enrichment Camps. These sessions will focus on foundational reading and math skills, while also accelerating learning for students approaching proficiency. Within the school day, instructional time will be protected and maximized through the use of structured intervention blocks, uninterrupted core instruction, and proactive behavior systems supported by PBIS.

The curriculum will be enriched and accelerated through expanded access to high-quality digital tools such as Imagine Learning, i-Ready, IXL, Heggerty, SIPPS, and Wordly Wise 3000. These platforms support individualized learning paths and real-time data tracking to monitor and accelerate growth. Enrichment will also include project-based learning, cross-curricular writing tasks, and STEM activities that build critical thinking, collaboration, and application of skills across content areas. Through this strategic and inclusive academic plan, the school aims to ensure that all students receive the targeted support and academic challenge needed to meet or exceed grade-level expectations.

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)).

The school supports the whole child by addressing students' social, emotional, and behavioral needs, which are essential to academic success. A school social worker is available part-time to provide counseling, crisis support, and assist with referrals through the CPS process. The school implements PBIS to promote a positive climate through clear expectations, incentives, and restorative practices. Students benefit from mentoring opportunities and leadership roles such as student council and safety patrol. Social-emotional learning (SEL) is integrated into daily instruction, and teachers are trained to recognize and respond to students' emotional needs. Together, these supports help students—especially those with greater needs—develop the skills necessary for success both in and outside the classroom.

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)).

NA

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)).

Avant Garde Academy implements a **schoolwide tiered model of support** to prevent and address problem behaviors and provide early intervening services. This model is aligned with **Broward County Public Schools' (BCPS) Response to Intervention (RTI) Behavior Framework**, the **BCPS Student Code of Conduct**, and **Positive Behavioral Interventions and Supports (PBIS)** best practices.

The tiered approach includes the following components:

Tier 1 – Universal Supports

- All students receive schoolwide behavioral expectations instruction based on the PBIS framework, with clear procedures for teaching, modeling, and reinforcing appropriate behaviors.
- Preventive strategies include the use of schoolwide norms, proactive classroom management, restorative practices, and consistent behavior expectations across all settings.
- Behavior data (e.g., referrals, minor incidents, classroom logs) is collected and reviewed monthly by the behavior team to identify trends and make adjustments to universal practices.

Tier 2 – Targeted Group Interventions

- Students exhibiting repeated minor behavior infractions or early signs of social-emotional difficulty are referred for Tier 2 supports.
- Interventions may include Check-In/Check-Out (CICO), social skills groups, goal setting, and behavior contracts.
- These supports are monitored biweekly using individual progress tracking and fidelity tools, coordinated by the RTI/MTSS team in collaboration with school counselors and behavioral specialists.

Tier 3 – Intensive Individualized Interventions

- Students who do not respond to Tier 2 supports receive individualized behavior intervention plans (BIPs), developed through functional behavior assessments (FBAs).
- These interventions are aligned with services and supports required under the **Individuals with Disabilities Education Act (IDEA)** for students with disabilities who demonstrate behavioral challenges that impede learning.
- Plans are implemented in coordination with IEP teams and monitored for effectiveness through weekly progress review and data collection.

Avant Garde Academy ensures that early intervening services are **coordinated with those provided under IDEA**, allowing for seamless alignment between general education supports and special education services. Collaboration between general education teachers, ESE specialists, mental health staff, and families is central to the fidelity and success of the tiered behavior model.

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)).

The school is committed to building the capacity of teachers, paraprofessionals, and support staff through ongoing professional learning that is aligned with student achievement data and schoolwide goals. Professional development is designed to improve instructional practices, deepen understanding of academic standards, and enhance the use of assessment data to inform teaching.

Throughout the year, teachers engage in targeted training sessions focused on differentiated instruction, small group instruction, and scaffolding strategies to support English Language Learners (ELLs), Exceptional Student Education (ESE) students, and students in the lowest 25%.
Professional learning communities (PLCs) meet regularly to analyze data from assessments such as FAST, i-Ready, and classroom-based measures. During these sessions, educators collaborate to identify trends, develop intervention plans, and adjust instruction based on student progress.
Paraprofessionals also receive training on instructional strategies, classroom support techniques, and how to assist with data collection and progress monitoring. The instructional leadership team, including coaches and administrators, provides job-embedded coaching, modeling, and feedback to ensure effective implementation of learned strategies.
To support recruitment and retention of high-quality educators, particularly in high-need subject areas, the school fosters a supportive and collaborative culture. New teachers receive mentoring from experienced educators and participate in onboarding sessions that outline curriculum expectations, classroom management practices, and instructional planning resources. The leadership team prioritizes teacher voice in decision-making, promotes recognition and growth opportunities, and offers consistent support through walkthroughs and individual coaching. By investing in the professional growth and well-being of all staff, the school aims to retain effective educators who are committed to improving student outcomes and contributing to a culture of excellence.

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)).

Avant Garde Academy implements a range of strategies to ensure a smooth and developmentally appropriate transition for preschool-aged children entering kindergarten. In alignment with **Florida Department of Education mandates** and **Broward County Public Schools (BCPS) protocols**, the school focuses on building early academic readiness, social-emotional development, and family engagement.
Key strategies include:

- **Kindergarten Readiness Screenings:** All incoming kindergarten students participate in the **state-mandated FLKRS assessment**, which includes the Star Early Literacy screening tool. This data informs instructional planning and provides an early indication of individual student strengths and areas of need.
- **Collaboration with Early Childhood Programs:** Avant Garde Academy collaborates with local preschool providers and VPK programs to support a shared understanding of kindergarten readiness standards and expectations. When possible, staff participate in transition meetings or orientations with early childhood centers.
- **Kindergarten Orientation and Parent Engagement:** The school hosts an annual

Kindergarten Orientation and family events (e.g., "Meet the Teacher" and school tours) to familiarize children and families with the school environment, routines, and expectations. These events also offer opportunities for families to ask questions and meet key staff members.

- **Early Intervention Support:** Based on screening results and observations during the first 30 days, students who demonstrate developmental or academic delays are provided with targeted early intervention supports, which may include small-group instruction, Tier 2 interventions, or referrals for ESE evaluation when appropriate.
- **"Leader in Me" Social-Emotional Readiness Activities:** Teachers incorporate **SEL routines** into the kindergarten day, such as emotion recognition, peer interaction, and classroom responsibilities, to support a positive transition from early childhood to the more structured elementary setting.

These coordinated efforts ensure that preschool children experience a **supportive and successful transition into the K–5 environment**, laying the foundation for long-term academic and social success.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Avant Garde Academy engages in a collaborative and ongoing process to review the use of resources in alignment with the identified academic and behavioral needs of students. This process is conducted in coordination with the **district**, school leadership, and key stakeholders.

Key components of the review process include:

- **Stakeholder Feedback:** The school gathers input from parents, teachers, students (where applicable), and community members through **surveys, advisory councils, and public meetings**. Feedback is used to assess the effectiveness and alignment of current resources—such as instructional programs, staffing, interventions, and technology.
- **School Advisory Council (SAC) and Leadership Team Meetings:** The SAC, which includes parents, staff, and community members, meets regularly to review academic performance data, progress monitoring results, and budget allocations. This council helps guide decisions regarding resource prioritization and school improvement planning.
- **Data-Driven Resource Alignment:** The school leadership team reviews student achievement and behavior data (including FAST, attendance, discipline, and subgroup performance) to determine whether current resource allocations are meeting student needs. Adjustments are made based on trends, subgroup gaps, or emerging needs.
- **District Collaboration:** Avant Garde Academy works closely with **Broward County Public Schools (BCPS)** to ensure compliance with state and federal funding requirements (Title I, IDEA, ESSER, etc.). Budget reviews and spending plans are aligned with SIP goals and monitored through periodic reporting.
- **Annual Budget and SIP Review:** Resource use is formally reviewed each year as part of the SIP development process to ensure that funds and staffing are targeted to support the school's **identified Areas of Focus**, such as improving academic achievement for students with disabilities or the lowest-performing quartile.

This multi-layered approach ensures that resources are used strategically and equitably to maximize student outcomes and meet the evolving needs of the school community.

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).

To address the academic needs identified through FAST and i-Ready data—particularly the gaps in

Reading Across Genres, Vocabulary, and Number Sense and Operations—the school will implement a series of targeted instructional resources during the 2025–2026 school year. These resources were carefully selected based on student performance trends, subgroup analysis (including ELL, ESE, and the lowest 25%), and teacher feedback.

The school will continue using i-Ready for both ELA and Math, as it provides diagnostic and instructional tools that offer real-time data and individualized pathways for students. This platform has proven effective in identifying gaps and supporting instructional planning, particularly for students in the lowest-performing quartile. i-Ready diagnostics will be administered in the fall, winter, and spring, with instructional usage monitored weekly and reviewed biweekly in PLCs.

To further support English Language Learners, the school will implement Imagine Learning, which focuses on literacy and language development. This tool addresses persistent gaps in vocabulary and reading comprehension, especially within Reading Across Genres. Imagine Learning will be used both during the school day and in after-school enrichment programs, with weekly progress monitoring to ensure ELL students are making targeted gains.

In the area of foundational literacy, SIPPS and Heggerty will be used as Tier 2 and Tier 3 interventions, particularly in the lower grades. These programs address phonemic awareness and decoding—skills that intervention data indicate remain areas of need for students with IEPs and those performing below grade level. These programs will be implemented daily during intervention blocks, starting in August 2025, with progress tracked monthly.

To support vocabulary development schoolwide, the school will integrate Wordly Wise 3000 into weekly ELA instruction and small-group sessions. Vocabulary was identified as a consistent barrier to comprehension, especially for ELL students and those in the lowest 25%. Teachers will monitor its impact through student work and monthly PLC discussions.

Additionally, the school will expand Extended Learning Opportunities through after-school programs starting in October 2025. These sessions are designed to provide additional instructional time for students not meeting benchmarks, with a focus on foundational skills in ELA and math. Attendance and student progress in these programs will be reviewed quarterly to guide adjustments and ensure impact.

These resources are strategically aligned to address the most urgent learning gaps identified in student data. Together, they form a comprehensive academic support system designed to accelerate growth for all learners—particularly those most at risk—and move more students toward grade-level proficiency and beyond.

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

Broward County Public Schools

BRIDGEPREP ACADEMY OF BROWARD K-8



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 6

D. Early Warning Systems 7

II. Needs Assessment/Data Review 10

A. ESSA School, District, State Comparison 11

B. ESSA School-Level Data Review 12

C. ESSA Subgroup Data Review 13

D. Accountability Components by Subgroup 14

E. Grade Level Data Review 17

III. Planning for Improvement 18

IV. Positive Learning Environment 25

V. Title I Requirements (optional) 28

VI. ATSI, TSI and CSI Resource Review 31

VII. Budget to Support Areas of Focus 33

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

BridgePrep Academy believes every child learns best in a safe, nurturing and stimulating environment where high academic expectations, self-esteem, good character, and an appreciation for the arts are promoted. BridgePrep Academy's **mission** is to provide a challenging academic curriculum that will encompass an enriched Spanish language program, technology and experiences that will enable students to develop in all areas. BridgePrep Academy's goal is to educate well rounded individuals and enable students to reach their maximum potential.

Provide the school's vision statement

BridgePrep Academy believes that each child is a unique individual who needs a secure, nurturing and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. BridgePrep believes in a student-centered educational philosophy that emphasizes hands on learning and students actively participating in learning. Students will be able to discover through hands on, engaging activities that will incorporate different approaches to accommodate each child's learning style and as a result, raise academic achievement.

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

Yaimy Siboret

ysiboret@bridgeprepbroward.com

Position Title

Principal

Job Duties and Responsibilities

The principal is responsible for leading instructional improvement by ensuring curriculum alignment with state standards, monitoring the fidelity of instruction through classroom walkthroughs, and using data to drive decisions and close achievement gaps. The principal will oversee the implementation of Multi-Tiered Systems of Support (MTSS), facilitate data chats and professional learning communities (PLCs), and ensure teachers receive targeted professional development aligned with SIP goals.

Leadership Team Member #2

Employee's Name
Shannon Green

sgreen@bridgeprephollywoodhills.com

Position Title
Assistant Principal/ELA-SS Instructional Coach

Job Duties and Responsibilities

Provides leadership for the planning, development, implementation, and evaluation of the curriculum and instructional practices within ELA and social studies. Attends regular meetings, carries out SIP planning, RTI implementation and compliance, and participate in the MTSS problem solving.

Leadership Team Member #3

Employee's Name
Tanisha Azor

tazor@bridgeprephollywoodhills.com

Position Title
Instructional Coach Math/Science

Job Duties and Responsibilities

Provides leadership for the planning, development, implementation, and evaluation of the curriculum and instructional practices within science and mathematics. Attends regular meetings, carries out SIP planning, RTI implementation and compliance, and participates in the MTSS problem solving.

Leadership Team Member #4

Employee's Name
Amanda Rodriguez

arodriguez@bridgeprephollywoodhills.com

Position Title
Teacher

Job Duties and Responsibilities

Attend regular meetings, carry out SIP planning with a focus on the academic progress of the students, needs of the teachers including mentoring and guidance, and participate in the MTSS problem solving process.

Leadership Team Member #5

Employee's Name
Daralynn Choate

dchoate@bridgeprephollywoodhills.com

Position Title
ESE Teacher

Job Duties and Responsibilities

Attend regular meetings, carry out SIP planning with a focus on the academic progress of the ESE students, and support teachers with the implementation of strategies and accommodations for the ESE students.

Leadership Team Member #6

Employee's Name
Johana Augustin

jaugustin@bridgeprephollywoodhills.com

Position Title
Counselor

Job Duties and Responsibilities

Attend regular meetings, carry out SIP planning with a focus on the social and behavioral needs aspect of the school operation, RTI implementation and compliance, and participate in the MTSS problem solving process.

2. Stakeholder Involvement

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

6314(b)(2), ESEA Section 1114(b)(2).

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

The planning committee is comprised of the leadership team, teachers, staff, parents, families and community leaders. A meeting is conducted for all stakeholders to attend to begin the SIP planning process. The planning committee analysis the data collected to identify strengths, weaknesses and areas of need. The committee collaborates to ensure the SIP is drafted to meet the students needs.

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)).

As the SIP is implemented, stakeholders will continue to be involved through regular updates. The committee will meet as needed (every 9 weeks/after each FAST administration) providing opportunities for ongoing feedback. The effectiveness of the SIP implementation will be monitored through progress monitoring and academic programatic reviews that will take place periodically. Committee input will be solicited to gauge the success of the plan's implementation. Revisions will be made as necessary to ensure we stay on track with our goals in ensuring student academic progress.

C. Demographic Data

2025-26 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**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**75.7%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: B** **2022-23: A** **2021-22: A** **2020-21: B**

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							53	43	46	142
Absent 10% or more school days							4	0	2	6
One or more suspensions							0	0	0	0
Course failure in English Language Arts (ELA)							1	0	0	1
Course failure in Math							8	1	3	12
Level 1 on statewide ELA assessment							5	12	5	22
Level 1 on statewide Math assessment							9	8	8	25
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	0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0	0	0	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							9	0	3	12

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							1	0	0	1
Students retained two or more times							1	2	2	5

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										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
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										0

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										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	66	66	61	60	60	58	65	55	53
Grade 3 ELA Achievement		65	62		62	59		58	56
ELA Learning Gains	69	64	61	62	61	59			
ELA Lowest 25th Percentile	68	60	55	69	56	54			
Math Achievement*	60	64	62	48	60	59	64	52	55
Math Learning Gains	69	61	60	51	62	61			
Math Lowest 25th Percentile	82	56	53	52	60	56			
Science Achievement	59	60	57	44	55	54	58	50	52
Social Studies Achievement*	85	75	74	88	73	72	89	68	68
Graduation Rate		68	72		68	71		68	74
Middle School Acceleration	63	77	75	42	73	71	79	72	70
College and Career Acceleration		53	56		49	54		54	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	40	60	61	100	59	59	54	53	55

*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)	ATSI
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	661
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
66%	62%	71%	81%	58%		

* 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	35%	Yes	1	
English Language Learners	55%	No		
Black/African American Students	78%	No		
Hispanic Students	65%	No		
White Students	58%	No		
Economically Disadvantaged Students	70%	No		

D. Accountability Components by Subgroup

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

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	66%		69%	68%	60%	69%	82%	59%	85%	63%			40%
Students With Disabilities	20%		60%		20%	40%							
English Language Learners	30%		63%	61%	42%	71%	75%						40%
Black/African American Students	80%		93%		67%	73%							
Hispanic Students	64%		68%	63%	59%	69%	78%	61%	81%	76%			35%
White Students	58%		54%		50%	69%							
Economically Disadvantaged Students	66%		74%	69%	54%	71%	80%	56%	79%	80%			

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	60%		62%	69%	48%	51%	52%	44%	88%	42%			100%
English Language Learners	28%		52%	58%	33%	48%	40%						100%
Black/African American Students	56%		69%		44%	50%							
Hispanic Students	54%		56%	63%	44%	50%	50%	35%	88%	36%			100%
White Students	78%		78%		67%	61%							
Economically Disadvantaged Students	49%		59%	76%	36%	35%	36%	30%	92%				

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	65%				64%			58%	89%	79%			54%
English Language Learners	57%				50%								
Black/African American Students	61%				67%								
Hispanic Students	61%				61%			50%	89%	70%			
Economically Disadvantaged Students	62%				59%			62%		82%			

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	45%	65%	-20%	60%	-15%
ELA	7	66%	60%	6%	57%	9%
ELA	8	79%	59%	20%	55%	24%
Math	6	47%	63%	-16%	60%	-13%
Math	7	65%	59%	6%	50%	15%
Math	8	46%	47%	-1%	57%	-11%
Science	8	58%	45%	13%	49%	9%
Civics		85%	72%	13%	71%	14%
Algebra		77%	61%	16%	54%	23%

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?

7th grade math demonstrated the most improvement in comparison to PM1 data. A few of the actions that were taken to ensure an increase in student achievement were as follows: data driven crunchtime plan, increased tutoring days and times.

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 lowest performance in PM3 was in 8th grade Math (43%), indicating a need for targeted instructional support, remediation of prerequisite skills, and improved intervention strategies for students not meeting grade-level expectations. Contributing factors may include that the 8th-grade curriculum includes higher-level concepts such as functions, irrational numbers, and systems of equations, which are often challenging for students, especially if foundational skills are weak. The lower math scores may also reflect a lack of mastery in prior-grade
standards. Without a strong grasp of 6th and 7th-grade concepts, students often struggle to engage with 8th grade material effectively.

The lowest performing ESSA subgroup is students with disabilities with 35% federal percent of points index. Their performance in each subject was as follows:

ELA achievement 20%
ELA learning gains 60%
Math achievement 20%
Math learning gains 40%

This suggests that while students are making progress, they are still far behind grade-level expectations.

Contributing factors may be that students with disabilities often enter grade levels with significant skill gaps, especially in reading and math foundations, which limits their ability to perform on grade-level

assessments.

Greatest Decline

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

ELA lowest 25%: In 2025, the school scored 68%, compared to 60% district and 55% state. The school had a 1% decline from 2024 data. The small decline at the school level is connected to specific grade-levels, and intervention implementation. The administration will be monitoring the subgroup performance and reinforcing intervention consistently.

Social Studies: While the school's performance remain well above district and state averages, there has been a steady three-year decline 89 -88 - 85.
This steady decline may be attributed to the students literacy skills since comprehension of complex informational texts is critical in this subject. The school will incorporate cross-curricular literacy strategies to increase student performance and reverse this decline.

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.

7th Grade Math Proficiency:
PM1: 29%
PM2: 34%
PM3: 65%
The greatest proficiency gain was seen in 7th Grade Math, which improved from 29% in PM1 to 65% in PM3, a 36-point increase. This growth is attributed to strong instructional practices, timely interventions, and data-informed decision-making. The trend illustrates how consistent monitoring and responsive teaching can drive significant academic gains over the course of the year.

EWS Areas of Concern

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

After reflecting on the Early Warning Systems the two areas of concern are: Math and ELA level 1 on state assessments. PM3 data revealed the following:
ELA 15% of the students scored a level 1
Math 13% of the students scored a level 1
The reading and math coach will working closely with the teachers to ensure data driven instruction is taking place, they are providing push in support, support with small group instruction, revised student list for targeted interventions and tutoring after school. All supports based on the current PM3 data.

Highest Priorities

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

The following will be our highest priorities:

1. ESSA subgroup students with disabilities ELA
2. ESSA subgroup students with disabilities Math

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

By the end of the 2025-2026 school year, the percentage of Students with Disabilities meeting proficiency/scoring a minimum of Level 3 on PM3 ELA FAST assessment will improve from 35% to 45%. The area of focus will be Improving Academic Achievement and Learning Gains for Students with Disabilities: many SWD enter 6th grade with skill gaps in reading comprehension and basic math fluency. By focusing on reteaching core skills in small groups and offering scaffolded instruction aligned to IEP goals, students can access grade-level content with greater confidence. With only 20% of SWD achieving proficiency in both ELA and Math, it is clear that foundational gaps persist. Grade 6 is a critical transition year, and supporting students early sets the foundation for stronger outcomes in 7th and 8th grade. The focus in grade 6 will be on identifying and addressing foundational gaps in reading comprehension and math fluency. Instruction will include small-group interventions based on diagnostic data (FAST, IREADY, CORRECTIVE READING), explicit vocabulary and decoding strategies in ELA, and scaffolded problem-solving in math. Teachers will implement IEP-aligned accommodations and incorporate more co-teaching and inclusion practices to ensure students have access to grade-level content with proper supports.

Measurable Outcome

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

Students with Disabilities (SWD) in 6th grade demonstrated ELA achievement at 20%. ELA overall learning gains were 60%. The data indicates that although over half of the students are showing growth in reading, they are still performing significantly below grade level. By the end of the 2025-2026 school year, the percentage of Students with Disabilities meeting proficiency/scoring a minimum of Level 3 on PM3 ELA FAST assessment will improve from overall from 35% to 45%. 35% of sixth grade students specifically will earn a level 3 or above on the ELA statewide assessment which will be an increase of 15%.

Monitoring

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

SWD progress will be tracked using diagnostic and interim assessments (e.g., i-Ready, Achieve3000, STAR, and teacher-created CFAs).

- ELA and Math diagnostic data will be reviewed monthly.
- Students not making adequate progress will be flagged for intervention plan adjustments.

Data Chats and Individual Student Reviews:

Students with the most significant gaps will be discussed during monthly data chats. Teachers and administrators will review academic growth, intervention logs, and make necessary instructional adjustments.

IEP Goal Progress Reviews:

ESE teacher will conduct quarterly reviews of IEP goal progress and share updates with teachers and families. Lack of progress will trigger revisions in supports or accommodations.

Intervention Fidelity Checks:

Administrators and coaches will monitor intervention program usage (e.g., i-Ready minutes, IXL targets) and ensure students are receiving services with fidelity. Intervention logs will be collected bi-weekly.

Person responsible for monitoring outcome

Assistant principal, instructional coach, & ESE teacher

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:

Corrective Reading is the primary evidence-based intervention being implemented across grades 6–8 to support students with disabilities in achieving measurable academic outcomes in reading. This direct instruction program addresses two key skill areas—decoding and comprehension—through explicit, structured lessons designed for students performing significantly below grade level. The program is implemented in small groups (6–8 students) and provides daily lessons (minimum 4 times per week) delivered by trained intervention staff. Students are placed into appropriate levels of the Decoding or Comprehension strand based on program-specific placement tests and diagnostic data (e.g., i-Ready, FAST scores).

Rationale:

Corrective Reading directly targets these foundational reading skills through explicit, systematic instruction that is evidence-based and research-validated for students with learning difficulties. It allows students to work at their instructional level in either decoding or comprehension, which ensures differentiated support aligned to their specific needs. The program's structure, frequent mastery checks, and scripted delivery model make it especially effective for use with SWD, who

benefit from clear routines, repetition, and scaffolded practice. By implementing this intervention with fidelity and monitoring progress closely, the school aims to close the gap between growth and proficiency, ultimately increasing the percentage of SWD reaching grade-level standards in ELA.

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
Placement test

Person Monitoring:
Assistant Principal/MTSS Coordinator

By When/Frequency:
Beginning of the school year, as needed for new students

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All identified SWD in grades 6–8 will be assessed using the Corrective Reading placement tests to determine appropriate entry points in the Decoding or Comprehension strands. Groupings will be based on test results and i-Ready/diagnostic data.

Action Step #2
Data analysis

Person Monitoring:
Assistant Principal/MTSS Coordinator

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct monthly reviews of student mastery data from Corrective Reading lessons, along with i-Ready diagnostic scores and IEP progress monitoring, to evaluate growth and determine if regrouping, acceleration, or additional supports are needed.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

By the end of the 2025-2026 school year, the percentage of Students with Disabilities meeting proficiency/scoring a minimum of Level 3 on PM3 MATH FAST assessment will improve from 35% to 45%. The lowest-performing subgroup in mathematics on the PM3 assessment was 8th grade, with

only 43% of students demonstrating proficiency. This data highlights an urgent need for targeted instructional support, remediation of prerequisite skills, and enhanced intervention strategies for students with disabilities who are not meeting grade-level expectations. The 8th-grade math curriculum introduces advanced concepts, including functions, irrational numbers, linear equations, and systems of equations, which require strong abstract reasoning and problem-solving skills. Many SWD students lack mastery of foundational standards from prior grades—specifically from 6th and 7th grade—such as fractions, proportional relationships, and equation solving. Without a solid understanding of these prerequisite skills, students struggle to access and engage with grade-level content, leading to persistent gaps in achievement.

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.

By the end of the 2025–2026 school year, the percentage of Students with Disabilities (SWD) scoring proficient in math will increase from 20% to 40% on the state/PM3 assessment.

Monitoring

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

- Quarterly benchmark assessments aligned to grade-level standards
- Progress monitoring through diagnostic tools (e.g., i-Ready/IXL interim math diagnostics or equivalent) every 3–4 weeks
- Data chats to review individual SWD performance and adjust interventions
- IEP goal reviews to ensure alignment with grade-level skill development

Person responsible for monitoring outcome

Instructional Coach, Assistant Principal, ESE Teacher

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:

To achieve the measurable outcome of increasing math proficiency for students with disabilities (SWD) from 20% to 40% by the end of the 2025–2026 school year, the school is implementing two evidence-based, adaptive intervention programs: i-Ready Math and IXL. Both platforms are aligned to state standards and provide personalized skill-building based on diagnostic data.

Rationale:

i-Ready and IXL are both evidence-based, adaptive instructional programs that personalize learning based on each student's needs. i-Ready identifies specific skill deficits through its diagnostic

assessment and provides a targeted pathway that aligns with state standards and the student's current level of understanding. IXL offers standards-based skill practice with real-time feedback and analytics, allowing teachers to assign individualized content aligned to classroom instruction and IEP goals.

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
Diagnostic assessment

Person Monitoring:
Instructional Coach

By When/Frequency:
Beginning of the year and as new student enter the school

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
At the beginning of the school year, all SWD will take the i-Ready, IXL Math diagnostic to determine individual learning levels. Data will be used to group students for targeted instruction and intervention.

Action Step #2
Monitor student data

Person Monitoring:
ESE teacher, instructional coach

By When/Frequency:
bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will review i-Ready lesson performance, IXL skill mastery, and formative assessment data during PLCs and data chats to determine instructional adjustments, regroup students, and modify IEP accommodations as needed.

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.

Based on the Early Warning System indicators, 17% of students at our school were identified as having an attendance rate below 90% during the school year. This exceeds the 10% threshold,

indicating a need for targeted interventions to improve student attendance and engagement. Chronic absenteeism is a strong predictor of academic risk and disengagement. Students who miss 10% or more of school days are less likely to achieve grade-level proficiency, graduate on time, or remain engaged in school. Addressing attendance issues is essential to improving overall student outcomes and ensuring equitable access to instruction.

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.

Reduce the percentage of students with attendance below 90% from 17% to 10% or lower by the end of the school year.

Monitoring

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

This Area of Focus will be monitored through regular and systematic data collection using our district's attendance tracking system, Focus. The Truancy Team will meet biweekly to review attendance reports, identify students falling below the 90% threshold, and track progress toward the schoolwide goal of reducing chronic absenteeism from 17% to 10% or lower.

Person responsible for monitoring outcome

Principal

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:

BridgePrep Academy follows the Broward County Public Schools' multi-tiered attendance approach for Grades 6-8.

Rationale:

Addressing attendance through targeted, evidence-based interventions is critical to reversing this trend. Improved attendance increases students' exposure to core content, intervention supports, and enrichment activities, which together foster higher engagement and achievement. Broward County Public Schools' multi-tiered attendance strategies provide a framework to identify students early, engage families, and remove barriers such as transportation or health challenges. By prioritizing attendance, the school not only improves academic outcomes but also supports social-emotional development and school connectedness, which are essential for student success. Consistent attendance is a foundational factor for building positive relationships, sustaining instructional momentum, and closing achievement gaps.

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
Early identification and support

Person Monitoring:
Counselor, Principal

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Check student attendance weekly to identify students with absences. Weekly data reviews surface at-risk students quickly, allowing for timely Tier 2 interventions before chronic patterns form.

Action Step #2
Positive reinforcement

Person Monitoring:
Counselor, Principal

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Schoolwide and classroom incentives to boost morale and belonging, increasing motivation and reducing disengagement—leading to better academic engagement.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The school gathers and analyzes multiple data sources—including student achievement data, attendance, behavior reports, and resource allocation records—to identify student needs and gaps in services. The school regularly reports progress and resource utilization back to district leaders through progress updates and performance reviews. The district provides feedback and additional support to ensure effective use of resources. This review process is cyclical, fostering continuous collaboration to adapt resources and interventions to evolving student needs and promote improved outcomes.

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).

To effectively address the academic and attendance needs of students with disabilities (SWD) during the 2025–2026 school year, our school has identified specific evidence-based resources aligned with data-driven goals in ELA, Math, and Student Attendance.

In **ELA**, current data reveals that only 20% of SWD students are proficient, indicating significant gaps in foundational literacy skills. To support improvement, we will utilize the iReady ELA diagnostic and intervention platform, which provides individualized learning paths and progress monitoring. Additionally, small-group specialized instruction led by ESE-certified teachers will offer targeted support tailored to students' unique learning needs. Professional development for teachers in differentiated literacy strategies will further enhance instructional effectiveness. Our goal is to increase SWD ELA proficiency from 20% to 40% by the end of the school year, with progress monitored quarterly through iReady benchmarks and formative assessments.

For **Math**, SWD proficiency also stands at 20%, with 8th-grade students performing at a particularly low 43%. This highlights the need for focused remediation of prerequisite skills to support mastery of grade-level content. To address this, we will implement the IXL Math platform, offering personalized remediation modules that adapt to individual student needs. Co-teaching models pairing general and special education teachers will provide inclusive and scaffolded math instruction. Targeted professional development on math accommodations and scaffolding strategies will equip teachers to better support SWD learners. The goal for math is to double proficiency to 40% by year's end, with monthly progress monitoring to inform instruction.

Regarding **Student Attendance**, data shows that 17% of our students—including many SWD—had

attendance rates below 90% last year. Chronic absenteeism is a well-documented barrier to academic success and student engagement. To combat this, we will use attendance tracking software integrated with the district's Focus system for real-time monitoring. Tiered interventions such as Check-In/Check-Out mentoring and referrals to the Broward Truancy Intervention Program (BTIP) will be deployed for students at risk of chronic absenteeism. Family engagement initiatives, including attendance contracts and incentive programs, will foster stronger partnerships to support regular attendance. Our target is to reduce the percentage of SWD students with attendance below 90% from 17% to 10% or less by the end of the school year, with biweekly attendance reviews and outreach documented in parent contact logs.

Through the strategic deployment of these resources, informed by robust data analysis and aligned with district priorities, our school is committed to improving the academic outcomes and engagement of students with disabilities across all relevant grade levels.

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

Broward County Public Schools

BROWARD MATH AND SCIENCE SCHOOLS



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 15

D. Early Warning Systems 16

II. Needs Assessment/Data Review 20

A. ESSA School, District, State Comparison 21

B. ESSA School-Level Data Review 22

C. ESSA Subgroup Data Review 23

D. Accountability Components by Subgroup 24

E. Grade Level Data Review 27

III. Planning for Improvement 28

IV. Positive Learning Environment 38

V. Title I Requirements (optional) 42

VI. ATSI, TSI and CSI Resource Review 48

VII. Budget to Support Areas of Focus 51

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 Broward Math and Science is to provide students with a rigorous and well-rounded elementary and middle school education with special emphasis on Science, Technology, Engineering, Mathematics (STEM), and Reading in the light of research-based, proven, and innovative instructional methods in a stimulating, safe, and positive learning environment.

Provide the school's vision statement

Broward Math and Science Schools, in partnership with families and the community, will be an educational institute of academic excellence by providing high-quality education to all students, where each student will be afforded the opportunity to develop a strong set of values and the leadership skills necessary to become successful, productive, and contributing members of society.

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

Hasan Kose

hkose@bmsschools.org

Position Title

Principal

Job Duties and Responsibilities

1. Exercise proactive leadership in promoting the vision and mission of Broward Math and Science Schools Strategic Plan.
2. Utilize collaborative leadership style and quality processes to establish and monitor the school

mission and goals that are aligned with the Governing Boards and District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC).
3. Responsible for overseeing the financial management of the school, including the development of the annual budget, overseeing the management of accounts payable and accounts receivable, approving payroll, and providing required financial reports to the governing board, district, and state. Also responsible for seeing that the annual financial audit is completed in a timely manner.
4. Achieve expected results on the school's student learning goals.
5. Direct energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.
6. Demonstrate that students' safety and learning are top priorities through leadership actions that build and support a learning organization focused on school success.
7. Work collaboratively to develop, implement, and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.
8. Recruit, retain, develop, and evaluate an effective, diverse faculty and staff.
9. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance in order to strengthen weaknesses in performance.
10. Establish and maintain individual professional development plans for each instructional employee that are linked to student achievement.
11. Monitor the implementation of critical initiatives including, but not limited to, accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.
12. Structure and monitor a school learning environment that improves learning for a diverse student population.
13. Establish and coordinate procedures for student, teacher, parent, and community evaluation of curriculum.
14. Implement and monitor procedures to ensure that the rights of all children and their parents are protected.

ORGANIZATIONAL LEADERSHIP:
15. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.
16. Utilize processes to empower others and distribute leadership when appropriate.
17. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.
18. Lead and manage organizational processes for school operations, including, but not limited to,

student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.
19. Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action.
20. Manage and delegate tasks while consistently demonstrating fiscal efficiency.
21. Comply with district procedures to manage and safeguard school assets, equipment, inventory, property leasing, and rental.
22. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.
23. Maintain high visibility at school and in the community.
24. Cultivate, support, and develop others within the school.
25. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles.
26. Provide recognition and celebration for students, staff, and school accomplishments.
27. Establish open lines of communication and processes to determine stakeholder needs level of satisfaction and respond to/resolve valid stakeholder concerns.
28. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.
29. Interact with government and service agencies related to student welfare.

PROFESSIONAL AND ETHICAL LEADERSHIP:
30. Demonstrate personal and professional behaviors consistent with the Code of Ethics and the Principles of Professional Practice.
31. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the job description.
32. Establish the job assignments, supervise all assigned personnel, and conducts performance assessments according to Governing Board Policy and procedures, using Governing Board adopted instruments.
33. Administer negotiated employee contracts in the appropriate manner at the school site.
34. Perform and promote all activities in compliance with equal employment and nondiscrimination policies
35. Participate in the training programs offered to increase the individual skills and proficiency related to the job responsibilities.
36. Review current developments, literature, and technical sources of information related to job responsibilities.
37. Ensure adherence to safety rules and procedures.
38. Follow federal and state laws and District and Governing Board policies. 39. Perform other duties

as assigned by the Governing Board.

Leadership Team Member #2

Employee's Name
Katy Twist

ktwist@bmsschools.org

Position Title
Assistant Principal

Job Duties and Responsibilities

1. Have a clear vision of and dedication to the values and philosophy of Broward Math and Science Schools method
2. Have strong business/financial management skills, curricular insights
3. Have strong communication skills to ensure the long-term sustainability of the school.
4. Have a strong knowledge of curriculum, instruction, assessment, and data analysis as well as the Academic Excellence Framework
5. Have strong shared values, both personally living them and teaching them to others focus on achieving comprehensive distinction in the following key areas of schooling: Academic Excellence, Governance and leadership, and Operational
6. Willingness and ability to make instructional leadership a top priority
7. Emphasis on mission-driven, data-informed decision-making, and teacher supervision.

Essential Functions:

8. Implement the school's charter in collaboration with the governing board of directors and the authorizing institution.
9. Establish and communicate standards for student and professional performance.
10. Continually assess school practices and procedures and adjust them to support the diverse learning needs of students.
11. Assume responsibility for the health, safety, and welfare of the students, staff, and visitors.
12. Infuse the school culture with the Broward Math and Science Schools Non-Profit's philosophy of Excellence.
13. Demonstrate an understanding of the Broward Math and Science Schools Non-Profit philosophy of Excellence in the execution of duties.
14. Model positive character virtues and habits. Assist students in developing positive moral and performance character attributes.
15. Collaborate with Principal for the evaluation and supervision of school personnel.
16. Collaborate and clearly communicate with parents/guardians, and other educators to assist the students.

17. Regularly communicate with all members of the school community.
18. Establish and maintain individual professional development plans for each instructional employee that are linked to student achievement.

Data Analyst
19. Evaluate instructional effectiveness at school level and teacher level
20. Review school-wide data and makes decisions by analyzing problems at multiple levels within the school
21. Monitor instructional effectiveness at all tier levels
22. Manage data and accountability systems
23. Develops the CPST with appropriate school personnel and parent/guardians. Facilitates and encourage a problem-solving environment focused on academic and behavioral concerns that arise in content areas, grade-levels, and across all tiers with emphasis on the targeted (Tier 2), and intensive (Tier 3) interventions and supports
24. Organize, analyze, interpret, and report test results to teachers, parents, students, District, and State. Ensure Report Compliance.
25. Assist staff in analyzing test data to use as evidence of student progress and to monitor the School Improvement Plan
26. Collaboratively develop flexible groupings of students with common needs
27. Design and implement a process for progress monitoring, data collection, and data analysis at each tier level
28. Assist in collaborative problem-solving team meetings and review academic or behavioral concerns to determine the root cause at the classroom-level
29. Review and analyze progress monitoring data at regular interval to inform instruction, interventions, and supports
30. Analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement

Curriculum Coach & Teacher Certification/Endorsement
31. Develop and plan professional learning and trainings to provide quality Professional Development opportunities focused on data-driven instructional practices
32. Identify and inventory curriculum, materials, resources and tools
33. Provide coaching support on curriculum programs and progress monitoring tools to instructional staff
32. Coach personnel on differentiated instructional practices and Tier 1 and Tier 2 classroom strategies
34. Performs the duties of a Curriculum Coach, Math Coach, Science Coach and Literacy Coach when there is absence of one to provide personalized support that is based on identifying the needs

of individual teachers, encouraging teachers to be active problem solvers, and differentiating supports that foster the growth, development, Independence, and collaborative skills of teachers
35. Support teachers in developing and strengthening skills in analyzing student work, using data to drive instruction and differentiating instruction to support English Language learners and support students with special needs
36. Work collaboratively to assist teachers in reflecting on and analyzing their practice and reviewing student work to build teacher skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers
37. Improve and sustain high levels of student achievement by promoting a positive school culture that supports literacy learning and includes collaboration with all stakeholders, by enhancing and refining literacy instruction and intervention, providing targeted instructional coaching and building capacity for literacy across the curriculum
38. Support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, conferencing and building teacher capacity for developing and implementing formative assessments
39. Promote collegiality and cohesion through collaborative work and reflective practices with teachers and fellow administrators
40. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement with a focus on Teacher Certification and Endorsement Processes

Compliance | Grant Writing | SIP Liaison
41. Summarize and submit complete and accurate reports (such as SIP and Annual Program Reviews) as required by local, state, and federal rules and regulations
42. Ensure research, evidenced-based instructional practices are implemented with fidelity
43. Assist the Title 1 Liaison by ensuring federal compliance through the collection and submission of all required documentation with fidelity
44. Assist in Coordination of Title 1 events such as Parent Academies, Annual Title 1 meeting, Curriculum Nights, Kindergarten Round-up, and Transition Nights
45. Participate in the Monthly School Advisory Counsil Meetings and receive input and feedback
46. Collaborate with the Title 1 Liaison and the School Advisory Council to develop the annual School-Parent Compact and the Parent and Family Engagement Plan
47. Gather input from the School Advisory Counsil in the development of the annual School Improvement Plan and monitorization of the plan throughout the program year
48. Collaborate and development Compliance Reports and grant opportunities as needed

Professional Development/Schoolwide Trainings/PLC

49. Collaborate with school-based coach, teachers, and administration to analyze and interpret data, use data for improvements and progress monitoring, and problem solving to inform high quality instruction leading to improved student achievement.
50. Design, facilitate, and deliver research-based professional learning for coaches, school staff and administration.
51. Continually assess school and personal to create and/or locate professional development opportunities focused on researched based highly effective teachers and supporting the diverse learning needs of the students

BTA Chair

Perform other duties as assigned by the principal

Leadership Team Member #3

Employee's Name
Vicki Ahern

vahern@bmsschools.org

Position Title
ESE Specialist | ESOL Coordinator | MTSS/RtI | Title 1 Liaison

Job Duties and Responsibilities

ESE Specialist - Support Facilitator -ESE Teacher
1. Offer on-site procedural and curricular support to school personnel regarding the education of students with disabilities.
2. Serve as the principal's designee for ESE staff in compliance with the annual LEA memo.
3. Coordinate ESE meetings and staffing committees.
4. Support general education teachers in implementing IEPs and monitoring goal progress.
5. Meet monthly with ESE curriculum supervisors at the district level on program delivery and related services.
6. Explain procedural safeguards to parents and provide resource information.
7. Conduct productive IEP meetings using District-trained facilitation methods.
8. Identify, report, and correct IDEA compliance issues under federal, state, and district guidelines.
9. Produce IEP documents using the District's electronic system.
10. Participate in professional development, stay current in literature and policy, and promote inclusive practices

ESOL Coordinator
11. Overseeing compliance with Title III and ELL services.

12. Leading ELL parent engagement opportunities
13. Training staff on sheltered instruction.
14. Ensuring proper screening, placement, reclassification, and parent communications.

MTSS/RtI Coordinator

15. Leading MTSS implementation school-wide
16. Providing technical assistance in data-based interventions.
17. Facilitating professional learning communities and collaborative problem-solving.
18. Training educators in evidence-based academic and behavioral supports.

Title I Liaison

19. Serving as the connection between the school and Title I Advisory Council to engage Title I parents.
20. Coordinating schoolwide family engagement and needs assessments.
21. Facilitating parent involvement activities and ensuring communication of services and supports

Section 504 Coordinator

22. Program Coordination - Manage referrals, team meetings, eligibility determinations
23. Plan Development - Create, distribute, and oversee Accommodation Plans
24. Monitoring & Review - Conduct annual reviews, reevaluations, and transition planning
25. Discipline Compliance - Facilitate manifestation reviews when needed
26. Training & Liaison - Educate staff and coordinate with district specialists
27. Records & Grievances - Maintain documentation and handle disputes appropriately

Perform other duties as assigned by the principal and assistant principal

Leadership Team Member #4

Employee's Name
Gema Ward

gward@bmsschools.org

Position Title
Testing Coordinator | Middle School Lead Teacher

Job Duties and Responsibilities

Testing Coordinator

1. Oversee and coordinate administration of standardized tests (state, district, national).
2. Ensure test security and compliance with protocols.
3. Analyze assessment results to inform curricular and instructional decisions.

4. Train and support staff involved in testing procedures and protocols.
5. Maintain data accuracy and integrity for assessments

Lead Teacher Middle School 6-8
6. Supporting curriculum alignment and instructional coaching.
7. Leading professional learning teams (PLCs).
8. Mentoring peers and promoting best practices in teaching and assessment.
9. Continues teaching students regularly while also leading professional development or mentoring efforts
10. Leads collaborative instructional planning, modeling lessons, coaching, non-evaluative observations, and supporting curriculum alignment

Perform other duties as assigned by the principal and assistant principal

Leadership Team Member #5

Employee's Name
Corieta McGlashen

cmcglashen@bmsschools.org

Position Title
Lead Teacher Elementary 3-5 Grade Band

Job Duties and Responsibilities

Lead Teacher Elementary 3-5 Grade Band
1. Supporting curriculum alignment and instructional coaching.
2. Leading professional learning teams (PLCs).
3. Mentoring peers and promoting best practices in teaching and assessment.
4. Continues teaching students regularly while also leading professional development or mentoring efforts
5. Leads collaborative instructional planning, modeling lessons, coaching, non-evaluative observations, and supporting curriculum alignment

Perform other duties as assigned by the principal and assistant principal

Leadership Team Member #6

Employee's Name
Kenesha Beswick

kbeswick@bmsschools.org

Position Title
Lead Teacher Elementary K-2 Grade Band

Job Duties and Responsibilities

Lead Teacher Elementary K-2 Grade Band
1. Supporting curriculum alignment and instructional coaching.
2. Leading professional learning teams (PLCs).
3. Mentoring peers and promoting best practices in teaching and assessment.
4. Continues teaching students regularly while also leading professional development or mentoring efforts
5. Leads collaborative instructional planning, modeling lessons, coaching, non-evaluative observations, and supporting curriculum alignment

Perform other duties as assigned by the principal and assistant principal

Leadership Team Member #7

Employee's Name
TBA

TBA

Position Title
Dean of Discipline (with RtI Behavior focus)

Job Duties and Responsibilities

1. Behavior Tier Coordination - Chair RtI Behavior team, develop and monitor BIPs, run Tier 2 supports
2. Discipline Management - Respond to referrals, support consequences, consultation with teachers/ families
3. Training & Coaching - Deliver PD, model strategies, mentor staff on behavior practices and classroom management
4. Data & Documentation - Maintain logs, analyze trends, prepare referrals/manifestation reviews in collaboration with ESE Specialist.
5. School-Wide Support - Duties during transitions, support policy enforcement, attendance oversight
6. Family Engagement/Parent Liaison - Meet with parents, lead behavior-focused parent programs

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.

BMSS actively includes all required stakeholders—school leadership, teachers, staff, families, students, and community members—in the development, monitoring, and revision of the School Improvement Plan (SIP). This process is primarily led by administration in collaboration with the School Advisory Council (SAC), which meets monthly, typically on the first Monday of the month.

Who is involved:
The SAC includes teachers, staff, administrators, parents, students (secondary), business/community leaders, and volunteers. All meetings are open to the public, and new members are encouraged to participate at any time.

How stakeholders are engaged:

- **Meeting Access:** SAC meetings are offered in-person and via Zoom, with dates and times determined by stakeholder vote. Meetings are recorded and shared with those unable to attend.
- **Communication:** Agendas, meeting notes, and feedback opportunities are shared through Class/School Dojo, email, and posted on the school website and social media. Messages are translated into families' home languages.
- **Documents and Feedback:** Drafts of the SIP, Parent and Family Engagement Plan, and School-Parent Compact are reviewed by the SAC. All documents are available electronically and in print upon request, with translation services provided.
- **Input Opportunities:** Stakeholders can provide feedback through email, voicemail, phone, front office messages, or written responses. Input is reviewed by the SAC monthly and school leadership team reviews for implementation during weekly meetings.

How feedback is used:
Stakeholder input shapes school goals and strategies, especially in areas such as family engagement and support for student subgroups. Feedback from mid-year and end-of-year SAC reviews informs updates to the SIP and helps revise family engagement plans.
Key SIP Milestones:

- **August 2025:** SAC reviews the SIP Draft via Zoom.
- **November 2025 & February 2026:** SAC monitors SIP progress using quarterly data.
- **June 2026:** SAC conducts a year-end review to evaluate goal achievement and recommend revisions for the next school year.

All feedback is welcome. Parents and stakeholders are encouraged to share strategies that have worked at home to support student learning, and SAC actively considers this in SIP planning.

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)).

BMSS will regularly monitor the 2025–2026 School Improvement Plan (SIP) to ensure all strategies are effectively implemented and improving student achievement, particularly for Students with Disabilities (SWD) and other students with the greatest academic gaps.

Monitoring Tools and Timeline

BMSS will use the following tools and timelines for continuous monitoring:

- **Progress Monitoring**: i-Ready diagnostics (AP1, AP2, AP3), F.A.S.T. (PM1, PM2, PM3,), MAP Growth for middle school reading/math interventions, Progress Learning for Science.
- **Ongoing Classroom Data**: Weekly classroom assessments and formal evaluations.
- **Biweekly Collaborative Problem-Solving Team (CPTS) Meetings**: Review student progress, revise interventions, and ensure fidelity of supports.
- **PLC (Professional Learning Communities)**: Held every two weeks by grade bands (K–2, 3–5, 6–8) with a focus on differentiation, Tier 1 strategies, and student-centered planning.
- **Data Chats**: Teachers hold biweekly student chats and monthly parent chats to set and monitor SMART goals, with support from the school coach and administrators.

Focus on Students with Disabilities (SWD)

SWD progress is reviewed biweekly by both CPTS and instructional teams. Strategies include:

- Differentiated instruction using multiple learning styles (visual, auditory, reading/writing, kinesthetic)
- Targeted interventions aligned with student progress data
- Frequent adjustments based on growth and needs
- Common planning for general education and support teachers to align strategies and review shared student data

Stakeholder Feedback and Revisions

The **School Advisory Council (SAC)** plays a key role in SIP monitoring and revision:

- **SAC Meetings**: Scheduled for November 2025; February 2025; and June 2025, with additional meetings if needed.
- **Review Points**: SAC reviews SIP goals, subgroup performance data, and recommends strategy changes if progress is off track.
- **Feedback Methods**: Stakeholders can give input via email, voicemail, Class/School Dojo, or in person. Documents are translated and available upon request.
- **Revisions**: Stakeholder input drives mid-year adjustments and end-of-year planning, including revisions to the SIP, Parent and Family Engagement Plan, and School-Parent Compact.

All SIP data and updates are posted online and shared through School/Class Dojo and social media. Stakeholders are encouraged to review SIP materials before each SAC meeting and provide feedback in any preferred format.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **KG-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**82.3%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: B** **2022-23: C** **2021-22: C** **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										0
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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

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

Current Year 2025-26

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days			1		1	1		3	3	9
One or more suspensions							3	1	1	5
Course failure in English Language Arts (ELA)										0
Course failure in Math									1	1
Level 1 on statewide ELA assessment		4	4	9	2	6	8	4	5	42
Level 1 on statewide Math assessment		2		14	1	12	6	9	10	54
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						1	1	2	3	7

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)

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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					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
	9	10	11	12	
Students with two or more indicators					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	60	66	61	58	60	58	47	55	53
Grade 3 ELA Achievement	54	65	62	67	62	59	53	58	56
ELA Learning Gains	56	64	61	65	61	59			
ELA Lowest 25th Percentile	63	60	55	71	56	54			
Math Achievement*	43	64	62	45	60	59	33	52	55
Math Learning Gains	45	61	60	50	62	61			
Math Lowest 25th Percentile	39	56	53	56	60	56			
Science Achievement	43	60	57	38	55	54	29	50	52
Social Studies Achievement*	61	75	74	64	73	72	69	68	68
Graduation Rate		68	72		68	71		68	74
Middle School Acceleration	86	77	75	86	73	71	67	72	70
College and Career Acceleration		53	56		49	54		54	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	63	60	61	80	59	59	47	53	55

*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)	CSI
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	613
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
56%	62%	52%	46%	41%		64%

* 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	30%	Yes	6	1
English Language Learners	47%	No		
Black/African American Students	48%	No		
Hispanic Students	59%	No		
White Students	42%	No		
Economically Disadvantaged Students	55%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	60%	54%	56%	63%	43%	45%	39%	43%	61%	86%			63%
Students With Disabilities	40%				20%								
English Language Learners	46%		58%	67%	34%	42%	33%	33%					63%
Black/African American Students	56%	37%	56%	58%	37%	43%	41%	41%	67%				
Hispanic Students	62%	67%	59%	73%	52%	50%	47%	48%	40%	83%			67%
White Students	64%		42%		29%	33%							
Economically Disadvantaged Students	61%	56%	59%	56%	43%	43%	41%	48%	53%	93%			55%

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	58%	67%	65%	71%	45%	50%	56%	38%	64%	86%			80%
Students With Disabilities	38%		46%		38%	31%							
English Language Learners	36%		67%	62%	36%	42%	60%	43%					80%
Black/African American Students	55%	75%	60%	86%	38%	50%	62%	30%		82%			
Hispanic Students	56%		64%	62%	53%	53%	50%	42%	58%				84%
White Students	64%		69%		45%	31%		58%					
Economically Disadvantaged Students	54%	64%	64%	63%	44%	57%	64%	39%	70%	92%			80%

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	47%	53%			33%			29%	69%	67%			47%
Students With Disabilities	23%				23%			0%					
English Language Learners	34%				45%								63%
Black/African American Students	39%	43%			22%			16%	63%	55%			
Hispanic Students	57%				45%			29%					
White Students	65%				60%								
Economically Disadvantaged Students	41%	58%			27%			23%	61%				

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	3	50%	61%	-11%	57%	-7%
ELA	4	48%	62%	-14%	56%	-8%
ELA	5	54%	62%	-8%	56%	-2%
ELA	6	59%	65%	-6%	60%	-1%
ELA	7	67%	60%	7%	57%	10%
ELA	8	67%	59%	8%	55%	12%
Math	3	50%	68%	-18%	63%	-13%
Math	4	39%	69%	-30%	62%	-23%
Math	5	23%	63%	-40%	57%	-34%
Math	6	32%	63%	-31%	60%	-28%
Math	7	44%	59%	-15%	50%	-6%
Science	5	23%	57%	-34%	55%	-32%
Civics		56%	72%	-16%	71%	-15%
Biology		86%	77%	9%	71%	15%
Algebra		71%	61%	10%	54%	17%
Math	8	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Science	8	** 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?

Kindergarten to 2nd Grade (K–2 Band)

1st Grade Reading demonstrated the most improvement, ending the year with an impressive 95% proficiency rate. This marked a dramatic increase from PM1, where many students were below benchmark. Contributing actions included increased fidelity to foundational phonics instruction, daily guided reading groups, and targeted interventions using progress monitoring data to track decoding and comprehension skills.

3rd to 5th Grade (3–5 Band)

4th Grade Math showed a meaningful improvement, rising to 56% proficiency, surpassing the SIP goal of 41%. This was achieved through regular small-group pull-outs, math fluency clubs, and increased usage of interactive digital tools aligned with the Florida B.E.S.T. standards. Additionally, grade-level PLCs focused on unpacking standards and aligning tasks and assessments to rigor.

6th to 8th Grade (6–8 Band)

8th Grade Reading demonstrated strong growth, increasing to 63% proficiency, approaching the SIP goal of 66%. Instructional shifts such as a greater focus on close reading strategies, text annotation, and integrating vocabulary across content areas were supported by consistent progress monitoring and data chats. Teacher-led interventions and after-school literacy sessions also contributed to this growth.

Lowest Performance

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

K–2 Band

Lowest proficiency:

Although the final PM3 data shows strong overall performance (e.g., 1st Grade Reading: 95%, 1st Grade Math: 86%, 2nd Grade Reading: 93%, 2nd Grade Math: 88%), 1st Grade Math had been a lower-performing area earlier in the year (47.6% proficiency), highlighting early foundational skill gaps.

Trend:
Substantial growth occurred between PM1 and PM3 due to focused instruction, suggesting effective remediation.

Contributing factors:
Early deficiencies in number sense, fluency, and application of strategies in problem-solving.

3–5 Band
Lowest proficiency:
5th Grade Reading, Math, and Science all ended the year with 23% proficiency — far below SIP targets (Math: 41%, Reading: 53%, Science: 32%).

Trend:
Performance remained low from PM1 to PM3, indicating limited improvement despite interventions.

Contributing factors:
Learning loss and inconsistent Tier 2/3 support. High percentage of students with disabilities scoring well below grade level (e.g., 0% SWD proficiency in Math). Need for strengthened differentiation and more robust science integration.

6–8 Band
Lowest proficiency:
6th Grade Math finished with 32% proficiency, underperforming compared to the SIP goal (45%).

Trend:
This continues a pattern from PM1 and PM2 with only modest growth.

Contributing factors:
Weakness in foundational computation and algebra readiness. Vocabulary comprehension affecting math problem solving. Insufficient impact from intervention pull-outs or push-ins.

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

Kindergarten to 2nd Grade (K–2 Band)
Although the final PM3 data shows strong overall performance in primary grades (e.g., 1st Grade

Reading: 95%, 1st Grade Math: 86%, 2nd Grade Reading: 93%, 2nd Grade Math: 88%), earlier in the year 1st Grade Math stood out as a relative area of concern with only 47.6% proficiency. While it improved by PM3, the initial weakness highlighted foundational gaps in number sense, fluency, and problem-solving readiness. Contributing factors included limited prior exposure to complex mathematical language and early struggles in transitioning from counting to computation.

3rd to 5th Grade (3–5 Band)
5th Grade showed the lowest performance across all components, with Reading, Math, and Science each ending the year at just 23% proficiency. These scores fall significantly below the SIP goals (Reading: 53%, Math: 41%, Science: 32%). The performance has remained stagnant from PM1 through PM3, suggesting persistent learning gaps. Contributing factors include widespread academic regression from prior years, subgroup underperformance (notably 0% proficiency in Math for students with disabilities), and a lack of targeted Tier 2/3 support. Deficiencies in content scaffolding and intervention timing were also noted.

6th to 8th Grade (6–8 Band)
6th Grade Math was the lowest-performing component in the upper grades, with 32% of students proficient—below the SIP goal of 45%. This continued a trend of limited growth seen from PM1 to PM3. The primary challenges included algebra readiness deficits, weak computational fluency, and comprehension issues affecting multi-step problem-solving. Intervention strategies had limited impact, pointing to deficiencies in implementation consistency, instructional differentiation, and academic vocabulary development.

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.

Kindergarten to 2nd Grade (K–2 Band)
The most significant gap appeared in early-year performance in 1st Grade Math, where students initially had a 47.6% proficiency rate before improving to 86% by PM3. This represents a 38.4 percentage point gain but reflects an early-year deficiency. Factors contributing to the initial gap include limited exposure to applied math tasks, low baseline number fluency, and variable kindergarten readiness among students. The trend across PM1 to PM3 demonstrates that early foundational deficits can be addressed with consistent small-group instruction and curriculum-aligned practice.

3rd to 5th Grade (3–5 Band)
The most notable gap occurred in 5th Grade Math, where proficiency remained static at 23% across PM1 to PM3 despite the SIP goal of 41%. This stagnation suggests a widening gap relative to

expectations. Contributing factors include chronic underperformance from prior grades, negative growth among a subset of students (e.g., Dr. Henrice's class had 8 students with regression), and a high number of students performing two or more grade levels below on i-Ready diagnostics. Intervention efforts were either inconsistently implemented or not effectively tailored to address specific conceptual gaps.

6th to 8th Grade (6–8 Band)

A substantial gap was identified in 6th Grade Math, which remained at 32% proficiency by PM3, falling short of the 45% SIP goal. Although there was some growth, the performance gap between current achievement and targeted outcomes persisted. This gap was amplified by a combination of weak foundational math skills, low engagement in independent practice tools, and misalignment between intervention content and grade-level standards. The trend from PM1 to PM3 highlights the need for earlier and more targeted support in late elementary to ensure middle school readiness.

EWS Areas of Concern

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

One emerging concern from the Early Warning Systems data is chronic absenteeism and tardiness, especially in upper elementary and middle school. Students with excessive absences showed noticeably lower performance across core subjects. To address this, the school will intensify MTSS monitoring for attendance, implement tiered interventions involving family outreach, and launch school-wide attendance campaigns highlighting the link between attendance and achievement. This continues to be a concern, and the school has proactively met with families earlier and more frequently to strategize and implement solutions to reduce absences and improve on-time attendance.

A second area of concern is the performance and support for students with disabilities (SWD). PM3 results for SWD subgroups—particularly in 5th grade Math (0% proficiency)—suggest that targeted instructional support and differentiation were not effectively closing achievement gaps. The school plans to expand co-teaching models, increase support facilitation in core classes, and provide focused professional development to ensure accommodations and scaffolded supports are implemented consistently.

Highest Priorities

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

Based on the PM1–PM3 progress monitoring data and aligned with SIP/CERP goals, the top five schoolwide priorities for the 2025–2026 school year are:

Improve 5th Grade ELA and Math Proficiency

- Targeted supports for students two or more grade levels below.

- Increase Tier 2/3 small group interventions.
- More frequent progress checks and data chats.

Strengthen Tiered Math Instruction in Grades 6–8

- Focus on foundational skill gaps in 6th grade.
- Expand use of scaffolding tools and intervention rotations.
- Enhance collaboration across grade-level teams.

Support Students with Disabilities (SWD)

- Improve co-teaching and support facilitation.
- Monitor accommodations fidelity.
- Provide staff PD on differentiation and inclusive instruction.

Reduce Chronic Absenteeism and Tardiness

- Early outreach and case management with families.
- MTSS Tier 2 interventions for at-risk students.
- Attendance incentives and awareness campaigns.

Increase Teacher Capacity to Use Data to Drive Instruction

- Continue PLCs with a focus on unpacking standards and using student work.
- Strengthen use of data binders and digital trackers.
- Ongoing coaching aligned to CERP goals.

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 Differentiation, ELA, Intervention, Math, Small-group Instruction

Area of Focus Description and Rationale

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

5th Grade students showed the lowest academic outcomes in 2024–2025 with only **23% proficiency in both ELA and Math**, well below SIP targets. Many students performed two or more grade levels below, with wide foundational skill gaps and inconsistent Tier 2/3 intervention support. This Area of Focus aims to strengthen **targeted small group instruction**, use **differentiation** to address diverse learning needs, and implement **intervention blocks** with fidelity to close achievement gaps.

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.

By May 2026:

- Increase **5th Grade ELA proficiency** from 23% to **50%**
- Increase **5th Grade Math proficiency** from 23% to **45%**

Monitoring

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

- i-Ready diagnostics and progress monitoring assessments
- Weekly PLC data reviews and small group implementation walkthroughs
- Tier 2/3 intervention trackers and fidelity logs
- Monthly admin reviews of subgroup performance data

Person responsible for monitoring outcome

Principal, Mr. Hasan Kose

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:
High-impact, data-driven small group instruction with embedded interventions aligned to B.E.S.T. benchmarks.

Rationale:
Tiered, skill-specific instruction accelerates growth in underperforming students.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

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

Action Step #1
Implement daily intervention block with progress tracking

Person Monitoring:
Instructional Coach

By When/Frequency:
Daily implementation; reviewed weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Launch dedicated small group instruction blocks in ELA and Math based on student proficiency data. Groups will be formed using i-Ready diagnostics and progress monitored weekly. Fidelity will be tracked using observation tools and lesson plan reviews. Instructional Coach will support with modeling and feedback.

Action Step #2
Facilitate PLCs using student work and data to adjust instruction

Person Monitoring:
Grade Level Leads

By When/Frequency:
Weekly PLC meetings (Wednesdays)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Facilitate PLCs that focus on using assessment data and student work to plan differentiated lessons. Admin will collect PLC agendas, review student samples, and verify alignment with B.E.S.T. standards through monthly instructional walkthroughs.

Action Step #3
Monitor fidelity of small group structures using observation checklists

Person Monitoring:
MTSS/RtI Coordinator

By When/Frequency:
Biweekly fidelity checks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct small group implementation walkthroughs using observation rubrics. Track which students are receiving Tier 2/3 supports and monitor academic growth trends through data trackers and MTSS

logs.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

2024–2025 PM3 data revealed **0% SWD proficiency in 5th Grade Math** and similarly low performance in ELA. SWD students across grade levels underperformed and did not show measurable growth despite support facilitation. Root causes include inconsistent differentiation, limited co-teaching, and inadequate alignment between instruction and IEP goals. This Area of Focus will ensure that **inclusive practices**, **co-teaching models**, and **accommodation fidelity** are fully implemented.

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.

By May 2026:

- Improve **SWD proficiency across all core areas** by at least **15 percentage points**
- Achieve **95% IEP implementation fidelity**, based on service logs and walkthrough data

Monitoring

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

- Monthly IEP and accommodation audits
- Walkthroughs using SWD-specific checklists
- SWD subgroup performance reviews during PLCs and MTSS meetings
- Service delivery logs cross-checked with student progress

Person responsible for monitoring outcome

ESE Specialist

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:

Rationale:

Tier of Evidence-based Intervention:

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
Deliver professional development on SWD differentiation and co-teaching

Person Monitoring:
ESE Specialist

By When/Frequency:
Monthly professional development

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide monthly PD sessions to general education and support staff on effective accommodations, inclusive strategies, and differentiation. Attendance logs, pre/post surveys, and walkthrough trends will be used to evaluate impact.

Action Step #2
Schedule and monitor push-in support and co-taught classes

Person Monitoring:
ESE Specialist

By When/Frequency:
Weekly scheduling and informal observations

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Expand and coordinate co-teaching and push-in support in key content areas. Instructional Coach will oversee schedules and conduct informal observations to ensure SWD students are actively engaged and accommodations are visible.

Action Step #3
Audit IEP implementation logs and conduct classroom fidelity checks

Person Monitoring:
ESE Specialist

By When/Frequency:
Biweekly log reviews

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Audit service delivery logs and compare against IEP requirements. Classroom walkthroughs will confirm accommodations are in place. Concerns or gaps will be addressed with targeted coaching or MTSS escalation.

Area of Focus #3

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

Instructional Practice specifically relating to Benchmark-aligned instruction, Math, Professional Learning, Professional Learning Communities

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.

6th Grade Math remained a weak area with **32% proficiency**, below the SIP goal of 45%. This follows a multi-year trend of underperformance. Observations and data indicate gaps in **content alignment**, **math vocabulary**, and **teacher capacity** to scaffold instruction. This Area of Focus will target instructional alignment to standards, regular analysis of student work, and strategic **math-specific coaching and PD**.

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.

By May 2026:

- Increase **6th Grade Math proficiency** from 32% to **48%**
- Demonstrate **90% alignment** of classroom tasks to B.E.S.T. benchmarks by midyear, based on walkthrough data

Monitoring

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

- Lesson plan reviews for alignment
- Weekly math PLCs focused on student work and assessment results
- Benchmark-aligned common assessments and standards tracking sheets
- Monthly walkthrough feedback sessions with coaching follow-up

Person responsible for monitoring outcome

Grade Level Leads

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:

Rationale:

Tier of Evidence-based Intervention:

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
Launch math coaching cycles focused on benchmark unpacking and rigor

Person Monitoring:
Math Coach

By When/Frequency:
Weekly coaching cycles (starting August 2025)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct classroom-based coaching focused on unpacking benchmarks, rigorous task creation, and math discourse. Monitor impact through lesson plan audits, student work samples, and informal observation notes.

Action Step #2
Facilitate PLCs using student work and data to adjust instruction

Person Monitoring:
Grade Level Leads

By When/Frequency:
Biweekly PLCs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Facilitate PLCs that use student work protocols to evaluate math tasks and adjust instruction. PLC minutes and revised lessons will be submitted and reviewed monthly. Walkthroughs will check for implementation of revisions.

Action Step #3
Design quarterly benchmark-aligned assessments with reteach plans

Person Monitoring:
Math Department Chair

By When/Frequency:
Quarterly assessments; monthly data reviews

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop and administer benchmark-aligned common assessments. Teachers will use data to plan reteach strategies. Assessment results will be reviewed with leadership monthly to ensure growth and standard coverage.

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.

Based on 2024–2025 data, Broward Math and Science Schools (BMSS) observed continued patterns

of student tardiness and chronic absenteeism. Chronic absenteeism significantly impacts student academic performance, emotional well-being, and long-term outcomes. Data from the U.S. Department of Education links excessive absences to reductions of up to 27% in math and 45% in reading test scores. Consistent attendance fosters academic achievement, builds positive student-teacher relationships, and reinforces life skills such as responsibility and time management.
This area remains a priority as analysis of the 2024–2025 attendance records revealed that a significant number of students met the criteria for chronic absenteeism (missing 10% or more of the school year) or had repeated unexcused tardiness.

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.

BMSS will implement and monitor MTSS/RtI-Behavior systems with a targeted focus on improving student attendance and punctuality.

Goal for 2025–2026:

By May 29, 2026, BMSS will reduce the rate of chronic absenteeism and tardiness by **25%** compared to the 2024–2025 school year, as evidenced by attendance data and MTSS documentation.

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.

Progress will be monitored through the MTSS framework, incorporating RtI-Behavioral practices. The Collaborative Problem Solving Team (CPST) will meet biweekly to review data, monitor interventions, and adjust strategies as needed.

Key strategies include:

1. **Parent Communication:** Regular, personalized communication (letters, texts, phone calls) addressing attendance patterns.
2. **Family Engagement:** Home visits and family liaison support to foster stronger school-home connections.
3. **Early Warning Systems:** Data tools to identify students at risk based on attendance, behavior, and academic trends.
4. **Positive School Climate:** Focus on fostering a welcoming, safe, and engaging school culture to increase student motivation to attend.
5. **Continuity of Instruction Plans:** Flexible instruction support for students facing legitimate barriers to attendance.

Person responsible for monitoring outcome
Dean of Discipline, TBA

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:
BMSS will continue implementing a tiered system of attendance supports based on the MTSS framework. Tier 1: Universal strategies promoting a positive school culture and attendance awareness. Tier 2: Early interventions for students missing 10% or more of school. Tier 3: Intensive, individualized support for students with chronic absenteeism (20%+ of the year).

Rationale:
A multi-tiered system of support ensures that all students receive the level of intervention needed. Research confirms that foundational school-wide practices combined with targeted and intensive supports significantly reduce absenteeism.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

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

Action Steps to Implement:

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

Action Step #1
Action Step #1: Foundational and Tier 1 Supports (Universally Offered)

Person Monitoring:
Dean of Discipline, TBA

By When/Frequency:
Ongoing throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement positive attendance practices school-wide, including: Clear communication of schedules and expectations Regular celebrations recognizing improved and perfect attendance Personalized outreach when students are absent Encouraging every student to develop a success plan that addresses attendance

Action Step #2
Action Step #2: Tier 2 – Early Intervention

Person Monitoring:
Dean of Discipline, TBA

By When/Frequency:
As needed (activated based on student data)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide targeted support for students missing 10% of school days. Interventions may include: Success plans including attendance goals Home visits and parent meetings Mentoring or Check-In/Check-Out (CICO) support Small group or individualized tutoring Expanded learning opportunities

Action Step #3
Tier 3 – Intensive Intervention

Person Monitoring:
Dean of Discipline, TBA

By When/Frequency:
As needed based on attendance trends and Tier 2 progress

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students missing 20% or more of the school year, or those not responding to Tier 2, will receive intensive supports. Supports may include: Interagency case management Housing and social service referrals Student Attendance Review Board (SARB) or legal intervention (as last resort) Individualized learning plans focused on graduation

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.

Broward Math and Science Schools (BMSS) will ensure the **School Improvement Plan (SIP)**, **Schoolwide Program (SWP)**, and **UniSIG budget** are shared with all stakeholders in a timely and accessible way.

Dissemination Plan

BMSS will share documents using the following methods:

- **School Website**: https://www.bmsschools.org
- **Class/School Dojo** (with auto-translation features)
- **Parent Emails and Phone Calls**
- **WhatsApp Parent Group**
- **Student Folders/Backpacks**
- **Flyers & Main Office Display**
- **Google Classroom & Google Drive Links**
- **Car Line Announcements and Reminders**
- **Quarterly Parent Meetings (in person and/or Zoom)**
- **School Social Media (Instagram/Facebook)**

All materials are available in **English and other languages** upon request to ensure accessibility for all families.

Stakeholders are encouraged to attend **SAC meetings**, where the SIP and school progress are reviewed. Parents who cannot attend can still access meeting notes and provide feedback via email,

phone, or written comments.

BMSS prioritizes strong, respectful, and consistent communication with families and community partners to support student growth and academic success. To build positive relationships, the school will:

- Host **quarterly family engagement nights and parent workshops**
- Provide **regular updates on student progress** through data chats, parent conferences, and weekly classroom communication
- Encourage parents to participate in the **School Advisory Council (SAC)** and schoolwide events
- Translate all major communications and offer **language support services**
- Celebrate cultural and community events to build a **welcoming and inclusive school environment**
- Connect with local businesses and volunteers for student enrichment opportunities

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)).

BMSS builds strong relationships with parents, families, and community partners by creating a welcoming, inclusive, and engaging school environment. Our approach includes:

- **Open Communication** through Class Dojo (with translation), emails, phone calls, flyers, WhatsApp Parent Chat, and our school website.
- **Regular Parent Engagement**:
    - **Quarterly Parent Nights** and workshops
    - **Teacher-parent conferences** (minimum of 2 per year)
    - **Monthly SAC meetings** with stakeholder input
    - **Principal Zoom check-ins** and Coffee with the Principal events
- **Volunteer & Family Events**:
    - STEM Night, Literacy Night, Hispanic Heritage, Trunk-or-Treat, Winterfest, Family Game Nights, and Graduation celebrations
    - Parents are invited to volunteer at field trips, classroom events, and student showcases
- **Support for All Families**:
    - Translated documents and interpreter services

- Help navigating school expectations and student progress
- Collaboration through the Collaborative Problem-Solving Team

Webpage for the PFEP: https://bmsschools.org/school-life/school-parent-and-family-engagement-plan

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)).

BMSS is committed to improving academic achievement for all students, with a strong focus on subgroups like **Students with Disabilities (SWD)** and **English Language Learners (ELLs)**. Key strategies for 2025–2026 include:

- **Targeted Academic Supports**:
  - Full-time instructional coach and part-time reading interventionist
  - Intensive reading and math classes
  - Strategic small group instruction with support teachers and ESE staff
- **Accelerated Learning**:
  - Enrichment activities, honors courses, and cross-curricular projects
  - STEM and literacy integration through Family Nights and afterschool clubs
- **Increased Learning Time**:
  - Free afterschool tutoring and Saturday School
  - Homework support and guided practice in small groups
- **Data-Driven Instruction**:
  - Biweekly data meetings with teachers and instructional coaches
  - SMART goals to track student progress and adjust instruction
  - Individual student data chats and parent progress reports

These efforts align with our SIP focus on reading and math proficiency—especially for students needing differentiated or accelerated learning pathways.

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 SIP is developed with input from staff, parents, and community partners, and coordinated with local, state, and federal programs. These partnerships ensure student needs are supported holistically:

- **Title I**: Supports family engagement, academic intervention, and stakeholder participation through SAC and CPTS.
- **Title II (Professional Development)**: Used for teacher training in literacy, ESOL, and differentiated instruction. May support reading/ESOL endorsement and hiring effective teachers.
- **Title III (ELL)**: Funds parent outreach and literacy programs in coordination with local cultural/community organizations (e.g., Sant La, Cuban National Council).
- **Title IX (Homeless Education)**: Ensures students experiencing homelessness receive academic and social-emotional support, including supplies, uniforms, and access to services.
- **Other Coordination**:
    - **Nutrition Programs**: School meals for all students
    - **Community Partnerships**: Support cultural events, enrichment activities, and career exposure
    - **Violence Prevention & Safety**: Positive behavior systems and safe campus procedures

These coordinated services help remove barriers to learning, close achievement gaps, and support the school's mission of academic excellence and whole-child development.

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)).

BMSS continues to support students' social-emotional and mental well-being through a school-wide mentorship program and a full-time parent liaison who connects families with school-based mental health services. We dedicate time weekly for wellness and health instruction, and provide staff with professional development in Youth Mental Health Awareness Training (YMHAT). Teachers and support staff are trained in Positive Behavior Intervention and Supports (PBIS) to encourage positive behaviors and provide needed supports. ESE and ESOL students receive small group support, mentoring, and differentiated instruction to reinforce understanding and accelerate learning.

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)).

BMSS introduces middle school students to college and career pathways through school events such as Career Day, guest speaker presentations, and academic goal-setting activities. We partner with community organizations to build awareness about workforce options and postsecondary education, including technical and dual-enrollment opportunities as students prepare for high school and beyond.

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)).

BMSS uses a schoolwide Multi-Tiered System of Supports (MTSS) to address academic, behavioral, and social-emotional needs. Students showing signs of behavioral concerns are supported through tiered interventions, monitored by our Collaborative Problem-Solving Team (CPST). Staff receive ongoing PBIS and CHAMPS training to foster a safe, supportive classroom culture. Behavior plans

are created and monitored for students in need, with biweekly check-ins and quarterly reviews of discipline data to guide schoolwide efforts.

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)).

Teachers at BMSS participate in biweekly PLCs to review student data, plan collaboratively, and share instructional strategies. Instructional coaches lead professional learning focused on data-driven instruction, support for ESE/ELL learners, and effective small group teaching. New teachers receive mentoring, while teacher leaders receive coaching to build leadership capacity. Diversity, equity, and inclusion are prioritized in all training to ensure that instruction meets the needs of all students.

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)).

BMSS hosts a Kindergarten Round-Up event each spring to help preschool children and families transition smoothly to elementary school. Families receive school tours, meet the kindergarten team, and receive readiness resources. Administration is available throughout the year to meet with incoming families to support a smooth and welcoming transition.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

To meet the needs of our SWD subgroup, BMSS engages in a comprehensive, data-driven process in collaboration with district personnel. The Collaborative Problem-Solving Team (CPST)—comprising the ESE Specialist, curriculum coach, classroom teachers, and parents—meets biweekly to review both academic and behavioral data across all grade levels (K-8).
The process includes:

- **Analyzing formal and informal assessment data**, including STAR, FAST PM1-PM3, iReady Diagnostics and Growth Checks, Read 180/System 44 data, phonics/reading inventories, and curriculum-based assessments (Wonders, HMH, iLiterature).
- **Conducting walk-throughs and observations** to monitor fidelity of instructional practices and accommodations.
- **Reviewing progress monitoring data** from tiered interventions (Tier 2 and 3), particularly through Read 180, System 44, and Reading Horizons.
- **Ensuring alignment with B.E.S.T. Standards** through weekly reviews of PlanBook.com and lesson templates, overseen by Team Leads and monitored by the Assistant Principal and Literacy Coach.
- **Ongoing review of RTI implementation and fidelity**, including differentiation strategies, lesson modifications, and data analysis to determine next steps in intervention or referral for special education services.

The team also monitors:

- Attendance, health screenings, and retention history.
- Classroom and intervention accommodations, especially for students with overlapping needs (ELL, 504, gifted, or twice-exceptional).
- Implementation and effectiveness of tiered supports in both academic and social-emotional domains.

This year’s review process was updated based on the schoolwide reflection, which noted both gains and continued challenges in the SWD subgroup.

Specifics to Address the Need

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

Based on the 2024-2025 Reflection, the following **resources** will be used to address identified needs for the SWD subgroup:

K–2 (No current SWD goals)

- SWD students in K–2 showed **100% proficiency** on FAST PM3 in 2023–2024.
- No new goals were established in this grade band due to current high proficiency.

Grades 3–5

- **Reading Resources:**
  - *Core*: Wonders ELA (Tier 1), Curriculum Associates iReady Magnetic Reading to strengthen Tier 1 literacy
  - *Intervention*: Reading Horizons Discovery, iReady Toolbox (Tier 2 & 3), FAST PM1-PM3
  - *Progress Monitoring*: iReady monthly growth checks, CBMs, and formative classroom assessments
- **Math Resources:**
  - *Core*: Saavas enVision Math
  - *Intervention*: iReady Math Toolbox (pull-out Tier 2 & 3), teacher-made diagnostics
- **Writing Resources:**
  - *Instructional Tools*: Wonders Writing Component, Top Score Writing
  - *Progress Monitoring*: B.E.S.T.-aligned writing rubrics (with baseline scores and targeted goals)

Goals:

- Grade 4: Increase reading proficiency from 50% to 53%; math from 17% to 20%

Grades 6–8

- **Reading Resources:**
  - *Core*: HMH Florida Collections / iLiterature
  - *Intervention*: Read 180 (Tier 2), System 44 (Tier 3), Achieve3000, Phonics and Reading Inventories
  - *Progress Monitoring*: Read 180 assessments, iReady growth checks, FAST PM1-PM3
- **Math Resources:**
  - *Core*: HMH Go Math / Teacher-Made Assessments
  - *Intervention*: iReady Math Toolbox, teacher-created diagnostic tools
- **Writing Resources:**
  - *Instructional Tools*: iLiterature Writing Component, Top Score Writing

- *Progress Monitoring*: B.E.S.T.-aligned writing rubrics

Goals:

- Grade 6: Increase reading proficiency from 33% to 36%; math from 0% to 3%
- Grade 8: Increase reading proficiency from 50% to 53%; math from 50% to 53%

Rationale for Resource Allocation

The resources selected for 2025–2026 were chosen based on:

- **Diagnostic and summative assessment trends** (FAST, iReady, Read 180)
- **Progress Monitoring tools** that provide real-time data for instructional adjustment
- **Success from last year's implementation**, including a 23-point gain in the Federal Percent of Points Index for SWD
- **Feedback from teachers, support staff, and parents** during CPST meetings
- **Alignment to state standards** and evidence-based instructional practices

Timeline

- **Biweekly CPST Meetings** to monitor SWD progress
- **Monthly iReady Growth Checks**
- **Quarterly FAST Assessments**
- **Ongoing CBM and classroom assessments**
- **Midyear and End-of-Year Data Reviews** for instructional planning adjustments

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

Broward County Public Schools

CHAMPIONSHIP ACADEMY OF DISTINCTION HOLLYWOOD



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 8

D. Early Warning Systems 9

II. Needs Assessment/Data Review 12

A. ESSA School, District, State Comparison 13

B. ESSA School-Level Data Review 14

C. ESSA Subgroup Data Review 15

D. Accountability Components by Subgroup 16

E. Grade Level Data Review 19

III. Planning for Improvement 20

IV. Positive Learning Environment 41

V. Title I Requirements (optional) 45

VI. ATSI, TSI and CSI Resource Review 59

VII. Budget to Support Areas of Focus 61

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 Championship Academy of Distinction is to foster interpersonal relationships with our parents, students, and staff in efforts to build a safe and nurturing family atmosphere that celebrates diverse cultures, and character development, while providing holistic and personalized data-driven instruction tailored to meet the individual academic goals of our students.

Provide the school's vision statement

Championship Academy of Distinction is committed to helping students prepare for the future and providing resources to foster their success.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Nadine Smith

nsmith@championshipacademy.org

Position Title

Principal

Job Duties and Responsibilities

The School Principal serves as the instructional leader of the school, responsible for fostering a high-achieving, safe, and inclusive learning environment where all students can thrive academically, socially, and emotionally.The Principal leads with a clear academic vision and supports teachers through ongoing coaching, professional development, and collaborative planning. They supervise all instructional staff, establish clear expectations, and ensure effective teaching practices that align with

state standards and school goals. Instructional decisions are data-informed, with the aim of continuously improving student outcomes.

A central part of the Principal's role is cultivating a positive school culture rooted in respect, consistency, and high expectations. The Principal promotes student well-being through the use of fair discipline practices, clear behavior systems, and restorative approaches that support learning and accountability.
Strong partnerships with families and the school community are essential. The Principal builds trust through open communication, shared decision-making, and regular opportunities for parent involvement. Students are viewed as active participants in their own success, and families are seen as key partners in their child's growth.

The Principal leads the development and implementation of the school's vision, mission, and annual goals, and ensures alignment with district priorities and continuous school improvement efforts. They also ensure that all school operations and decisions follow applicable state laws, district policies, and professional codes of ethics.Finally, the Principal provides calm, decisive leadership during emergencies and ensures that safety procedures are in place, practiced, and followed to protect students and staff at all times.

Leadership Team Member #2

Employee's Name
Aquilah Malik

amalik@championshipacademy.org

Position Title
Instructional Coach

Job Duties and Responsibilities

The Instructional Coach's responsibility is to provide personalized support that is based on identified needs of individual teachers and differentiated supports that fosters the growth and development of teachers. In addition to strategic content- focused mentoring, the coach will support teachers to develop skills in critical areas such as establishing a positive classroom culture and climate, implementing instructional strategies, analyzing student work, differentiating instruction and supporting EnglishLanguage learners and student with special needs. In addition, the coach will plan to work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers to better understand science concepts and related materials. Additional jobresponsibilities include leading PLC's, serving as a member of the Support, Safety, and Leadership Team and assisting with other campus duties.

Leadership Team Member #3

Employee's Name
Candice Britton

cbritton@championshipacademy.org

Position Title
Instructional Coach

Job Duties and Responsibilities

The Instructional Coach's responsibility is to provide personalized support that is based on identified needs of individual teachers and differentiated supports that fosters the growth and development of teachers. In addition to strategic content- focused mentoring, the coach will support teachers to develop skills in critical areas such as establishing a positive classroom culture and climate, implementing instructional strategies, analyzing student work, differentiating instruction and supporting EnglishLanguage learners and student with special needs. In addition, the coach will plan to work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers to better understand science concepts and related materials. Additional jobresponsibilities include leading PLC's, serving as a member of the Support, Safety, and Leadership Team and assisting with other campus duties.

Leadership Team Member #4

Employee's Name
Olga Sokolova

osokolova@championshipacademy.org

Position Title
ESOL Coordinator

Job Duties and Responsibilities

To strengthen instructional outcomes for English Language Learners (ELLs) and ensure compliance with state and federal mandates, the school has designated an ESOL Coordinator for the 2025–2026 school year. The ESOL Coordinator plays an essential role in advancing the school’s mission to close achievement gaps and improve subgroup performance, particularly for our English Language Learner population, which has demonstrated persistent underperformance in ELA and Math.

The ESOL Coordinator is responsible for overseeing all aspects of the ESOL program, including the identification, placement, and ongoing monitoring of ELL students in grades K–8. This includes maintaining compliance with Florida Department of Education requirements, ensuring that all required documentation (such as Language Proficiency Plans, parent notifications, and ELL folders) is up to

date and audit-ready. The coordinator also manages the administration of the WIDA ACCESS assessment and uses assessment data to monitor growth and language acquisition.

To build capacity among instructional staff, the ESOL Coordinator provides targeted professional development on effective ESOL strategies, including scaffolding, sheltered instruction, and language-rich classroom environments. The coordinator works directly with teachers to support lesson planning, monitor the implementation of accommodations, and integrate English language development into core content instruction. This work is aligned with our school's SIP goal of improving Tier 1 instruction and addressing subgroup needs through data-driven, differentiated practices. Additionally, the ESOL Coordinator collaborates with the MTSS team to ensure that ELL students are represented in intervention plans and progress monitoring systems. By supporting the integration of language development goals within academic interventions, the coordinator helps ensure that services for ELLs are both linguistically and academically appropriate. Finally, the ESOL Coordinator plays a key role in family engagement efforts, helping to foster strong communication and trust between the school and ELL families. This includes coordinating translation and interpretation services, supporting multilingual outreach, and advocating for culturally responsive family engagement practices.

Leadership Team Member #5

Employee's Name
Lori Haynie

lhaynie@championshipacademy.org

Position Title
ESE Specialist

Job Duties and Responsibilities

Serves as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Coordinates required ESE meetings and assist in developing appropriate IEP's for all annual reviews and conducting the three year reevaluations and maintaining compliance. Provides explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. Also serves as a member of the Support, Safety, and Leadership Team and assisting with other campus duties.

Leadership Team Member #6

Employee's Name
Kirstin English

kenglish@championshipacademy.org

Position Title
Guidance Counselor

Job Duties and Responsibilities

To create and deliver school counseling programs that improve student outcomes so that all students receive equity in the areas of academics and social/emotional development. To provide support in the form of counseling and guidance to students, parents, and staff members. Collaborate with the school's Social Worker to assist students and families. Additional job responsibilities include serving as a member on the Support, Safety, and Leadership Team, and assisting with other campus duties.

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.

For the 2025–2026 School Improvement Plan, the school implemented a collaborative and inclusive process to ensure meaningful participation from all required stakeholders. This included the school leadership team, instructional and support staff, families, and community and business partners.
The process began with a series of planning meetings facilitated by the school leadership team. These sessions allowed faculty and staff to review academic data, identify areas of strength and growth, and share input on instructional priorities, school culture, and professional development needs.
Parents and families were engaged through surveys, parent meetings, and informal listening sessions. Feedback opportunities were designed to be accessible and welcoming, ensuring that families could express their perspectives and help shape the school’s direction.

Community and business partners were also invited to participate through outreach efforts and planning discussions. Their input supported alignment between school goals and community needs, and contributed to discussions around enrichment, mentoring, and external partnerships.
The leadership team reviewed all stakeholder feedback to identify common themes and guide the development of goals, strategies, and action steps in the plan. Revisions were made to reflect shared priorities and to ensure the plan addressed both academic and social-emotional outcomes.

This process helped build a strong sense of shared ownership and accountability. The resulting School Improvement Plan reflects the collective input of those most invested in the school's success and will guide continuous progress throughout the year.

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 will collect and analyze a variety of data sources to inform decision-making and guide implementation of the School Improvement Plan. This includes academic assessments, attendance records, and other measures of student achievement. Data will be disaggregated to monitor the performance of specific student groups, including low-income students, students with disabilities, English language learners, and students from diverse backgrounds. Through careful analysis, the school will identify trends, patterns, and areas in need of improvement. Particular attention will be given to students who are not meeting academic benchmarks and those with the greatest achievement gaps. Regular progress monitoring will take place to track the implementation of the SIP and assess its impact on student outcomes. This process includes evaluating the effectiveness of instructional strategies, intervention supports, and professional development initiatives.

The school will assess the effectiveness of the strategies outlined in the SIP using evidence-based practices and research. Evaluation efforts will focus on whether the strategies are producing the intended outcomes and making measurable progress toward closing the gaps. Teachers, administrators and parents will take part in this ongoing monitoring process through meetings, surveys, and feedback tools. Findings from data reviews and stakeholder input will inform revisions to the SIP. Updates will be made as needed to ensure continuous improvement and responsiveness to student needs. Ineffective strategies will be replaced, and new approaches will be introduced to address identified gaps. Staff will continue to receive professional development to support the implementation of the plan and to strengthen their ability to apply evidence-based practices that meet the diverse needs of all students.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: D** **2022-23: D** **2021-22: D** **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	20	43	37	38	55	54				247
Absent 10% or more school days	5	16	12	15	18	10				76
One or more suspensions	0	0	0	1	0	6				7
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	6	18	13	9	23	21				90
Level 1 on statewide Math assessment	2	17	12	4	21	18				74
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	10	25	11	23	35	31				135
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0				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	4	11	7	11	13	9				55

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	18	4	2	7	1				32
Students retained two or more times	0	0	0	1	0	0				1

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		4	6	4	2	3				19
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment		18	24	9	2	2				55
Level 1 on statewide Math assessment		10	18	7	1					36
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		1	5	2						8

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		3	8	5	2					18
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	49	64	59	35	61	57	38	56	53
Grade 3 ELA Achievement	67	63	59	33	60	58	52	56	53
ELA Learning Gains	55	65	60	45	64	60			
ELA Lowest 25th Percentile	70	60	56	42	60	57			
Math Achievement*	41	70	64	39	66	62	32	62	59
Math Learning Gains	55	68	63	53	66	62			
Math Lowest 25th Percentile	58	55	51	53	55	52			
Science Achievement	20	60	58	17	56	57	15	48	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	61	63	63	21	59	61	33	59	59

*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)	ATSI
OVERALL FPPI – All Students	53%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	476
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
53%	38%	42%	42%	36%		56%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	20%	Yes	2	2
English Language Learners	54%	No		
Black/African American Students	39%	Yes	4	
Hispanic Students	56%	No		
White Students	49%	No		
Economically Disadvantaged Students	53%	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	49%	67%	55%	70%	41%	55%	58%	20%					61%
Students With Disabilities	20%				20%								
English Language Learners	40%	64%	60%	61%	43%	74%	56%	27%					61%
Black/African American Students	50%	50%	47%		35%	41%		12%					
Hispanic Students	50%	74%	56%	54%	47%	65%	71%	32%					59%
White Students	42%		75%		25%	45%							60%
Economically Disadvantaged Students	50%	67%	56%	70%	41%	56%	58%	20%					62%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	35%	33%	45%	42%	39%	53%	53%	17%					21%
Students With Disabilities	18%				30%								
English Language Learners	25%		33%	20%	39%	67%							21%
Black/African American Students	43%	33%	59%		35%	50%		7%					
Hispanic Students	28%	29%	37%	45%	41%	53%		27%					21%
White Students	43%		30%		38%								
Economically Disadvantaged Students	32%	27%	42%	43%	34%	51%	54%	19%					19%

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	38%	52%			32%			15%					33%
English Language Learners	21%	38%			24%			7%					75%
Black/African American Students	29%	47%			18%			7%					
Hispanic Students	36%	58%			33%			8%					75%
White Students	76%				76%								
Economically Disadvantaged Students	38%	50%			32%			10%					71%

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	3	58%	61%	-3%	57%	1%
ELA	4	37%	62%	-25%	56%	-19%
ELA	5	37%	62%	-25%	56%	-19%
Math	3	58%	68%	-10%	63%	-5%
Math	4	28%	69%	-41%	62%	-34%
Math	5	32%	63%	-31%	57%	-25%
Science	5	17%	57%	-40%	55%	-38%

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?

Revison Note: Expanded analysis to highlight growth for Grade 3 ELA, Lowest 25%, and ELLs, while also referencing how SWD students participated in and benefited from these gains.

Grade 3 ELA Achievement showed the most significant growth, increasing from 33% in 2024 to 67% in 2025, a gain of 34 percentage points. This growth was achieved even though the cohort included 11 students flagged with two or more Early Warning indicators and 23 students who scored Level 1 in ELA the prior year. The school implemented a structured early literacy strategy anchored in foundational phonics and fluency, expanded small-group instruction, and intensified Tier 2 and Tier 3 supports. Teachers engaged in weekly collaborative planning aligned to standards and student data, while families were provided decodable readers and invited to literacy events to strengthen home-to-school connections.

ELA Learning Gains for the Lowest 25% improved from 42% in 2024 to 70% in 2025, a 28-point increase, despite the number of students with multiple risk factors climbing from 8 to 55. To achieve this, the school refined its Multi-Tiered System of Supports (MTSS), embedding interventionists into classrooms during dedicated intervention blocks. Progress monitoring occurred biweekly, allowing teachers to adjust instruction in real time. All staff participated in professional development on scaffolding, differentiation, and strategies to build reading stamina and comprehension. Notably, Students with Disabilities (SWD) within the lowest quartile demonstrated improved growth rates compared to prior years, showing that targeted push-in support and fidelity to IEP accommodations contributed to subgroup progress even as overall proficiency remains low.
The Progress of English Language Learners (ELLs) rose from 21% in 2024 to 61% in 2025, a 40-point gain. This was achieved through the adoption of a push-in English language development model, training for teachers in sheltered instruction and academic language scaffolds, and strengthened family engagement. The ESOL coordinator worked closely with classroom teachers to analyze data and tailor instruction.

Overall ELA Achievement improved from 35% in 2024 to 49% in 2025 (+14 points) despite chronic absenteeism quadrupling (19 to 76 students) and student retentions rising (18 to 32). To sustain

growth, the school emphasized vertical alignment, embedded text-based writing, and incorporated mentor texts across genres. Instructional quality was monitored through coaching cycles, walkthroughs, and regular data chats.
These combined efforts reflect a schoolwide commitment to data-informed instruction, targeted subgroup intervention, and equity-focused practices, which produced measurable improvement for Grade 3, the Lowest 25%, ELLs, and SWDs within intervention blocks.

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

Revision Note: Expanded this section to disaggregate and analyze SWD performance in depth, tying outcomes directly to absenteeism, EWS indicators, and ESSA ATSI status.

A thorough analysis of academic and early warning indicator data from the 2023–2024 and 2024–2025 school years identifies four critical areas of persistent underperformance: Science Achievement, Students with Disabilities (SWD), Math Achievement, and outcomes for Black/African American students. While the school experienced notable gains in early literacy and English Language Learner progress, these improvements occurred alongside rising early warning risk factors. Chronic absenteeism quadrupled, the number of retained students increased, and the number of students with two or more EWS indicators jumped from 8 to 55. These trends signal deeper, systemic barriers that contributed to stagnation in key academic areas.

1. Science Achievement – Lowest Performing Content Area
Science Achievement remains the school's most underperforming academic component. In 2024, only 17% of students demonstrated proficiency on the statewide assessment. In 2025, that figure rose slightly to 20%, marking just a 3-point gain. This lags far behind district (60%) and state (58%) averages.
Contributing factors:

- Reduced instructional time in Grades 3–5 due to an academic focus on literacy remediation.
- Inconsistent use of standards-aligned, inquiry-based science curriculum.
- Limited access to hands-on or lab-based science experiences, decreasing engagement.
- Minimal professional development in science pedagogy for general education teachers.

The impact was especially severe among high-needs subgroups in 2025:

- Black/African American Students: 12%
- Economically Disadvantaged Students: 20%
- English Language Learners: 27%
- Hispanic Students: 32%

Additionally, 11 third-grade students were flagged as having two or more EWS indicators—one of the

highest-risk cohorts—demonstrating how attendance, academic struggles, and lack of early intervention intersect to limit science proficiency.

2. Students with Disabilities (SWD) – Lowest Performing Subgroup

SWDs continue to show the lowest academic outcomes across all content areas. In both 2024 and 2025, only 20% of SWDs demonstrated proficiency in ELA and Math. The subgroup received a federal index score of 20% in both years, remaining below the ESSA thresholds of 41% and 32%, triggering continued ATSI status.

Contributing factors:

- Overreliance on pull-out services, reducing access to Tier 1, grade-level instruction.
- Inconsistent implementation of accommodations and modifications in inclusive settings.
- Misalignment between IEP goals and general education curriculum.
- High ESE staff turnover, which impacted data continuity and service delivery.

EWS data supports these concerns. Many SWDs were among the 55 students flagged for multiple risk indicators in 2025–2026, and chronic absenteeism within this subgroup has increased. These compounding challenges demand a coordinated, intensive support strategy within both MTSS and ESE frameworks.

3. Math Achievement – Schoolwide Academic Concern

Math proficiency showed only modest growth, from 39% in 2024 to 41% in 2025, falling significantly below district (70%) and state (64%) averages. Foundational skill gaps and underdeveloped conceptual understanding remain widespread.

Contributing factors:

- Math interventions deprioritized in favor of reading during small-group instruction blocks.
- Lack of standards-aligned formative assessments to guide real-time math instruction.
- Deficits in number sense and problem-solving skills, particularly in Grades 4 and 5.
- Instruction often overemphasized procedures with insufficient focus on conceptual and applied understanding.

2025 Math Proficiency by Subgroup:

- Black/African American Students: 35%
- SWD: 20%
- Economically Disadvantaged: 41%
- Hispanic Students: 47%

Additionally, 74 students scored Level 1 on the statewide math assessment in 2025, up from 36 in 2024. Grade 1 alone had 17 students scoring Level 1—aligning with EWS data showing 25 first-grade students with reading deficiencies, 18 retained, and 11 with two or more indicators. Early math difficulties are compounding into later grade-level challenges.

4. Black/African American Subgroup – ESSA Targeted Concern

The Black/African American student subgroup remains a federally identified group of concern. The subgroup received a federal index score of 39% in both 2024 and 2025—below the ESSA threshold of 41% for four consecutive years.

2025 Academic Performance:

- ELA: 50%
- Math: 35%
- Science: 12%

Contributing factors:

- Inconsistent application of culturally responsive teaching strategies and curriculum materials.
- Disproportionate assignment to standalone interventions or lower-performing classrooms.
- Gaps in family engagement efforts targeted to this subgroup's unique strengths and needs.

Many students within this subgroup were also overrepresented among the 55 students with two or more EWS indicators. High rates of chronic absenteeism, especially in upper grades, and low proficiency across content areas reinforce the urgent need for an equity-centered schoolwide strategy.

Summary

The 2024–2025 data confirm that although schoolwide improvement efforts are yielding results in early literacy and ELL progress, significant challenges persist. These include low Science achievement, stagnant SWD outcomes, and disparities in Math performance and subgroup equity. The sharp increase in students flagged by Early Warning Systems—from 8 to 55 with multiple indicators, and from 19 to 76 chronically absent—further illuminates the underlying barriers to academic progress. Addressing these root causes through intensified interventions, strategic family engagement, professional learning, and equity-focused leadership will be central to the 2025–2026 School Improvement Plan.

Greatest Decline

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

Revision Note: Expanded this section to show that in addition to the decline in Black/African American ELA gains, SWD performance remained stagnant at 20% proficiency in both ELA and Math for two consecutive years, representing a relative decline compared to other groups' improvement.

The most significant decline from 2024 to 2025 occurred in **ELA Learning Gains for Black/African American students**, which dropped from 59% to 47% (a 12-point decrease). This was the steepest decline across all reported components and subgroups and is especially concerning given that other student groups demonstrated growth in ELA during the same period.

At the same time, **Students with Disabilities (SWD) demonstrated no improvement**, remaining at **20% proficiency in both ELA and Math for two consecutive years (2024 and 2025)**. While technically flat, this lack of growth represents a relative decline because all other subgroups showed gains, further widening the achievement gap. SWD outcomes were disproportionately affected by chronic absenteeism (19 of the 76 chronically absent students in 2025 were SWD) and multiple risk indicators identified through EWS.

Contributing Factors for Black/African American Students (2024–2025):

1. Shift in Intervention Focus: Targeted reading supports shifted toward Grade 3 and the ELA Lowest 25% subgroup, leaving many Black students without consistent intervention.
2. Overlap with EWS Indicators: A large portion of this subgroup was represented among the 55 students with two or more EWS indicators, including absenteeism and retention.
3. Gaps in Subgroup Progress Monitoring: Data chats were not consistently disaggregated by subgroup, delaying interventions.
4. Instructional Gaps in Grades 5–6: Misaligned pacing and reduced exposure to grade-level text complexity limited growth.
5. Low Engagement with Core Texts: Curriculum did not always reflect student interests or cultural backgrounds.
6. Mid-Year Staffing Changes: Disruptions in classrooms with higher concentrations of Black students impacted consistency.

Contributing Factors for SWD:

- Pull-out models reduced access to grade-level Tier 1 instruction.
- Inconsistent IEP implementation and alignment with core standards.
- High ESE staff turnover disrupted continuity of services.
- Attendance challenges (1 in 4 SWD chronically absent).

Summary (Revised):

The 12-point drop in Black/African American ELA gains, combined with stagnant SWD outcomes at 20% proficiency, highlights both instructional and systemic gaps. While the school saw improvements in Grade 3 ELA and ELL progress, these two subgroups did not benefit equally. Rising absenteeism, lack of subgroup-specific monitoring, and misalignment between interventions and core instruction exacerbated the issue. For 2025–26, the school will prioritize **real-time subgroup data analysis, SWD attendance interventions, inclusive instructional practices, and culturally responsive engagement** to reverse these declines.

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.

An analysis of 2024–2025 school performance data and Early Warning Systems (EWS) indicators reveals two academic components with the most significant performance gaps compared to the 2025

state averages: Science Achievement and Math Achievement. Both areas reflect persistent instructional challenges, compounded by student risk factors such as chronic absenteeism, retention, and the rising number of students with multiple early warning indicators. These components will be prioritized for targeted instructional and systems-level improvements in 2025–2026.

1. Science Achievement – Largest Gap

In 2025, only 20% of students achieved proficiency on the statewide science assessment, compared to the state average of 58%—a 38-point gap, the largest across all tested subjects. While this was a slight increase from 17% in 2024, it marks the third consecutive year of underperformance.

Contributing Factors:

- Instructional time for science was limited, especially in Grades 3–5, where schedules heavily prioritized ELA and Math intervention blocks.
- The science curriculum was inconsistently implemented, with varying alignment to state standards and pacing guides across classrooms.
- Students had few opportunities for hands-on, inquiry-based learning, which limited engagement and conceptual understanding.
- Professional learning on science content and pedagogy was minimal, and assessment preparation for science benchmarks was not consistently embedded into instruction.
- Science tasks that align with state standards—such as data interpretation, experimental design, and multi-step scientific reasoning—were underutilized.

EWS Linkage:

Science underperformance correlates with high concentrations of EWS indicators in Grades 4 and 5, where 23 and 21 students, respectively, scored Level 1 in ELA and 21 and 18 students scored Level 1 in Math. Chronic absenteeism was also elevated in these grades. Students in these cohorts had reduced instructional continuity and fewer enrichment opportunities, which likely impacted science learning.

Subgroup Performance (2025):

- Black students: 12%
- English Language Learners: 27%
- Hispanic students: 32%

These subgroup outcomes further underscore the need for equitable access to science instruction, aligned materials, and academic enrichment.

2. Math Achievement – Second-Largest Gap

In 2025, 41% of students scored proficient in math, compared to the state average of 64%, reflecting a 23-point gap. While this was a modest increase from 39% in 2024, it remains significantly behind state growth and continues to disproportionately affect students in upper elementary and middle

school.

Contributing Factors:

- Math instruction remained heavily procedural, with limited focus on reasoning, modeling, and real-world application of concepts.
- Small-group math intervention was inconsistently delivered, especially in Grades 4–6, where students showed the highest rates of Level 1 math performance.
- Instructional coaching and collaborative planning prioritized ELA, leaving math instruction less supported.
- Assessment practices lacked consistency, reducing teachers' ability to use real-time data for formative feedback and re-teaching.

EWS Linkage:

According to 2024–2025 EWS data, 74 students scored Level 1 in math, with the largest numbers in Grades 1, 4, and 5. These same grades also saw elevated levels of absenteeism and students retained. The overlap between math underperformance and multiple early warning indicators suggests that foundational math gaps are deepening in students who are not consistently present or supported with timely intervention.

Subgroup Math Performance (2025):

- Students with Disabilities: 20%
- Black students: 35%
- Economically Disadvantaged: 41%
- Hispanic students: 47%

These results indicate that math underachievement is both a schoolwide issue and a subgroup equity concern.

Summary and Next Steps

Between 2024 and 2025, Science Achievement (38-point gap) and Math Achievement (23-point gap) represented the school's most significant disparities compared to statewide proficiency levels. Although slight gains were made, both areas remain well below state expectations and are further impacted by overlapping early warning risk factors—especially in Grades 4–6. The number of students with two or more EWS indicators rose from 8 to 55, and chronic absenteeism quadrupled, highlighting the need to pair instructional improvements with proactive student supports.

To address these gaps, the school will:

- Increase dedicated instructional time and protected scheduling for science and math
- Fully adopt and implement high-quality, standards-aligned curriculum resources
- Provide ongoing professional development in science and math content, pedagogy, and formative assessment strategies

- Use EWS and formative assessment data to guide real-time instructional adjustments and targeted small-group interventions
- Deploy additional supports for high-need subgroups identified through EWS (e.g., SWD, ELLs, students with chronic absenteeism or retention history)

These findings will guide the 2025–2026 school improvement priorities, ensuring that instructional equity, data-driven decision-making, and core content support are strategically aligned to close academic gaps and improve student outcomes.

EWS Areas of Concern

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

Revision Note: Added explicit references to SWD absenteeism and multiple risk indicators to show how this subgroup disproportionately contributes to EWS concerns.

A review of the 2024–2025 Early Warning Systems (EWS) data reveals two significant areas of concern:

1. Increase in Students with Multiple Early Warning Indicators

The number of students with two or more early warning indicators rose sharply from **8 students in 2023–2024 to 55 students in 2024–2025**. These indicators include chronic absenteeism, Level 1 performance on statewide assessments, and grade-level retention. Grades 1, 3, and 4 had the highest concentrations of students with multiple risk factors. **Students with Disabilities (SWD) were overrepresented in this group, with many flagged for both academic and attendance concerns.** Without timely, coordinated interventions, these students are at elevated risk for long-term academic failure and disengagement.

2. Chronic Absenteeism

Chronic absenteeism increased from **19 students in 2023–2024 to 76 students in 2024–2025**, with the highest rates in Grades 1, 4, and 5. Attendance is a foundational predictor of academic success, and this surge likely contributed to the rise in Level 1 performance across ELA and Math. **Of the 76 chronically absent students, 19 were SWD, meaning nearly one in four chronically absent students were part of this subgroup.** This disproportionality directly impacts the subgroup's stagnant proficiency rates (20% in both ELA and Math) and underscores the need for SWD-specific attendance interventions.

Summary (Revised):

EWS data show that multiple indicators and chronic absenteeism are systemic concerns, but they weigh heaviest on SWD and Black students. For 2025–26, the SIP will prioritize:

- Embedding **attendance monitoring for SWD** into MTSS.

- Using EWS data in real time to flag subgroup trends.
- Coordinating early outreach and family engagement for students with multiple indicators.

This approach ensures that interventions directly address the **root causes of subgroup underperformance**, especially for SWDs.

Highest Priorities

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

Revision Note: Added explicit references to SWD absenteeism and multiple risk indicators to show how this subgroup disproportionately contributes to EWS concerns.

A review of the 2024–2025 Early Warning Systems (EWS) data reveals two significant areas of concern:

1. Increase in Students with Multiple Early Warning Indicators

The number of students with two or more early warning indicators rose sharply from **8 students in 2023–2024 to 55 students in 2024–2025**. These indicators include chronic absenteeism, Level 1 performance on statewide assessments, and grade-level retention. Grades 1, 3, and 4 had the highest concentrations of students with multiple risk factors. **Students with Disabilities (SWD) were overrepresented in this group, with many flagged for both academic and attendance concerns.** Without timely, coordinated interventions, these students are at elevated risk for long-term academic failure and disengagement.

2. Chronic Absenteeism

Chronic absenteeism increased from **19 students in 2023–2024 to 76 students in 2024–2025**, with the highest rates in Grades 1, 4, and 5. Attendance is a foundational predictor of academic success, and this surge likely contributed to the rise in Level 1 performance across ELA and Math. **Of the 76 chronically absent students, 19 were SWD, meaning nearly one in four chronically absent students were part of this subgroup.** This disproportionality directly impacts the subgroup's stagnant proficiency rates (20% in both ELA and Math) and underscores the need for SWD-specific attendance interventions.

Summary (Revised):

EWS data show that multiple indicators and chronic absenteeism are systemic concerns, but they weigh heaviest on SWD and Black students. For 2025–26, the SIP will prioritize:

- Embedding **attendance monitoring for SWD** into MTSS.
- Using EWS data in real time to flag subgroup trends.
- Coordinating early outreach and family engagement for students with multiple indicators.

This approach ensures that interventions directly address the **root causes of subgroup underperformance**, especially for SWDs.

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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.

Area of Focus Description and Rationale

In 2024–2025, 45% of Black/African American students in Grades 3–5 scored proficient (Level 3 or higher) on FAST ELA PM3, compared to 52% schoolwide and 59% statewide. While the subgroup demonstrated some progress over prior years, proficiency remains well below state averages and is a contributing factor to overall ESSA subgroup gaps.

The gap is tied to challenges in reading comprehension, stamina with grade-level texts, and writing proficiency, particularly in extended response tasks. Classroom walkthroughs indicated inconsistent use of standards-aligned tasks and limited scaffolds that support student engagement in complex text-based discussions. Early Warning Systems (EWS) data further revealed that Black students are overrepresented among students with multiple indicators, including Level 1 performance and chronic absenteeism.

This underperformance directly impacts access to grade-level content and readiness for middle school literacy demands. Improving ELA proficiency for Black students has been identified as a crucial need in the 2024–2025 data review, because it affects both subgroup accountability under ESSA and the school's overall improvement trajectory.

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.

Monitoring – Black/African American Students: ELA Proficiency

Implementation of this focus area will be monitored through weekly lesson plan reviews, classroom walkthroughs, and PLC data analysis to ensure that Black/African American students have consistent access to grade-level ELA instruction. Instructional leaders will review lesson plans to verify alignment with the B.E.S.T. ELA standards, inclusion of text-based writing tasks, and use of scaffolds

to support comprehension of complex texts. Walkthroughs will focus on the quality of questioning, student engagement, and evidence of small-group instruction designed to close learning gaps. Impact will be tracked using FAST PM1–PM3 results disaggregated for Black students, along with biweekly formative assessments and interim writing tasks scored against state rubrics. Lexia and i-Ready Reading usage and growth reports will also be reviewed to monitor progress in foundational and comprehension skills.

PLCs will hold monthly subgroup data chats to analyze the performance of Black students, adjust small-group instruction, and recommend additional supports. The leadership team will conduct quarterly data reviews to evaluate whether Black students are on pace to meet the annual measurable outcome of increasing proficiency from 45% to 52%. Attendance and EWS indicators will be cross-checked during these reviews to ensure academic interventions are paired with attendance and engagement supports.

This monitoring system ensures that both implementation fidelity and student progress are consistently reviewed, allowing instructional adjustments to be made in real time to support achievement gains for Black/African American students.

Monitoring

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

Monitoring – Black/African American Students: ELA Proficiency

Implementation of this focus area will be monitored through weekly lesson plan reviews, classroom walkthroughs, and PLC data analysis to ensure that Black/African American students have consistent access to grade-level ELA instruction. Instructional leaders will review lesson plans to verify alignment with the B.E.S.T. ELA standards, inclusion of text-based writing tasks, and use of scaffolds to support comprehension of complex texts. Walkthroughs will focus on the quality of questioning, student engagement, and evidence of small-group instruction designed to close learning gaps. Impact will be tracked using FAST PM1–PM3 results disaggregated for Black students, along with biweekly formative assessments and interim writing tasks scored against state rubrics. Lexia and i-Ready Reading usage and growth reports will also be reviewed to monitor progress in foundational and comprehension skills.

PLCs will hold monthly subgroup data chats to analyze the performance of Black students, adjust small-group instruction, and recommend additional supports. The leadership team will conduct quarterly data reviews to evaluate whether Black students are on pace to meet the annual measurable outcome of increasing proficiency from 45% to 52%. Attendance and EWS indicators will be cross-checked during these reviews to ensure academic interventions are paired with attendance

and engagement supports.

This monitoring system ensures that both implementation fidelity and student progress are consistently reviewed, allowing instructional adjustments to be made in real time to support achievement gains for Black/African American students.

Person responsible for monitoring outcome

Principal, Assistant Principal, Instructional Coach.

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:

To raise ELA proficiency for Black/African American students in Grades 3–5, the school will implement a combination of Benchmark Advance (core curriculum), Lexia Core5, and small-group guided reading with writing integration. Benchmark Advance will serve as the Tier 1 standards-aligned curriculum, ensuring that all students—including subgroups—engage with complex, grade-level texts and text-based writing tasks. Lexia Core5 will provide adaptive, individualized practice in foundational reading, vocabulary, and comprehension. This evidence-based program gives students personalized instruction while allowing teachers to monitor progress and assign targeted lessons. Small-group guided reading and writing integration will ensure that Black students receive scaffolded support with decoding, comprehension, and extended response tasks. Teachers will embed evidence-based strategies such as close reading, high-level questioning, and structured writing routines aligned to state rubrics.

Rationale:

Rationale: In 2024–2025, only 45% of Black/African American students in Grades 3–5 scored proficient on FAST ELA PM3, compared to 52% schoolwide and 59% statewide. Persistent gaps in comprehension and writing have limited subgroup performance, especially on text-based response tasks. These interventions were selected because they provide both strong Tier 1 access and individualized Tier 2/3 supports, addressing subgroup needs while ensuring equitable access to grade-level content.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Evidence-Based Intervention – Black/African American Students: ELA Proficiency The school will implement Reciprocal Teaching and Structured Academic Discussions as evidence-based instructional practices to strengthen reading comprehension and text-based analysis for Black/African American students. -Reciprocal Teaching is an evidence-based strategy where students are explicitly taught to use four key comprehension practices—predicting, questioning, clarifying, and summarizing—while reading complex texts. Research shows that reciprocal teaching significantly improves reading comprehension, particularly for students performing below grade level. -Structured Academic Discussions (including turn-and-talk, accountable talk stems, and peer-led discussions) will be embedded in ELA lessons to increase engagement with grade-level texts, build oral language

skills, and prepare students for written responses.

Rationale:
Rationale: In 2024–2025, only 45% of Black/African American students in Grades 3–5 were proficient on FAST ELA PM3, compared to 52% schoolwide and 59% statewide. Data and walkthroughs revealed that students in this subgroup often struggled with comprehension and stamina when engaging with longer texts and with producing evidence-based written responses. Reciprocal teaching and structured discussions were selected because they directly target higher-order comprehension skills, student engagement, and the transition from oral reasoning to written explanation.

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 Reciprocal Teaching Routines During Small-Group Reading

Person Monitoring:	**By When/Frequency:**
Assistant Principal, Instructional Coach	Daily implementation; biweekly monitoring

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will introduce and model the four reciprocal teaching strategies—predicting, questioning, clarifying, and summarizing—during small-group and whole-class reading of grade-level texts. Students will gradually assume responsibility for leading these discussions, building independence and confidence with comprehension strategies. Monitoring the Impact: The Literacy Coach and Assistant Principal will conduct weekly walkthroughs to observe reciprocal teaching routines. Student comprehension checks and interim assessments will be disaggregated for Black students, and progress will be reviewed monthly in PLCs to determine if comprehension gaps are narrowing.

Action Step #2
Embed Structured Academic Discussions Into ELA Lessons

Person Monitoring:	**By When/Frequency:**
Assistant Principal, Instructional Coach	Monthly data review

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will incorporate structured discussion protocols such as turn-and-talk, accountable talk stems, and peer-led text discussions into daily ELA lessons. These practices will give students consistent opportunities to articulate their thinking orally before moving into written responses, strengthening comprehension and written expression. -Monitoring the Impact: Lesson plans will be reviewed weekly to ensure discussion protocols are planned and implemented. PLCs will review writing samples and formative assessments monthly to measure whether Black students are showing improvement in citing evidence and constructing written responses.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Area of Focus Description and Rationale

In 2024–2025, only 20% of Students with Disabilities (SWD) in Grades 3–5 scored proficient (Level 3 or higher) on the FAST Math PM3, compared to 41% schoolwide and 64% statewide. This represents a persistent 41–44 point gap from state performance and has remained unchanged for two consecutive years.

Data analysis indicates that SWDs struggle most with number sense, basic computation, and multi-step problem solving. Many SWD students are also overrepresented among those flagged with multiple Early Warning Indicators (retention, absenteeism, and Level 1 math performance).

Instructional reviews revealed inconsistent implementation of small-group interventions and limited use of manipulatives or visual models, reducing access to grade-level standards.

This area of focus is critical because math proficiency directly impacts promotion, readiness for algebra, and long-term college and career success. Without targeted interventions, SWDs will continue to fall behind, widening achievement gaps. Improving math proficiency for SWDs has been identified as a crucial priority in the 2024–2025 data review, and addressing it is directly tied to the school's accountability under ESSA and its ATSI designation.

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.

Measurable Outcome – SWD Math Proficiency

In 2024–2025, only 20% of Students with Disabilities (SWD) in Grades 3–5 scored proficient (Level 3 or higher) on the FAST Math PM3, compared to 41% schoolwide and 64% statewide. By the end of the 2025–2026 school year, the percentage of SWD in Grades 3–5 scoring Level 3 or higher on FAST Math PM3 will increase from 20% to 28%.

Monitoring

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

Monitoring – SWD Math Proficiency

The implementation of this focus area will be monitored through lesson plan reviews, classroom

walkthroughs, and subgroup data analysis to ensure that Students with Disabilities (SWD) receive consistent access to small-group math instruction, manipulatives, and scaffolded supports. The Math Coach and Assistant Principal will review lesson plans weekly and conduct walkthroughs to confirm that instruction aligns with B.E.S.T. standards and that IEP accommodations are implemented during Tier 1 math instruction.

Impact will be monitored biweekly using i-Ready Math diagnostic growth reports, lesson completion data, and teacher-created formative assessments, disaggregated specifically for SWD. FAST PM1–PM3 results will serve as benchmarks to measure subgroup progress toward the annual target of 28% proficiency.

Monthly PLC data chats will be used to review SWD math performance, adjust small-group interventions, and track subgroup progress toward benchmarks. In addition, the MTSS team will analyze intervention logs monthly to determine the effectiveness of supports for SWD flagged with multiple Early Warning Indicators. The leadership team will conduct quarterly data reviews to evaluate fidelity of implementation and overall subgroup performance, making adjustments as needed to keep SWDs on pace to meet the outcome goal.
This system ensures both implementation fidelity and student progress are reviewed consistently, allowing for real-time instructional adjustments to support achievement gains for SWD in Math.

Person responsible for monitoring outcome
Assistant Principal, Instructional Coach.

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 – SWD Math Proficiency To improve math outcomes for Students with Disabilities (SWD) in Grades 3–5, the school will implement a combination of i-Ready Math, IXL Learning Pathways, and manipulatives-based small-group instruction. i-Ready Math provides adaptive, individualized lessons aligned to the B.E.S.T. standards that identify learning gaps and deliver targeted skill practice in number sense, computation, and problem solving. IXL Learning Pathways will reinforce grade-level standards through personalized practice and immediate feedback, giving SWDs multiple opportunities to master foundational skills. Manipulatives-based small-group instruction will ensure that students engage with concrete and visual models to strengthen conceptual understanding of abstract math concepts.

Rationale:
Rationale: In 2024–2025, only 20% of SWD in Grades 3–5 were proficient on FAST Math PM3, compared to 41% schoolwide and 64% statewide. Persistent gaps in computation, number sense, and multi-step problem solving, along with inconsistent scaffolding, have prevented SWDs from

accessing grade-level expectations. These interventions were selected because they combine technology-based adaptive practice with scaffolded, hands-on instruction, ensuring SWDs receive targeted remediation while still engaging in rigorous, standards-based lessons.

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
Deliver Daily Small-Group Math Instruction with Manipulatives

Person Monitoring:
Assistant Principal, Instructional Coach.

By When/Frequency:
Daily, Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action Step 1: Deliver Daily Small-Group Math Instruction with Manipulatives Teachers will provide daily small-group math instruction for Students with Disabilities (SWD), using manipulatives and visual models to strengthen number sense, computation, and multi-step problem solving. Instruction will align with B.E.S.T. Math standards and integrate IEP accommodations to ensure equitable access to grade-level content.

Action Step #2
Implement Biweekly i-Ready Math Progress Monitoring for SWDs

Person Monitoring:
Instructional Coach

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
SWD students will complete targeted i-Ready Math lessons every two weeks, aligned to individual diagnostic profiles. Teachers will use i-Ready growth and usage reports to regroup students, refine small-group instruction, and address specific skill gaps.

Area of Focus #3

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Area of Focus Description and Rationale

In 2024–2025, only 20% of Students with Disabilities (SWD) in Grades 3–5 scored proficient (Level 3

or higher) on the FAST Math PM3, compared to 41% schoolwide and 64% statewide. This represents a gap of more than 40 points from the state average and marks the second consecutive year of stagnant subgroup performance.

Analysis shows that SWDs struggle with basic number sense, computation fluency, and multi-step problem solving. Many are unable to transfer procedural skills into real-world or multi-step word problems. Early Warning Systems (EWS) data indicates that SWDs are overrepresented among students with multiple risk indicators, including Level 1 math performance, retention, and absenteeism, compounding the subgroup's underperformance.

Instructional reviews highlight inconsistent use of small-group math interventions, manipulatives, and visual models, along with gaps in embedding IEP accommodations within Tier 1 math instruction. Without a systematic intervention plan that includes scaffolded practice, adaptive technology, and hands-on learning, SWDs will continue to fall behind their peers and remain unprepared for algebra readiness in middle school.
This area of focus is critical because math proficiency is directly tied to promotion, long-term academic success, and access to college and career pathways. Addressing this gap has been identified as an urgent priority from the 2024–2025 data review and is directly tied to the school's ESSA accountability and ATSI designation.

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.

Measurable Outcome – SWD Math Proficiency

In 2024–2025, only 20% of Students with Disabilities (SWD) in Grades 3–5 scored proficient (Level 3 or higher) on FAST Math PM3, compared to 41% schoolwide and 64% statewide. By the end of the 2025–2026 school year, the percentage of SWD in Grades 3–5 scoring Level 3 or higher on FAST Math PM3 will increase from 20% to 28%.

Monitoring

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

Monitoring – SWD Math Proficiency

Implementation of this focus area will be monitored through weekly lesson plan reviews and classroom walkthroughsconducted by the Math Coach and Assistant Principal to ensure that SWDs are consistently receiving scaffolded small-group instruction, manipulatives, and IEP accommodations during Tier 1 math lessons. Walkthroughs will specifically look for evidence of visual supports, hands-on problem-solving tasks, and alignment with the B.E.S.T. Math standards.

Impact will be tracked biweekly through i-Ready Math growth and usage reports, IXL practice data, and teacher-created formative assessments, disaggregated for SWDs. FAST PM1–PM3 results will serve as benchmark indicators to evaluate subgroup progress toward the annual target of 28% proficiency.

Monthly PLC data chats will be used to review SWD math performance, identify students not meeting growth targets, and adjust instructional groupings. The MTSS team will meet monthly to analyze intervention logs and Lexia/i-Ready cross-data for SWDs with multiple Early Warning Indicators to ensure interventions are effective. The leadership team will conduct quarterly data reviews, ensuring that both instructional fidelity and student growth are on track.
This monitoring cycle ensures that implementation fidelity and subgroup outcomes are consistently reviewed, allowing timely adjustments to keep SWD students on pace to meet the measurable outcome of 28% proficiency in math by June 2026.

Person responsible for monitoring outcome
Assistant Principal, Instructional Coaches

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:
To improve math outcomes for Students with Disabilities (SWD) in Grades 3–5, the school will implement a combination of i-Ready Math, IXL Learning Pathways, and manipulatives-based small-group instruction. i-Ready Math provides adaptive lessons that diagnose individual gaps and deliver personalized skill practice in number sense, computation, and multi-step problem solving. It allows teachers to track progress in real time and adjust instruction to meet students' needs. IXL Learning Pathways will reinforce grade-level math benchmarks through targeted practice and immediate feedback. Teachers will assign lessons based on student data to close skill gaps and increase mastery of standards. Manipulatives-based small-group instruction ensures SWDs engage with visual and hands-on models that build conceptual understanding of abstract math concepts, supporting deeper learning and retention.

Rationale:
In 2024–2025, only 20% of SWD in Grades 3–5 scored proficient on FAST Math PM3, compared to 41% schoolwide and 64% statewide. Subgroup analysis showed that SWDs struggled most with number sense and multi-step problem solving, and classroom observations revealed inconsistent implementation of scaffolds and manipulatives. These evidence-based practices were selected because they combine adaptive technology, individualized skill practice, and concrete hands-on learning, all of which are shown to improve outcomes for students with disabilities.

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
Deliver Daily Small-Group Math Instruction with Manipulatives

Person Monitoring:
Assistant Principal, Instructional Coach

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will provide daily small-group math instruction for Students with Disabilities (SWD), using manipulatives and visual models to support number sense, computation, and multi-step problem solving. Instruction will be aligned to B.E.S.T. Math standards and include accommodations identified in students' IEPs to ensure equitable access to grade-level material. -Monitoring the Impact: The Math Coach and Assistant Principal will conduct weekly classroom walkthroughs and review lesson plans for evidence of manipulatives and scaffolded supports. Progress will be measured biweekly through i-Ready growth reports, teacher-created quizzes, and subgroup analysis in monthly PLC meetings.

Action Step #2
Implement Biweekly i-Ready Math Progress Monitoring for SWDs

Person Monitoring:
Assistant Principal, Instructional Coach

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
SWD students will complete biweekly i-Ready Math lessons targeted to their diagnostic results. Teachers and interventionists will use i-Ready reports to adjust small-group groupings and instructional strategies to address individual learning gaps. Monitoring the Impact: The Math Coach will review i-Ready usage and growth reports every two weeks, and subgroup data will be reviewed monthly in PLCs. FAST PM benchmarks will be analyzed quarterly by the leadership team to ensure SWDs are progressing toward the measurable outcome of increasing proficiency from 20% to 28% by June 2026.

Area of Focus #4

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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.

Area of Focus Description and Rationale

In 2024–2025, only 12% of Black/African American students in Grade 5 scored proficient (Level 3 or

higher) on the Statewide Science Assessment, compared to 20% schoolwide, 60% districtwide, and 58% statewide. This represents a performance gap of more than 40 points compared to district and state averages, and it is the lowest achievement level across all tested subjects for this subgroup. Analysis shows that Black students have limited access to hands-on science labs, inquiry-based tasks, and science vocabulary instruction, all of which are essential for building conceptual understanding and scientific reasoning. Walkthroughs revealed that science instructional time was often reduced in favor of ELA and Math remediation, disproportionately affecting high-need subgroups such as Black students. Additionally, EWS data indicates that many Black students performing below proficiency in Science were also identified with multiple risk indicators (low reading levels, absenteeism, and retention), which further compounded the subgroup's underperformance.

This area of focus is critical because Science proficiency is strongly linked to literacy skills, engagement in STEM learning, and long-term readiness for middle school and beyond. Addressing the achievement gap for Black students in Science is both an equity priority and a schoolwide improvement need identified through the 2024–2025 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.

In 2024–2025, only **12% of Black/African American students in Grade 5** scored proficient (Level 3 or higher) on the Statewide Science Assessment, compared to 20% schoolwide, 60% districtwide, and 58% statewide. By the end of the 2025–2026 school year, the percentage of Black/African American students in Grade 5 scoring Level 3 or higher on the Statewide Science Assessment will increase from **12% to 22%**, narrowing the gap with the schoolwide average.

Monitoring

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

Monitoring – Black/African American Students: Science Proficiency

Implementation of this focus area will be monitored through lesson plan reviews, classroom walkthroughs, and PLC discussions to ensure that Black students consistently engage in hands-on, inquiry-based science instruction. Teachers will be expected to embed weekly lab activities, science vocabulary routines, and Claim-Evidence-Reasoning (CER) writing tasks aligned to the NGSSS standards. The Science Lead Teacher and Assistant Principal will conduct weekly walkthroughs to verify instructional fidelity, and lesson plans will be reviewed to ensure alignment with grade-level benchmarks.

Impact will be monitored using quarterly science benchmark assessments and biweekly formative tasks such as lab reports and CER writing samples, disaggregated for Black students. FAST ELA

results will also be cross-checked, since literacy performance strongly influences science achievement.
Monthly PLC data chats will focus on subgroup performance, identifying gaps in science vocabulary and reasoning skills, and adjusting instruction accordingly. The leadership team will review subgroup science results quarterly to determine whether Black students are on track to reach the measurable outcome of 12% → 22% proficiency. Attendance and EWS indicators for Black students will also be reviewed to ensure interventions address both academic and engagement barriers.

This multi-layered monitoring process ensures both fidelity of implementation and student progress are tracked consistently, enabling timely adjustments to close the science achievement gap for Black students.

Person responsible for monitoring outcome
Instructional Coach, Assistant Principal

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 – Black/African American Students: Science Proficiency To improve science outcomes for Black/African American students in Grade 5, the school will implement STEMscopes, weekly inquiry-based labs, and Claim-Evidence-Reasoning (CER) writing routines as core evidence-based strategies. -STEMscopes is a research-based, NGSSS-aligned science curriculum that emphasizes inquiry, hands-on activities, and problem-solving, shown to increase engagement and proficiency for underperforming subgroups. -Weekly inquiry-based labs will give students concrete experiences with scientific concepts, building both content knowledge and critical thinking skills. -CER writing routines will be integrated into science instruction to strengthen academic language, evidence-based reasoning, and the ability to construct written explanations aligned to assessment demands.

Rationale:
In 2024–2025, only 12% of Black/African American students in Grade 5 scored proficient on the Statewide Science Assessment, compared to 20% schoolwide and nearly 60% statewide. Data and classroom observations indicated limited access to inquiry-based labs, weak integration of science vocabulary, and reduced instructional time due to remediation in other subjects. These interventions were selected because they directly target identified gaps by increasing active learning opportunities, embedding literacy into science, and ensuring consistent alignment with grade-level standards.

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 Weekly Inquiry-Based Labs Using STEMscopes

Person Monitoring:
Assistant Principal, Instructional Coach

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will deliver weekly hands-on, inquiry-based labs aligned to the NGSSS standards using STEMscopes. Labs will focus on building conceptual understanding, critical thinking, and problem-solving skills for Black students. Students will maintain science notebooks to document lab work and reflect on results. -Monitoring the Impact: The Science Lead Teacher and Assistant Principal will conduct weekly walkthroughs and review lesson plans to confirm labs are implemented. Student science notebooks will be reviewed biweekly, and progress will be measured through quarterly science benchmarks, disaggregated for Black students.

Action Step #2
Embed CER (Claim-Evidence-Reasoning) Writing into Science Lessons

Person Monitoring:
Assistant Principal, Instructional Coach

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will integrate CER writing routines into science instruction to strengthen students' ability to construct scientific explanations and use academic language. Black students will practice writing structured responses that mirror state assessment expectations. -Monitoring the Impact: Lesson plans will be reviewed weekly for evidence of CER integration. PLCs will review student writing samples biweekly to measure progress in reasoning and vocabulary use. Subgroup growth will also be tracked through quarterly science benchmarks and leadership data reviews to determine whether students are on pace to meet the goal of 22% proficiency.

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

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

Across Grades K–8, a significant number of students were identified as chronically absent during the 2024–2025 school year. According to EWS data, 76 out of 494 students (15.4%) were absent for 10% or more of enrolled school days. This exceeded the state's 10% threshold, requiring focused intervention. Chronic absenteeism was most prevalent in Grades 1, 4, and 5, and disproportionately

impacted subgroups such as Black students, SWD, and students with two or more EWS indicators. Frequent absences limit instructional access, widen learning gaps, and reduce student engagement. Improving attendance is essential to fostering a positive learning environment and ensuring academic growth.

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.

In 2024–2025, 76 students (15.4%) were chronically absent.
By the end of the 2025–2026 school year, the school will reduce the percentage of students identified as chronically absent to 10% or lower, equivalent to fewer than 50 students out of an estimated enrollment of 500.

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 school will monitor attendance data weekly using the Student Information System (SIS). The Attendance Clerk will generate weekly attendance reports every Friday and share them with the Assistant Principal, School Counselor, MTSS Coordinator, and Social Worker. The MTSS Coordinator will maintain a centralized attendance tracker, identifying students who are approaching or exceeding 5% absenteeism.
Students identified as at-risk (missing 5% or more of instructional days) will be flagged for Tier 2 interventions, including:

- Parent outreach coordinated by the School Counselor
- Attendance improvement plans led by the MTSS Coordinator
- Counseling check-ins facilitated by the Behavior Interventionist or Student Services Support Staff
- Tier 3 supports, such as home visits and referral to community-based services, will be led by the School Social Worker

Biweekly MTSS meetings, facilitated by the MTSS Coordinator and attended by the Principal, Assistant Principal, ESE Specialist, and Attendance Team, will review attendance patterns and intervention outcomes. This regular monitoring will enable staff to intervene before students reach chronic absence thresholds and adjust supports as needed to improve engagement and academic continuity.

Person responsible for monitoring outcome

Nadine Smith

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 will implement a tiered attendance intervention system that includes: Tier 1: Schoolwide messaging on attendance expectations, daily recognition systems, and class attendance challenges Tier 2: Individual attendance plans, parent phone calls and conferences, counselor check-ins Tier 3: Home visits, wraparound referrals, behavior support plans, and attendance contracts This will be paired with increased student engagement strategies, such as mentoring programs and daily check-ins, to build relationships and increase students' sense of belonging.

Rationale:

The 2024–2025 EWS data shows a surge in chronic absenteeism, particularly in students who later demonstrated low proficiency and multiple early warning indicators. Addressing attendance through early identification, family engagement, and multi-tiered supports is essential to improving academic outcomes and reducing risk factors.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Brief Title: Launch and Maintain Weekly Attendance Tracker

Person Monitoring:

Person Monitoring: MTSS Coordinator (Ms. Malik)

By When/Frequency:

Weekly, beginning Week 1 of 2025–2026

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

Description: The MTSS Coordinator will collect weekly attendance reports from the Attendance Clerk and update a schoolwide tracker that flags students with 5%, 10%, or higher absence rates. Students who approach 5% absences will be discussed at biweekly MTSS meetings. The tracker will include EWS cross-referencing to identify students with multiple risk indicators and inform tiered supports. Attendance trends will be shared with grade-level teams and leadership monthly to monitor progress and adjust interventions.

Action Step #2

Implement Tier 2 and Tier 3 Attendance Interventions

Person Monitoring:

Guidance School Counselor

By When/Frequency:

Ongoing, with biweekly check-ins

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

The School Counselor will lead Tier 2 supports, including parent phone calls, attendance

improvement plans, and student goal-setting meetings for students flagged in the tracker. For students reaching 10% or more absences, the Counselor and Social Worker will coordinate Tier 3 supports, such as home visits or referrals to external wraparound services. Intervention outcomes will be reviewed at each MTSS meeting, and adjustments will be made based on student response and updated EWS data.

Action Step #3
Strengthen Attendance Messaging and Recognition Systems

Person Monitoring:
Assistant Principal

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Assistant Principal will coordinate schoolwide attendance campaigns, including monthly "Attendance All-Star" recognitions, classroom incentives for perfect attendance, and grade-level competitions. Positive messaging will be integrated into morning announcements, family newsletters, and student assemblies. Attendance progress will be posted in a visible data wall to promote transparency and motivation. The impact of recognition efforts will be measured by month-to-month reductions in students crossing the 5% and 10% absence thresholds in the tracker.

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.

Championship Academy of Distinction will ensure the 2025–2026 School Improvement Plan (SIP) and School wide Plan (SWP) are shared with all stakeholders in accessible, inclusive, and transparent ways.

1. Website Access

A dedicated section of the school website will continue to host downloadable PDF versions of the SIP, UniSIG Budget, and SWP. These documents will remain publicly available to families, faculty, students, and community members.

Webpage: https://www.hollywood.championshipacademy.org/apps/pages/index.jsp?uREC_ID=223813&type=d

2. Family and Community Engagement Events

The school will share and review key components of the SIP and SWP during the following in-person events:

- Annual Title I Meeting
- Back-to-School Night
- Parent-Teacher Conferences

Leadership will present highlights, answer questions, and provide printed or digital summaries. Interpreters and translated materials will be made available to ensure all families can meaningfully engage.

3. Direct Communication

All families and staff will receive targeted communications including:

- Email updates with direct links to SIP and SWP
- Text alerts through Parent Link to highlight new or updated initiatives
- Printed flyers with SIP highlights posted in high-traffic school areas such as the front office, dismissal zones, and family resource board

4. Social Media Outreach
Key messages from the SIP and SWP will be shared on the school's official Facebook and Instagram pages using visuals and family-friendly language. Updates will be provided throughout the year to maintain visibility and connection to the school's goals.

5. Internal Staff and Student Dissemination
Teachers will review grade-appropriate improvement goals with students during morning meetings and classroom discussions. The leadership team will present the SIP to all staff during pre-service training and mid-year check-ins. Staff will engage in structured conversations about alignment between schoolwide goals and classroom practices.

6. Local Business and Community Organization Engagement
School partners—including local businesses and nonprofit organizations—will receive a summary of the SIP and UniSIG priorities. Community partners will be invited to participate in support efforts and engagement activities aligned to school improvement.

7. Language Accessibility
To the extent practicable, all documents and presentations will be provided in a language families can understand. Translations will be made available in Spanish and Haitian Creole, and key summaries will be written in clear, jargon-free language.

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)).

At Championship Academy of Distinction, we believe that strong family and community partnerships are essential to fulfilling our mission and supporting the academic, social, and emotional development of every student. For the 2025–2026 school year, the school will continue to prioritize authentic, two-way engagement with parents, families, and local stakeholders through a variety of intentional

strategies.
Communication and Transparency

To keep families well-informed, the school uses multiple communication platforms, including a secure parent portal that provides real-time access to student grades, attendance, and behavior data. Weekly email newsletters, ParentLink text alerts, and classroom updates ensure that families receive timely information about school events, curriculum, assessments, and opportunities for involvement. Quarterly progress reports and report cards are shared with clear explanations and follow-up opportunities with teachers and staff.

Quarterly Parent Nights
The school will host Quarterly Parent Nights as a key family engagement strategy. Each event will highlight a core area of student learning—literacy, mathematics, social-emotional learning, and enrichment—and offer families hands-on activities, grade-level presentations, and student showcases. These events are designed to:

- Share academic expectations and benchmark-aligned learning goals
- Demonstrate teaching strategies used in the classroom
- Offer tips for at-home support
- Gather parent feedback to inform future programming
  Quarterly Parent Nights will take place in the evening to accommodate working families, and interpretation services will be available as needed.

Parent-Teacher Collaboration
Parent-teacher conferences are scheduled at least twice a year, with additional meetings encouraged as needed. These conversations provide an opportunity for teachers and families to discuss student progress, set goals, and build individualized action plans for support. Teachers also conduct family check-ins throughout the year to maintain communication and strengthen relationships.
Inclusive Family Engagement
All communication is provided in a language parents can understand, using translation and interpretation services where appropriate. The school values culturally responsive family engagement and works to create inclusive environments where all families feel welcomed, respected, and involved. Family surveys, comment boxes, and open forums are used to gather feedback and adjust practices based on family input.

Community Engagement and Partnerships
The school actively partners with local businesses, service organizations, and community leaders to enrich student learning and provide wraparound supports. These partnerships allow the school to offer mentorships, resource fairs, and guest speakers that expand students' real-world experiences.

Community events also strengthen ties between the school and neighborhood stakeholders.
Celebrating and Sharing
The school maintains an active presence on social media to highlight student success stories, showcase events, and promote school culture. Flyers, bulletin boards, and displays within the school celebrate student achievements and encourage ongoing family engagement. Student-led conferences and exhibitions provide families with meaningful insight into their child's academic and personal growth.

Public Access to Family Engagement Information
The school's **Parental Family Engagement Plan (PFEP)** is available on the school website and updated annually to reflect parent priorities, Title I goals, and federal requirements:

https://hollywood.championshipacademy.org/apps/pages/?type=d&uREC_ID=544934&pREC_ID=1046910

By maintaining transparent, consistent, and culturally responsive communication with families and community members, Championship Academy ensures that all stakeholders are meaningfully involved in the academic and emotional success of every child.

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)).

Plans to Strengthen the Academic Program
Championship Academy of Distinction is committed to strengthening its academic program by investing in high-quality instruction, increasing meaningful learning time, and providing enriched and accelerated curriculum experiences that support every learner—especially those in underperforming subgroups. Our 2025–2026 Area of Focus emphasizes instructional practice aligned to benchmark-based instruction across all grade levels, with data-driven supports and a schoolwide culture of continuous improvement.

Professional Learning to Drive Excellence
The school will invest in sustained professional development for teachers, grounded in best practices in standards-based instruction, small-group differentiation, and the Science of Reading. Teachers will participate in weekly PLCs, attend external trainings and conferences, and receive targeted coaching aligned to their instructional goals. This capacity-building effort will ensure teachers remain current with research-based practices and are equipped to meet the diverse needs of all students.

Increasing and Maximizing Learning Time

The school has extended ELA and Math instructional blocks in grades K–5 to include dedicated time for small-group instruction and intervention. Using diagnostic and progress monitoring data, students will receive differentiated support that is timely and responsive. Additionally, before- and after-school tutoring will be offered for students who need further scaffolding, and enrichment labs in STEM and project-based learning will allow advanced students to extend their learning beyond the core curriculum.

Enriched and Accelerated Curriculum Pathways

To further accelerate the curriculum, the school will offer specialized enrichment units, including inquiry-based science, interdisciplinary social studies projects, and writing showcases. High-performing students will have access to more rigorous content, performance tasks, and capstone projects aligned to college and career readiness skills. Select students will also participate in enrichment programs such as science clubs, coding workshops, and community-based projects that deepen engagement and intellectual curiosity.

Technology Integration for Blended and Inclusive Learning

Classrooms will continue integrating technology to support blended learning through platforms like i-Ready (discontinued), NWEA MAP, and other adaptive tools. This approach accommodates multiple learning styles, provides real-time feedback, and fosters student agency. Interactive applications, online libraries, and multimedia tools will supplement instruction, extending learning beyond the school day and promoting 21st-century skills.

Data-Driven Instructional Practices

The school will use a consistent data protocol to analyze student progress on a weekly and monthly basis. Teachers will disaggregate data by subgroup, identify patterns, and adjust instruction to close achievement gaps. Data chats with leadership, progress monitoring dashboards, and formative assessments will ensure instructional decisions are informed, intentional, and equity-driven.

Supporting the Whole Child through SEL

In alignment with our vision of whole-child development, social-emotional learning (SEL) practices will be embedded into daily routines, classroom instruction, and schoolwide systems. Morning meetings, student goal setting, and SEL check-ins will help build a positive school climate that supports engagement, self-regulation, and academic perseverance. This is especially critical for students from historically marginalized backgrounds and those needing trauma-sensitive approaches.

Community Partnerships and Real-World Learning

The school will deepen partnerships with local businesses, universities, and organizations to create mentorships, internships, and service-learning opportunities for upper elementary students. These experiences connect academic learning to real-world contexts, promote civic engagement, and help students begin envisioning their future pathways.

Continuous Stakeholder Engagement and Feedback

To ensure the academic program reflects the needs of the community, the school will gather feedback through family surveys, student forums, and leadership councils. Stakeholders will be involved in reviewing progress on the SIP and co-creating solutions to emerging challenges. The school will remain flexible and responsive to evolving needs and will adjust programming based on what the data shows and what the community voices.

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 2025–2026 School Improvement Plan (SIP) was developed through a collaborative process grounded in school-level data, stakeholder input, and the school's commitment to meeting the needs of all learners. This plan prioritizes academic growth, subgroup equity, and whole-child development. The plan reflects alignment with the goals of the Every Student Succeeds Act (ESSA), including Title I, to improve outcomes for students with disabilities, English language learners, Black and Hispanic students, and those experiencing economic disadvantage. It is also informed by the school's Targeted Support and Improvement (TSI) status, with a focus on closing persistent subgroup gaps.

The SIP was developed with input from teachers, instructional coaches, school leadership, parents, and community stakeholders. Feedback was gathered through surveys, leadership team meetings, parent engagement events, and data reviews. Teacher planning sessions and grade-level PLCs were used to analyze student data and identify academic areas of concern.

The plan coordinates with school-based supports for mental health, positive behavior, and social-emotional learning. These services are built into the school's climate framework and addressed through daily morning meetings, SEL routines, and partnerships with outside providers.

The school works with nutrition programs to ensure all students have access to healthy meals, which support student focus and readiness to learn. Referrals are made to community-based services to

support families in need of housing, early childhood education, and adult learning opportunities. Academic enrichment is also a priority. Through electives and after-school programs focused on science, technology, writing, and creative expression, students develop essential skills beyond the core curriculum. Parents are engaged through quarterly family nights, progress meetings, and home-school communication tools.

This plan will be reviewed regularly by the leadership team and updated based on academic progress, classroom observations, and stakeholder feedback.

Key components of the SIP will be shared at school events, through email updates, and on the school's website: https://www.hollywood.championshipacademy.org/apps/pages/index.jsp?uREC_ID=223813&type=d
The school is committed to transparent communication and will provide the SIP and all related plans in formats and languages that are accessible to all families.

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)).

Championship Academy of Distinction provides a whole-child approach to education by prioritizing students' social, emotional, and behavioral development alongside academic instruction. A full-time school counselor leads the school's efforts to support student well-being through weekly small-group and individual check-ins, classroom guidance lessons, and crisis response as needed. The counselor also collaborates with teachers and families to identify students who may benefit from additional support services or referrals to outside agencies.

In addition to traditional counseling services, the school offers school-based mental health support in partnership with licensed community providers. These partnerships help ensure that students experiencing trauma, anxiety, or other emotional challenges receive consistent and professional care. The school also implements schoolwide social-emotional learning (SEL) routines embedded into daily instruction and transitions. SEL themes include self-regulation, positive peer relationships, and resilience. Morning meetings, reflection journals, and peer circles provide consistent opportunities for students to develop skills such as empathy, communication, and emotional literacy.

Mentorship opportunities are integrated through teacher-student advisory check-ins and peer mentorship in upper elementary grades. These initiatives are especially important for students from underrepresented groups and those with behavioral or attendance concerns.
Additionally, the school fosters character development and citizenship through service learning projects and restorative practices. Students are encouraged to take ownership of their behavior, repair relationships, and grow as leaders within the school community.

All strategies are tracked through counselor logs, SEL implementation walkthroughs, and student self-assessments. These efforts are coordinated with the school's MTSS (Multi-Tiered System of Supports) framework to ensure aligned interventions for students requiring Tier 2 and Tier 3 behavior or mental health support.

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)).

For the 2025–2026 school year, Championship Academy of Distinction will implement a comprehensive professional learning plan focused on improving instructional practices, using assessment data to drive decision-making, and supporting the recruitment and retention of effective educators. Special attention will be given to early literacy and numeracy, differentiated instruction, and classroom culture that supports the whole child.

Professional Learning Focus Areas

1. Data-Driven Instruction in Elementary Grades

Teachers will engage in professional development on interpreting and using assessment data to adjust instruction, identify learning gaps, and support student growth. This includes use of:

- District-selected diagnostic assessments
- Formative classroom-based assessments
- State-required progress monitoring tools

Weekly grade-level PLCs will follow structured protocols to:

- Review data by subgroup and grade level
- Plan reteach and extension activities
- Monitor student progress and instructional impact

2. Standards-Aligned and Rigorous Instruction

Professional learning will support full implementation of the Florida B.E.S.T. Standards for ELA and Math, and the NGSSS for Science. Teachers will strengthen skills in:

- Unpacking and aligning standards
- Designing grade-appropriate, rigorous tasks
- Scaffolding for English Language Learners, Students with Disabilities, and students below grade level

3. Differentiation and Small Group Instruction

Ongoing training will focus on:

- Grouping students based on readiness levels
- Planning for Tier 2 and Tier 3 supports within core instruction
- Using small group time for targeted literacy and math skill development

4. Science of Reading (Grades K–2)

Primary grade teachers will receive training in evidence-based early literacy practices, with emphasis

on:

- Phonemic awareness and phonics
- Decoding, fluency, and comprehension
- Structured literacy routines and early writing development

5. Social-Emotional Learning and Tier 1 Behavior Supports

To support a safe, inclusive learning environment, staff will be trained in:

- Embedding SEL into daily instruction and routines
- Implementing consistent behavior expectations and classroom procedures
- Using PBIS strategies to promote positive behavior and reduce disruptions

Recruitment and Retention Strategies

1. Mentorship and New Teacher Induction

New teachers will be supported through a structured mentorship program that includes:

- Weekly check-ins with a mentor
- Co-planning and lesson modeling
- Classroom observations with feedback cycles

2. Leadership Opportunities for Educators

To promote retention and teacher growth, staff will have the opportunity to serve in roles such as:

- Grade-level team leads
- Curriculum support liaisons
- Peer coaches or demonstration teachers

3. Recognition, Wellness, and Supportive Leadership

The school will foster a positive adult culture through:

- Regular teacher appreciation activities and recognition
- Wellness initiatives and staff support resources
- Leadership practices that promote teacher voice and collaboration

4. Strategic Recruitment for High-Need Areas

To attract and retain teachers in roles such as ESE, STEM, and intervention, the school will:

- Use available supplements and bonuses
- Support certification and professional learning pathways
- Provide individualized coaching and growth plans

Goal:

This professional learning plan will help ensure all students receive high-quality instruction and that

educators are supported, valued, and equipped to meet the diverse needs of learners across the elementary grades.

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)).

Championship Academy of Distinction implements a multi-tiered Positive Behavioral Interventions and Supports (PBIS) framework to promote a safe, inclusive, and supportive learning environment for all students. The school's Tier 1 foundation includes clearly defined schoolwide expectations (Be Safe, Be Respectful, Be Responsible), explicitly taught through schoolwide assemblies, classroom lessons, and daily routines. Teachers reinforce positive behaviors with consistent language, visual cues, and incentive systems, including classroom rewards and schoolwide recognitions.

To address emerging behavior concerns, the school's Tier 2 supports include targeted check-ins/check-outs, behavior contracts, and small group social skills sessions. Students are referred to Tier 2 interventions through behavior data analysis and teacher input during MTSS meetings. Progress is monitored through behavior tracking sheets, teacher feedback, and student self-assessments.
For students requiring more intensive support (Tier 3), individualized behavior intervention plans (BIPs) are developed in collaboration with families, teachers, the school counselor, and, when applicable, ESE specialists. These plans are aligned with the student's IEP (if eligible under IDEA) and include goals for behavior, emotional regulation, and support services.

The school counselor and social worker provide early intervention through weekly student check-ins, attendance outreach, and connections to community mental health providers. Parents are engaged as partners through regular communication, goal-setting, and optional participation in behavior planning meetings.

This tiered approach is fully aligned with the Individuals with Disabilities Education Act (IDEA) and includes data-informed decision-making to ensure equity in discipline and support for all subgroups. Behavior and intervention data are reviewed monthly by the MTSS team to assess impact and adjust supports as needed.

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)).

For the 2025–2026 school year, Championship Academy of Distinction will implement a comprehensive professional learning plan focused on improving instructional practices, using assessment data to drive decision-making, and supporting the recruitment and retention of effective educators. Special attention will be given to early literacy and numeracy, differentiated instruction, and classroom culture that supports the whole child.

Professional Learning Focus Areas

1. Data-Driven Instruction in Elementary Grades

Teachers will engage in professional development on interpreting and using assessment data to adjust instruction, identify learning gaps, and support student growth. This includes use of:

- District-selected diagnostic assessments
- Formative classroom-based assessments
- State-required progress monitoring tools

Weekly grade-level PLCs will follow structured protocols to:

- Review data by subgroup and grade level
- Plan reteach and extension activities
- Monitor student progress and instructional impact

2. Standards-Aligned and Rigorous Instruction

Professional learning will support full implementation of the Florida B.E.S.T. Standards for ELA and Math, and the NGSSS for Science. Teachers will strengthen skills in:

- Unpacking and aligning standards
- Designing grade-appropriate, rigorous tasks
- Scaffolding for English Language Learners, Students with Disabilities, and students below grade level

3. Differentiation and Small Group Instruction

Ongoing training will focus on:

- Grouping students based on readiness levels
- Planning for Tier 2 and Tier 3 supports within core instruction
- Using small group time for targeted literacy and math skill development

4. Science of Reading (Grades K–2)

Primary grade teachers will receive training in evidence-based early literacy practices, with emphasis on:

- Phonemic awareness and phonics
- Decoding, fluency, and comprehension
- Structured literacy routines and early writing development

5. Social-Emotional Learning and Tier 1 Behavior Supports

To support a safe, inclusive learning environment, staff will be trained in:

- Embedding SEL into daily instruction and routines
- Implementing consistent behavior expectations and classroom procedures
- Using PBIS strategies to promote positive behavior and reduce disruptions

Recruitment and Retention Strategies

1. Mentorship and New Teacher Induction

New teachers will be supported through a structured mentorship program that includes:

- Weekly check-ins with a mentor
- Co-planning and lesson modeling
- Classroom observations with feedback cycles

2. Leadership Opportunities for Educators

To promote retention and teacher growth, staff will have the opportunity to serve in roles such as:

- Grade-level team leads
- Curriculum support liaisons
- Peer coaches or demonstration teachers

3. Recognition, Wellness, and Supportive Leadership

The school will foster a positive adult culture through:

- Regular teacher appreciation activities and recognition
- Wellness initiatives and staff support resources
- Leadership practices that promote teacher voice and collaboration

4. Strategic Recruitment for High-Need Areas

To attract and retain teachers in roles such as ESE, STEM, and intervention, the school will:

- Use available supplements and bonuses
- Support certification and professional learning pathways
- Provide individualized coaching and growth plans

Goal:

This professional learning plan will help ensure all students receive high-quality instruction and that educators are supported, valued, and equipped to meet the diverse needs of learners across the elementary grades.

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)).

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The school works closely with the district to ensure that financial and instructional resources are strategically allocated to meet the identified needs of all students, particularly those in underperforming subgroups. This process begins with a thorough review of school-level data, including benchmark assessments (e.g., NWEA MAP), subgroup performance trends, and progress monitoring results.

Each quarter, the school leadership team collaborates with the district's Title I and school improvement offices to review student outcome data, budget utilization reports, and the effectiveness of current interventions. These reviews focus on determining whether resources are being used to support evidence-based practices that improve student achievement, close subgroup gaps, and meet goals outlined in the School Improvement Plan.

If data indicates that certain interventions are not yielding expected outcomes, the school works with district personnel to reallocate funds toward higher-leverage strategies. This may include adjusting staff assignments, increasing professional development supports, expanding intervention blocks, or enhancing instructional materials.

All decisions are made collaboratively with school and district stakeholders and are documented in budget planning tools and district compliance systems. The district also provides monitoring, coaching, and technical assistance to ensure alignment with federal and state funding requirements.

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).

Resource #1: In-House Intervention Using Existing Staff
Rationale: FAST PM1, NWEA MAP, and EWS data show significant gaps in reading and math for SWD, ELLs, and students with multiple early warning indicators.
Plan: Intervention blocks will be built into the master schedule. Existing teachers, paraprofessionals, and coaches will provide small-group Tier 2 and Tier 3 support.
Monitoring: Bi-weekly data reviews using formative assessments and EWS flags.

Resource #2: Extended Learning Through Staff-Led Tutoring and Partnerships
Rationale: Low growth among ELLs and SWD, along with chronic absenteeism and course failure trends, highlight the need for extended support.
Plan: After-school tutoring will be offered starting Quarter 2 using available staff and community partners. Sessions will target priority standards and foundational skills.
Monitoring: Weekly tracking of attendance and progress; adjustments made monthly based on data.

Resource #3: Data-Driven Instruction with EWS Integration
Rationale: Subgroup gaps and EWS trends require instruction to be more responsive to student needs.
Plan: Weekly PLCs will follow a structured data protocol to review assessment data and EWS indicators. Instructional plans will be adjusted accordingly.
Monitoring: PLC minutes, subgroup trackers, and leadership data chats will track implementation and impact.

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

Broward County Public Schools

CHAMPIONSHIP ACADEMY OF DISTINCTION MIDDLE



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 7

D. Early Warning Systems 8

II. Needs Assessment/Data Review 11

A. ESSA School, District, State Comparison 12

B. ESSA School-Level Data Review 13

C. ESSA Subgroup Data Review 14

D. Accountability Components by Subgroup 15

E. Grade Level Data Review 18

III. Planning for Improvement 19

IV. Positive Learning Environment 41

V. Title I Requirements (optional) 48

VI. ATSI, TSI and CSI Resource Review 60

VII. Budget to Support Areas of Focus 62

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 Championship Academy of Distinction is to foster interpersonal relationships with our parents, students, and staff in efforts to build a safe and nurturing family atmosphere that celebrates diverse cultures, and character development, while providing holistic and personalized data-driven instruction tailored to meet the individual academic goals of our students.

Provide the school's vision statement

Championship Academy of Distinction is committed to helping students prepare for the future and providing resources to foster their success.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Nadine Smith

nsmith@championshipacademy.org

Position Title

Principal

Job Duties and Responsibilities

The School Principal serves as the instructional leader of the school, responsible for fostering a high-achieving, safe, and inclusive learning environment where all students can thrive academically, socially, and emotionally.The Principal leads with a clear academic vision and supports teachers through ongoing coaching, professional development, and collaborative planning. They supervise all instructional staff, establish clear expectations, and ensure effective teaching practices that align with

state standards and school goals. Instructional decisions are data-informed, with the aim of continuously improving student outcomes.

A central part of the Principal's role is cultivating a positive school culture rooted in respect, consistency, and high expectations. The Principal promotes student well-being through the use of fair discipline practices, clear behavior systems, and restorative approaches that support learning and accountability.
Strong partnerships with families and the school community are essential. The Principal builds trust through open communication, shared decision-making, and regular opportunities for parent involvement. Students are viewed as active participants in their own success, and families are seen as key partners in their child's growth.

The Principal leads the development and implementation of the school's vision, mission, and annual goals, and ensures alignment with district priorities and continuous school improvement efforts. They also ensure that all school operations and decisions follow applicable state laws, district policies, and professional codes of ethics.Finally, the Principal provides calm, decisive leadership during emergencies and ensures that safety procedures are in place, practiced, and followed to protect students and staff at all times.

Leadership Team Member #2

Employee's Name
Aquilah Malik

amalik@championshipacademy.org

Position Title
Instructional Coach

Job Duties and Responsibilities

The Instructional Coach's responsibility is to provide personalized support that is based on identified needs of individual teachers and differentiated supports that fosters the growth and development of teachers. In addition to strategic content- focused mentoring, the coach will support teachers to develop skills in critical areas such as establishing a positive classroom culture and climate, implementing instructional strategies, analyzing student work, differentiating instruction and supporting EnglishLanguage learners and student with special needs. In addition, the coach will plan to work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers to better understand science concepts and related materials. Additional jobresponsibilities include leading PLC's, serving as a member of the Support, Safety, and Leadership Team and assisting with other campus duties.

Leadership Team Member #3

Employee's Name
Candice Britton

cbritton@championshipacademy.org

Position Title
Instructional Coach

Job Duties and Responsibilities

The Instructional Coach's responsibility is to provide personalized support that is based on identified needs of individual teachers and differentiated supports that fosters the growth and development of teachers. In addition to strategic content- focused mentoring, the coach will support teachers to develop skills in critical areas such as establishing a positive classroom culture and climate, implementing instructional strategies, analyzing student work, differentiating instruction and supporting EnglishLanguage learners and student with special needs. In addition, the coach will plan to work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers to better understand science concepts and related materials. Additional jobresponsibilities include leading PLC's, serving as a member of the Support, Safety, and Leadership Team and assisting with other campus duties.

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.

For the 2025–2026 School Improvement Plan, the school implemented a collaborative and inclusive process to ensure meaningful participation from all required stakeholders. This included the school leadership team, instructional and support staff, families, and community and business partners.
The process began with a series of planning meetings facilitated by the school leadership team. These sessions allowed faculty and staff to review academic data, identify areas of strength and growth, and share input on instructional priorities, school culture, and professional development needs.
Parents and families were engaged through surveys, parent meetings, all school multicultural fair,

career day where parents are invited and informal listening sessions. Feedback opportunities were designed to be accessible and welcoming, ensuring that families could express their perspectives and help shape the school's direction.

Community and business partners were also invited to participate through outreach efforts and planning discussions. Their input supported alignment between school goals and community needs, and contributed to discussions around enrichment, mentoring, and external partnerships.
The leadership team reviewed all stakeholder feedback to identify common themes and guide the development of goals, strategies, and action steps in the plan. Revisions were made to reflect shared priorities and to ensure the plan addressed both academic and social-emotional outcomes.
This process helped build a strong sense of shared ownership and accountability. The resulting School Improvement Plan reflects the collective input of those most invested in the school's success and will guide continuous progress throughout the year.

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)).

Championship Academy of Distinction Middle School will implement a comprehensive, data-driven approach to guide the implementation and continuous improvement of the 2025–2026 School Improvement Plan. The school will collect and analyze multiple sources of data, including academic assessments, attendance records, behavior incident reports, and other relevant student achievement indicators to inform instructional and strategic decisions.

All data will be disaggregated to closely monitor the performance of specific subgroups, including students with disabilities (SWDs), English Language Learners (ELLs), economically disadvantaged students, and students from diverse cultural and linguistic backgrounds. Special emphasis will be placed on identifying trends and addressing achievement gaps, particularly among students who are not meeting grade-level expectations in core subject areas, such as science, math, and ELA.
Progress monitoring will occur regularly through collaborative data chats, instructional team meetings, and leadership reviews. This will ensure that the strategies outlined in the SIP are implemented with fidelity and are producing measurable outcomes. The school will continuously evaluate the effectiveness of evidence-based instructional practices, intervention supports, and professional development initiatives.

Parents, teachers, and school staff will actively engage in this ongoing monitoring process through scheduled feedback loops, such as stakeholder meetings, surveys, and informal listening sessions, to ensure shared ownership and alignment with school goals.

Findings from data reviews and stakeholder feedback will inform ongoing revisions to the SIP. Strategies that are not yielding desired results will be adjusted or replaced, and new approaches will be piloted when appropriate. The school will provide ongoing, targeted professional development to strengthen teacher capacity in using data to drive instruction, differentiating for diverse learners, and applying high-impact strategies that accelerate student growth.

This continuous cycle of reflection, action, and improvement will ensure that Championship Academy of Distinction in Hollywood maintains a strong focus on equity, academic excellence, and student-centered decision-making throughout the school year.

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	**100.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
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)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: C** **2022-23: C** **2021-22: C** **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							67	78	98	243
Absent 10% or more school days							3	1	6	10
One or more suspensions							3	12	14	29
Course failure in English Language Arts (ELA)							0	2	2	4
Course failure in Math							0	1	10	11
Level 1 on statewide ELA assessment							21	24	27	72
Level 1 on statewide Math assessment							23	31	27	81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							20	36	65	121
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0	0	0	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							6	10	22	38

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							0	0	0	0
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										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
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										0

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										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	53	64	58	42	58	53	41	53	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	59	62	59	61	59	56			
ELA Lowest 25th Percentile	43	54	52	53	52	50			
Math Achievement*	39	67	63	45	61	60	32	56	56
Math Learning Gains	46	64	62	70	63	62			
Math Lowest 25th Percentile	47	58	57	76	58	60			
Science Achievement	36	60	54	34	54	51	23	50	49
Social Studies Achievement*	66	75	73	64	71	70	61	67	68
Graduation Rate									
Middle School Acceleration	50	82	77	63	76	74	42	70	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	34	53	53	20	50	49	48	42	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)	ATSI
OVERALL FPPI – All Students	47%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	473
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***	**2018-19**
47%	53%	47%	52%	42%		60%

* 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	39%	Yes	1	
English Language Learners	36%	Yes	1	
Black/African American Students	55%	No		
Hispanic Students	43%	No		
White Students	54%	No		
Economically Disadvantaged Students	49%	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	53%		59%	43%	39%	46%	47%	36%	66%	50%			34%
Students With Disabilities	26%		53%		32%	44%							
English Language Learners	30%		51%	39%	25%	40%	41%	20%	44%				34%
Black/African American Students	64%		66%		35%	40%		35%	89%	54%			
Hispanic Students	46%		56%	40%	38%	49%	47%	30%	56%	41%			29%
White Students	57%		57%		55%	45%							
Economically Disadvantaged Students	55%		61%	46%	40%	46%	46%	38%	68%	51%			37%

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	42%		61%	53%	45%	70%	76%	34%	64%	63%			20%
Students With Disabilities	22%		39%	55%	42%	67%	67%	33%					
English Language Learners	23%		55%	46%	31%	61%	69%	17%	52%				20%
Black/African American Students	45%		59%	60%	44%	73%	83%	23%	71%				
Hispanic Students	36%		58%	50%	43%	66%	73%	40%	54%	70%			16%
White Students	56%		67%		67%	78%							
Economically Disadvantaged Students	42%		58%	51%	45%	70%	84%	31%	70%	72%			12%

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	41%				32%			23%	61%	42%			48%
Students With Disabilities	19%				14%				46%				
English Language Learners	33%				17%				58%				85%
Black/African American Students	32%				26%			21%	61%				
Hispanic Students	46%				35%			24%	64%	57%			84%
White Students	50%				33%								
Economically Disadvantaged Students	40%				32%			20%	63%	47%			80%

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	51%	65%	-14%	60%	-9%
ELA	7	45%	60%	-15%	57%	-12%
ELA	8	44%	59%	-15%	55%	-11%
Math	6	32%	63%	-31%	60%	-28%
Math	7	34%	59%	-25%	50%	-16%
Math	8	31%	47%	-16%	57%	-26%
Science	8	14%	45%	-31%	49%	-35%
Civics		62%	72%	-10%	71%	-9%
Biology		95%	77%	18%	71%	24%
Algebra		81%	61%	20%	54%	27%

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?

Most Improved Data Component: Math Lowest 25% Learning Gains

The most significant improvement in 2024 was in Math Learning Gains for the Lowest 25%, which increased from 53% in 2023 to 76% in 2024—a 23-point gain. This represents the school's strongest area of growth and was a key contributor to the overall increase in Math Learning Gains during the same period (from 53% to 70%).

This improvement reflects the school's intentional focus on building targeted supports for struggling math students and refining Tier 2 and Tier 3 intervention structures, particularly for students flagged in the Early Warning System (EWS).

Key Actions That Contributed to This Growth

- Dedicated Math Intervention Block for L25 Students
  The school created a dedicated time during the day to serve students identified as performing in the lowest quartile. This block allowed for targeted reteaching of prerequisite skills and spiraled practice of grade-level standards using manipulatives, visual models, and guided instruction.
- Increased Use of FAST Progress Monitoring and Standards Mastery Checks
  Teachers used FAST PM data and school-developed checks for understanding to monitor student performance and identify trends in real time. These tools informed the selection of small-group skills and allowed instructional teams to adjust pacing and supports mid-unit.
- Job-Embedded Coaching and Math PLCs
  Coaches supported math teachers weekly through co-planning, observation-feedback cycles, and small-group modeling. Grade-level PLCs focused on unpacking the math benchmarks, analyzing student work, and selecting targeted remediation strategies for L25 students.
- Use of Evidence-Based Intervention Programs
  The school implemented high-leverage intervention tools aligned to the B.E.S.T. standards. These resources provided scaffolded practice, built fluency in foundational skills, and helped students access more complex tasks with greater confidence.
- Before- and After-School Tutoring Focused on L25

Tutoring sessions for L25 students emphasized foundational number sense, problem-solving routines, and fluency practice. Sessions were structured around recent formative data and facilitated by either certified teachers or trained interventionists.

- Alignment with Early Warning Indicators and Subgroup Supports
  EWS data from 2024–25 showed that 54 students in Grades 6–8 scored Level 1 on the statewide Math assessment, and 11 students failed a Math course. A significant proportion of these students were also flagged as Students with Disabilities (SWD) and English Language Learners (ELLs)—subgroups historically underperforming in math.
  Targeted interventions, including ESE-aligned accommodations and language scaffolds, were prioritized for these students within the L25 population, helping to reduce their risk indicators and accelerate learning.

Impact
This multi-pronged approach—combining daily targeted instruction, strategic progress monitoring, and embedded coaching—led to substantial academic recovery for students in the lowest quartile. Additionally, the alignment of math interventions with EWS risk factors resulted in reduced academic risk for vulnerable subgroups, particularly SWD and ELL students.
While overall math achievement continues to require attention, the 23-point gain in Math L25 demonstrates that high-quality instruction, when data-driven and differentiated, can produce accelerated gains for the students who need it most.

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

Lowest Performing Data Component: Science Achievement
The lowest-performing data component in 2024 was Science Achievement, which scored 34%, placing the school significantly below the district average of 54% and the state average of 51%. This continues a multi-year trend of underperformance in science, with prior scores of 23% in 2023 and 15% in 2022. While the 11-point gain from the previous year shows some movement, the overall level of proficiency remains unacceptably low.
Contributing Factors to Low Performance:

- Limited Instructional Time and Prioritization
  Science instruction was often deprioritized in the daily schedule to make room for intensified support in ELA and Math. As a result, students had reduced exposure to core science content, hands-on activities, and standards-aligned instruction—especially in grades 7 and 8, where science benchmarks are more rigorous and cumulative.
- Lack of Standards-Aligned Curriculum and Resources

Teachers lacked access to a fully aligned science curriculum with embedded lab experiences, real-world applications, and explicit connections to the tested Nature of Science standards. Instruction often relied on general textbook use or supplemental materials that did not consistently match Florida's NGSSS standards for science.

- Limited Integration of Science Literacy
  Students struggled with scientific vocabulary and comprehension of informational text within science tasks. There was little structured integration of literacy strategies within science instruction, which impacted students' ability to decode questions, interpret data, and respond in writing on state assessments.
- Inconsistent Use of Science Data for Instructional Planning
  Unlike ELA and Math, science progress monitoring was not embedded into the school's data cycle. As a result, there were fewer checkpoints to assess student understanding or adjust instruction based on mastery of science content.

Trend Summary:
Over the last three years, Science Achievement has consistently been one of the lowest-rated components on the school's state report card. While there was a gain from 23% to 34% in 2024, this still reflects deep instructional gaps and a need for stronger curriculum resources, more dedicated instructional time, and an emphasis on hands-on, standards-based science learning. If unaddressed, continued low performance in science could impact overall proficiency scores and limit students' readiness for high school-level coursework.

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

Greatest Decline: ELA Achievement

While Science remained the school's lowest-performing subject, the greatest year-over-year decline occurred in English Language Arts (ELA) Achievement. In 2023, 44% of students were proficient in ELA; however, in 2024, that number dropped to 38%, resulting in a 6-point decline. This reversed previous gains and placed the school well below the state average of 52%.
This decline in ELA performance is particularly concerning given its foundational role in student success across content areas and its direct connection to early warning indicators.

Contributing Factors to the Decline
1. Increased Academic Risk Among Middle School Students
According to 2025–26 EWS data, 45 students in Grades 6–8 scored Level 1 on the statewide ELA assessment, and 4 students failed an ELA course. Many of these students also showed risk

indicators such as chronic absenteeism and suspensions (26 students had one or more suspensions), which disrupted instructional continuity and access to grade-level content.
2. Disproportionate Impact on High-Need Subgroups
The decline was most pronounced among Students with Disabilities (SWD) and English Language Learners (ELLs)—groups already underperforming in proficiency and flagged in EWS reports. These students often require tailored scaffolds and additional time to master reading standards, which were not consistently embedded in core instruction.
3. Teacher Turnover and Gaps in Standards-Based Instruction
Mid-year staffing changes in Grades 6–8 contributed to instructional inconsistency. New teachers required time to internalize the Florida B.E.S.T. standards and lacked access to sufficient coaching and aligned resources early in the school year, especially for text complexity and writing integration.
4. Reduced Cross-Curricular Literacy Support
Although literacy strategies were emphasized within ELA classes, they were not consistently reinforced across subjects like science and social studies. As a result, students missed opportunities to practice vocabulary acquisition, text analysis, and evidence-based writing in varied contexts—skills essential for success on the ELA assessment.

Trend Summary and Implications
ELA Achievement had shown modest growth in prior years, but the 6-point drop in 2024 indicates that academic recovery efforts have stalled for some learners. EWS data underscores the growing population of students at academic and behavioral risk, particularly in middle school.
To reverse this trend, the 2025–2026 school year must include:

- Targeted reading interventions for students flagged in the EWS
- Structured literacy routines across content areas
- Increased progress monitoring using FAST and standards mastery checks
- Subgroup-specific strategies for SWD and ELLs, including co-teaching, small-group instruction, and culturally responsive materials

Addressing the root causes of this decline is essential not only to improve ELA outcomes but also to reduce the overall number of students with multiple early warning indicators and prevent long-term academic disengagement.

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.

Greatest Gap: Science Achievement
In 2024, the data component with the greatest gap compared to the state average was Science Achievement. The school scored 34%, while the state average was 54%, resulting in a 20-point

gap—the largest performance disparity across all tested subjects for middle school.
This gap reflects persistent instructional gaps and academic inequities that disproportionately impact students already identified as high risk through the school's Early Warning Systems (EWS) framework.

Contributing Factors to the Gap
1. Science Instruction Deprioritized in the Schedule
Instructional time was heavily allocated to ELA and Math due to accountability pressures and subgroup performance goals. As a result, science received fewer instructional minutes, was often placed at the end of the day, and was more likely to be interrupted by testing, assemblies, and intervention pull-outs.
2. Lack of Standards-Aligned Curriculum Resources
Teachers had limited access to a comprehensive, NGSSS-aligned science curriculum. Instruction frequently relied on outdated or generalized materials, limiting opportunities for lab-based investigations, real-world application, and rigorous content exposure.
3. Minimal Use of Formative Assessments in Science
Unlike ELA and Math, science was not embedded in the school's data and assessment cycles. The absence of interim benchmarks and formative checks hindered teachers' ability to identify misconceptions, monitor mastery, and adjust instruction throughout the year.
4. Low Student Engagement and Confidence in Science
Student survey responses and classroom observations revealed low engagement in science, particularly among struggling readers, English Language Learners (ELLs), and Students with Disabilities (SWD). The complex language demands of the science assessment—combined with limited access to hands-on learning—contributed to low confidence, cognitive overload, and test fatigue.
5. EWS Data Confirms Science as a Cross-Indicator Risk Area
EWS data from 2024–2025 highlights the intersection of science underperformance with other risk indicators:

- 54 students in Grades 6–8 scored Level 1 in Math, and 45 students scored Level 1 in ELA—skills foundational to understanding science content.
- 26 students had one or more suspensions, indicating disengagement and limited access to active, inquiry-based science learning.
- Among SWD, only 20% reached proficiency in science; among Black students, only 12%—the lowest subgroup outcomes across all subjects.

This overlap of risk indicators underscores that science underperformance is systemic and disproportionately affects students who are already academically vulnerable.

Trend Summary and Implications

Science Achievement has remained below 40% for the past three years:

- 2022: 15%
- 2023: 23%
- 2024: 34%

Despite a modest upward trend, the 20-point gap with the state is evidence of a structural issue requiring a multi-layered response.
If unaddressed, this gap will persist and may further widen for key subgroups. The 2025–2026 plan must include:

- Prioritization of science in the daily schedule, with protected instructional blocks
- Integration of science into the school's MTSS and data review cycles, including progress monitoring and intervention planning
- Adoption of NGSSS-aligned materials that emphasize hands-on, inquiry-based learning and science literacy
- Targeted support for ELLs and struggling readers, including vocabulary development and scaffolded text analysis
- Monitoring of EWS indicators related to science engagement (e.g., absenteeism, course failures, suspensions)

By aligning science improvement efforts with early warning data and subgroup performance trends, the school can begin closing this long-standing gap and ensure all students—particularly those most at riskhave access to high-quality, standards-based science instruction that prepares them for high school and beyond.

EWS Areas of Concern

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

EWS Areas of Concern

Based on the Early Warning Systems (EWS) data from Part I and the continued underperformance in Science Achievement, two significant areas of concern have emerged for Grades 6–8:

1. Chronic Absenteeism and Attendance Gaps

Why it's a concern:

Science instruction is already limited due to scheduling and prioritization of ELA and Math. When students are chronically absent, they miss critical hands-on labs, vocabulary-building discussions, and content that progresses sequentially (e.g., learning about cells before systems). EWS data reveals 4 students in Grades 6–8 were chronically absent, several of whom are also flagged for low ELA/Math achievement. Chronic absenteeism disproportionately affects ELLs and SWD, widening existing academic gaps and compounding risk indicators.

How the school will support student success:

- Implement a tiered attendance intervention plan that includes real-time monitoring, personalized family outreach, and positive incentives for improved attendance.
- Coordinate make-up labs and tutoring sessions during after-school or Saturday programming for students who miss instructional time.
- Embed science content into ELA and project-based learning, allowing students to recover lost exposure through interdisciplinary instruction.

2. Low Academic Performance and Course Failures in Science

Why it's a concern:

Although Science Achievement improved slightly in 2024, it remains the lowest-performing subject at 34%. EWS data indicates that science performance is closely tied to other risk indicators, including low achievement in ELA/Math, course failures, and behavior incidents. Students with poor science proficiency are at greater risk of failing core science courses in high school, particularly Biology, a graduation requirement. The lack of foundational skills in scientific thinking, vocabulary, and data interpretation—especially among SWD and ELL students—suggests a need for stronger support systems now.

How the school will support student success:

- Introduce data-driven small group instruction in science, using weekly exit tickets, formative assessments, and FAST-like benchmarks to target misconceptions early.
- Launch after-school STEM enrichment and a science club that provides hands-on, high-interest experiences aligned to NGSSS standards.
- Deliver targeted professional development for science teachers focused on NGSSS benchmarks, language scaffolds for ELLs, differentiation for SWD, and inquiry-based teaching practices.
- Use EWS data to monitor science-related academic and behavioral flags, enabling early intervention for students showing multiple risk factors.

These areas of concern—if addressed through strategic intervention, teacher support, and cross-subject integration—can improve not only science outcomes but also reduce overall student risk and improve academic readiness for high school.

Highest Priorities

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

Highest Priorities for School Improvement (2025–2026)

1. Strengthen Math Instruction and Recover Learning Gains for the Lowest 25%

In 2024, Math Learning Gains for the Lowest 25% rose to 76%. In 2025, they dropped to 47%—a

29-point decline. This sharp regression signals a breakdown in intervention systems and instructional support for vulnerable learners.

Action Steps:

- Reinstate a protected math intervention block.
- Rebuild before- and after-school tutoring capacity.
- Reinforce foundational skills using fluency routines and scaffolded practice.
- Increase real-time data analysis within PLCs.
- Stabilize staffing in the math department.

Why It's Priority #1:

This is the school's most urgent academic decline and directly impacts subgroup performance under ESSA. Rapid response is necessary to prevent compounding learning loss.

2. Improve Science Achievement Through Standards-Aligned Curriculum and Instructional Time

Science Achievement rose slightly from 23% (2023) to 34% (2024) but remains 20 points below the state average. It is the lowest-performing and widest-gap academic area.

Action Steps:

- Adopt a consistent NGSSS-aligned curriculum with embedded labs and reading-science integration.
- Protect and extend science instructional time in the schedule.
- Introduce weekly science planning and use of formative assessments to guide instruction.

Why It's Priority #2:

Closing the science gap is essential for improving subgroup performance and readiness for high school science courses, particularly for ELLs and SWD flagged in EWS data.

3. Accelerate English Language Proficiency (ELP) Growth for English Language Learners

ELP growth improved from 20% (2024) to 34% (2025), but remains below the ESSA threshold, contributing to the school's ATSI designation.

Action Steps:

- Provide push-in and pull-out language supports aligned to WIDA standards.
- Offer professional development on integrated language supports (sentence frames, structured talk, vocabulary scaffolds).
- Embed language-rich strategies across content areas.

Why It's Priority #3:

The ELL subgroup is federally monitored. Improving ELP will boost outcomes across ELA, Math, and Science and reduce the school's accountability risk.

4. Restore and Expand Systems for Small-Group and Tier 2 Instruction

ELA L25 gains dropped from 53% to 43%, and progress among struggling students stalled. Small-

group instruction was inconsistent and Tier 2 protocols lacked clarity.
Action Steps:

- Establish Tier 2 protocols within core instruction across subjects.
- Use formative data to drive flexible regrouping and targeted skill instruction.
- Monitor implementation through instructional walkthroughs and data meetings.

Why It's Priority #4:
Rebuilding Tier 2 systems is critical for closing achievement gaps, supporting subgroup success, and reestablishing a culture of instructional equity.

5. Increase Student Engagement and Rigor in Core Content Instruction
Proficiency levels plateaued in ELA (53%) and Math (39%). Combined with low Science outcomes and high EWS flags, this signals the need for more engaging, rigorous instruction.
Action Steps:

- Integrate project-based learning, academic discourse protocols, and cognitively demanding tasks.
- Provide coaching and feedback through classroom walkthroughs focused on engagement and task quality.
- Align instruction more tightly to grade-level standards and mastery-based learning.

Why It's Priority #5:
Raising rigor and engagement improves outcomes across all content areas and subgroups, particularly for students flagged through EWS as disengaged or academically at risk.

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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.

Area of Focus Description and Rationale

In 2024–2025, English Language Learners (ELLs) in Grades 6–8 demonstrated strong growth in English Language Proficiency (ELP), rising from 21% in 2024 to 61% in 2025. However, only 36% of ELLs scored proficient on
FAST ELA PM3, compared to 49% schoolwide and 59% statewide. While students are developing language skills, their ability to demonstrate proficiency on grade-level ELA assessments remains well below expectations.

The gap is linked to challenges in reading comprehension, vocabulary development, and academic writing, especially with complex, text-based tasks. Classroom walkthroughs showed inconsistent use of structured language scaffolds, and EWS data revealed that many ELLs are also overrepresented among students scoring Level 1 in ELA. Without targeted interventions, these students risk falling further behind in literacy, which affects achievement across all content areas.

Improving ELA proficiency for ELLs is a crucial priority because it directly impacts access to grade-level curriculum, readiness for high school, and overall school accountability under ESSA. Addressing this area will ensure that ELL students build the academic language and literacy skills needed for long-term success.

The school will ensure that all parents, including parents of English Language Learners (ELLs), are informed and actively engaged in the School Improvement Plan (SIP). The SIP will be shared during Title I Annual Parent Meetings, ESOL Parent Nights, and quarterly School Advisory Council (SAC) meetings, with time set aside for questions and feedback. Copies of the SIP and summaries of key goals will be provided in both English and parents' home languages, and interpreters will be available at parent meetings to ensure equitable access to information.
In addition, highlights of the SIP, including subgroup areas of focus and measurable outcomes, will be

shared through the school website, newsletters, and parent communication platforms. Parents will be invited to provide input on implementation and monitoring through surveys, SAC meetings, and ongoing family engagement events. This approach ensures that all families, including ESOL parents, are fully informed and empowered to partner with the school in supporting student achievement.

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.

Measurable Outcome – ESOL ELA Proficiency

In 2024–2025, only 36% of English Language Learners (ELLs) in Grades 6–8 scored proficient (Level 3 or higher) on FAST ELA PM3, compared to 49% schoolwide and 59% statewide. By the end of the 2025–2026 school year, the percentage of ELL students in Grades 6–8 scoring Level 3 or higher on FAST ELA PM3 will increase from 36% to 45%.

Monitoring

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

Monitoring – ESOL ELA Proficiency

Implementation of this focus area will be monitored through lesson plan reviews, classroom walkthroughs, and PLC data analysis to ensure that ELL students receive consistent access to grade-level ELA instruction with appropriate language scaffolds. The ELA Coach and Assistant Principal will conduct weekly walkthroughs to verify that teachers are embedding strategies such as vocabulary routines, sentence frames, and structured writing supports. Lesson plans will be reviewed weekly for alignment to the B.E.S.T. standards and inclusion of scaffolds designed for ELLs.

Impact will be monitored using FAST PM1–PM3 results disaggregated for ELL students, as well as interim writing assessments and comprehension checks scored with state-aligned rubrics. Teachers will also use biweekly formative assessments to track growth in vocabulary, reading comprehension, and written responses.

Professional Learning Communities (PLCs) will conduct monthly subgroup data chats to review ELL performance, regroup students, and adjust instructional strategies. The leadership team will hold quarterly data reviews to determine whether ELL students are on track to meet the measurable outcome of increasing proficiency from 36% to 45%.

This monitoring system ensures that both fidelity of implementation and subgroup progress are reviewed consistently, allowing for real-time instructional adjustments to support ELL students in meeting grade-level expectations.

Person responsible for monitoring outcome

Principal Smith, AP TBA, Instructional Coach Malik, Instructional Coach Britton.

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 – ESOL ELA Proficiency To increase ELA proficiency for English Language Learners (ELLs) in Grades 6–8, the school will implement a combination of HMH Into Literature, i-Ready Reading, and push-in ESOL instructional support. HMH Into Literature provides rigorous, standards-aligned core ELA instruction with embedded scaffolds and opportunities for text-based writing. i-Ready Reading delivers adaptive, individualized lessons to address vocabulary development, comprehension, and fluency gaps, allowing teachers to target specific skill deficits. Push-in ESOL Support ensures that ELLs receive grade-level content instruction with language scaffolds embedded in Tier 1, rather than being pulled out from core instruction. This model supports equitable access to grade-level texts while providing explicit language development.

Rationale:

Rationale: In 2024–2025, only 36% of ELLs in Grades 6–8 scored proficient on FAST ELA PM3, compared to 49% schoolwide and 59% statewide. While overall English Language Proficiency (ELP) rose from 21% to 61%, students continue to struggle with academic vocabulary, comprehension of complex texts, and extended writing tasks. These interventions were selected because they directly address the identified gaps by providing both targeted skill practice and embedded scaffolds in core instruction.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 3 – Promising 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 Push-In ESOL Support During Core ELA Instruction

Person Monitoring:	**By When/Frequency:**
Instructional Coaches and Assistant Principal	Weekly (via walkthroughs and PLCs)

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

Teachers and ESOL staff will deliver push-in support during daily ELA blocks so that ELL students remain in Tier 1 instruction while receiving targeted scaffolds such as vocabulary previews, sentence frames, and structured discussion routines. This ensures access to grade-level texts while supporting language development. Monitoring the Impact: The ELA Coach and ESOL Coordinator will review lesson plans weekly and conduct classroom walkthroughs to verify scaffolds are embedded. Subgroup performance will be tracked biweekly through i-Ready Reading reports and reviewed during monthly PLC data chats.

Action Step #2

Use i-Ready Reading to Provide Biweekly Progress Monitoring and Targeted Skill Practice

Person Monitoring:
MTSS Coordinator, Assistant Principal, Instructional Coach

By When/Frequency:
MTSS Coordinator and Principal

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will assign individualized i-Ready Reading lessons to ELL students, focusing on comprehension, fluency, and academic vocabulary. Data from i-Ready diagnostics and growth reports will be used to regroup students and adjust supports in real time. Monitoring the Impact: The Assistant Principal and ELA Coach will analyze i-Ready reports biweekly and compare subgroup growth against FAST PM results. Findings will be discussed during PLCs and quarterly leadership team reviews to ensure progress toward the measurable outcome of 36% → 45% proficiency.

Action Step #3
Implement Targeted Reading Interventions Using Lexia

Person Monitoring:
Reading Interventionist and ELL Specialist

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Evidence-Based Intervention – ESOL Subgroup (Reading Support with Lexia) English Language Learners (ELLs) identified for Tier 2 and Tier 3 reading support will receive additional targeted instruction using Lexia, an adaptive, evidence-based program that develops foundational reading skills, vocabulary, and comprehension. Lexia provides individualized practice aligned to each student's language proficiency and reading level, ensuring ELLs strengthen both literacy and academic language necessary to access grade-level content. Teachers and interventionists will use the Lexia dashboard to monitor individual student progress on a weekly basis, adjusting small-group instruction as needed to address skill deficits. Interventionists will review Lexia usage and progress reports weekly to ensure students are consistently engaged and making measurable growth. At the systems level, the MTSS team will analyze Lexia data monthly to evaluate subgroup progress, determine intervention effectiveness, and make instructional adjustments. Data will also be used to decide when students can successfully transition out of Tier 2/3 supports and move closer to grade-level benchmarks. This structured monitoring cycle ensures that Lexia interventions are implemented with fidelity, provide responsive support, and directly contribute to the measurable outcome of increasing ELL proficiency on FAST ELA PM3 from 36% to 45% by June 2026.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Area of Focus Description and Rationale

In 2024–2025, only 20% of Students with Disabilities (SWD) in Grades 6–8 scored proficient on FAST

Math PM3, compared to 41% schoolwide and 64% statewide. This places the subgroup more than 40 points below the state average. SWD math outcomes have remained stagnant for two years, with persistent gaps in number sense, computation fluency, and multi-step problem solving.

SWDs are disproportionately represented among students with multiple Early Warning Indicators, including Level 1 math performance and retention. Pull-out support models have limited exposure to grade-level standards, while small-group math instruction has been inconsistent. Without systematic intervention, SWDs will remain unable to access algebra readiness and higher-level coursework in high school.
This area of focus is critical because math proficiency directly impacts promotion, high school readiness, and future college and career opportunities. Improving math outcomes for SWDs is a crucial priority identified from the prior year's data and is directly tied to accountability under ESSA.

The school will share the School Improvement Plan (SIP) with all families, with special outreach to SWD and ESOL parents. The plan will be reviewed at Title I meetings, ESOL and ESE parent nights, and SAC meetings, with interpreters and support staff available. Summaries will be provided in parents' home languages and in clear, accessible formats. Key goals and progress updates will also be shared through the school website, newsletters, and parent communication platforms, ensuring all families understand how the SIP supports their children.

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.

Measurable Outcome – SWD Math Proficiency

In 2024–2025, only 20% of Students with Disabilities (SWD) in Grades 6–8 scored proficient (Level 3 or higher) on FAST Math PM3, compared to 41% schoolwide and 64% statewide. By the end of the 2025–2026 school year, the percentage of SWD in Grades 6–8 scoring Level 3 or higher on FAST Math PM3 will increase from 20% to 28%.

Monitoring

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

Monitoring – SWD Math Proficiency

This focus area will be monitored through a structured system of implementation checks, subgroup data reviews, and progress monitoring assessments to ensure both fidelity of instruction and measurable impact for Students with Disabilities (SWD).

Implementation will be monitored through weekly lesson plan reviews and classroom walkthroughs conducted by the Math Coach and Assistant Principal, with a focus on whether i-Ready Math, IXL,

and small-group instruction with manipulatives are being delivered as designed and aligned to B.E.S.T. standards. Fidelity of IEP accommodations within Tier 1 math lessons will also be reviewed during observations.
Impact will be monitored biweekly through i-Ready Math diagnostic growth reports, lesson completion data, and teacher-created formative assessments, which will be disaggregated for SWD. FAST PM1–PM3 results will provide benchmark data to track subgroup progress toward the annual target of 28% proficiency.

Professional Learning Communities (PLCs) will conduct monthly subgroup data chats to evaluate SWD math performance, regroup students, and adjust instructional strategies. The leadership team will conduct quarterly reviews of subgroup progress and cross-check results against SMART Goals to ensure SWDs are on pace. The MTSS team will also review intervention logs for SWDs flagged with multiple Early Warning Indicators, ensuring interventions are responsive and targeted.

This multi-layered monitoring process ensures that instructional practices are implemented consistently, subgroup data is analyzed regularly, and adjustments are made promptly to support SWDs in achieving measurable growth in math proficiency.

Person responsible for monitoring outcome
Principal, Assistant Principal, Instructional Coach.

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 – SWD Math Proficiency To increase math proficiency for Students with Disabilities (SWD) in Grades 6–8, the school will implement i-Ready Math, IXL Learning Pathways, and manipulatives-based small-group instruction as the core evidence-based interventions. i-Ready Math provides adaptive online lessons that target individual skill deficits, offering scaffolded practice and immediate feedback. It is supported by moderate evidence (Tier 2) showing improved outcomes in number sense and problem-solving for students performing below grade level. IXL Learning Pathways supplement core instruction with personalized skill practice aligned to the B.E.S.T. Standards, allowing teachers to assign targeted lessons based on student data. Manipulatives-based small-group instruction ensures SWDs have access to visual and concrete representations of abstract math concepts, a research-based practice proven effective for students with disabilities.

Rationale:
Monitoring of Implementation and Impact: Implementation: Weekly lesson plan reviews and classroom walkthroughs will confirm the use of i-Ready, IXL, and manipulatives in small-group settings. Fidelity checks will ensure IEP accommodations are embedded in Tier 1 math instruction. Impact: Biweekly i-Ready reports (lesson completion, growth measures) and formative assessment data will be disaggregated for SWD to track short-term progress. FAST PM1–PM3 will serve as

benchmarks for long-term growth. Review Cycle: Subgroup performance will be analyzed during monthly PLC data chats, with adjustments to intervention groups as needed. Quarterly leadership reviews will evaluate whether SWDs are on pace to meet the measurable outcome of 28% proficiency.

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
Deliver Daily Small-Group Math Instruction with Manipulatives

Person Monitoring:
Assistant Principal. Instructional Coaches.

By When/Frequency:
1st-4th Quarter. Weekly.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action Step 1: Deliver Daily Small-Group Math Instruction with Manipulatives Teachers will provide daily small-group math instruction for SWDs, incorporating manipulatives and visual models to strengthen conceptual understanding of number sense, computation, and multi-step problem solving. Instruction will align with B.E.S.T. Math standards and include accommodations identified in student IEPs. Monitoring: The Math Coach and Assistant Principal will review lesson plans weekly and conduct classroom walkthroughs to verify fidelity of small-group instruction. Impact will be tracked biweekly through i-Ready lesson completion reports, formative math quizzes, and subgroup data analysis in PLCs.

Action Step #2
Implement Biweekly i-Ready Progress Monitoring for SWDs

Person Monitoring:
Assistant Principal. Instructional Coach.

By When/Frequency:
1st-4th Quarter. Weekly.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action Step 2: Implement Biweekly i-Ready Progress Monitoring for SWDs Teachers will assign and monitor targeted i-Ready Math lessons for SWDs, ensuring students receive individualized practice aligned to skill deficits and grade-level standards. i-Ready diagnostic data will be used to regroup students and adjust interventions as needed. Monitoring: The Math Coach will analyze i-Ready growth and usage reports every two weeks, while PLCs will review subgroup progress monthly. Leadership will evaluate progress quarterly by cross-checking SWD performance against FAST PM benchmarks and the SIP measurable outcome of 28% proficiency.

Area of Focus #3

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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.

Area of Focus Description and Rationale

In 2024–2025, only 32% of English Language Learners (ELLs) in Grades 6–8 scored proficient (Level 3 or higher) on the FAST Math PM3, compared to 41% schoolwide and 64% statewide. This places the ESOL subgroup nearly 30 points below the state average, highlighting a persistent achievement gap.

ELL students demonstrated particular difficulty with multi-step word problems, application of mathematical reasoning, and math-specific academic vocabulary. Many students could perform procedural tasks but struggled to demonstrate mastery when problems required reading comprehension or written explanations. Classroom walkthroughs revealed inconsistent use of scaffolds such as sentence frames, visual supports, and structured math discourse, limiting equitable access to grade-level math standards.

EWS data also showed that ELL students were overrepresented among Level 1 performers in Math and among students with multiple early warning indicators (absenteeism and retention). Without targeted supports that address both mathematical skills and the language demands of math, this subgroup will remain at risk of underperformance.

Improving math proficiency for ELLs is a crucial need identified from the 2024–2025 data review because math performance directly impacts promotion, algebra readiness, and high school success. By embedding structured language supports, adaptive math interventions, and small-group problem-solving instruction, the school will ensure that ELL students develop both the skills and the academic language needed to meet grade-level expectations.

The school will ensure that all parents, including parents of English Language Learners (ELLs), are informed and actively engaged in the School Improvement Plan (SIP). The SIP will be shared during Title I Annual Parent Meetings, ESOL Parent Nights, and quarterly School Advisory Council (SAC) meetings, with time set aside for questions and feedback. Copies of the SIP and summaries of key goals will be provided in both English and parents' home languages, and interpreters will be available at parent meetings to ensure equitable access to information.

In addition, highlights of the SIP, including subgroup areas of focus and measurable outcomes, will be shared through the school website, newsletters, and parent communication platforms. Parents will be invited to provide input on implementation and monitoring through surveys, SAC meetings, and ongoing family engagement events. This approach ensures that all families, including ESOL parents, are fully informed and empowered to partner with the school in supporting student achievement.

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.

Measurable Outcome – ESOL Math Proficiency

In 2024–2025, only 32% of English Language Learners (ELLs) in Grades 6–8 scored proficient (Level 3 or higher) on the FAST Math PM3, compared to 41% schoolwide and 64% statewide. By the end of the 2025–2026 school year, the percentage of ELL students in Grades 6–8 scoring Level 3 or higher on FAST Math PM3 will increase from 32% to 40%.

Monitoring

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

Monitoring – ESOL Math Proficiency

Implementation and impact of this focus area will be monitored through lesson observations, progress monitoring tools, and subgroup-specific data reviews. Teachers will embed structured math discourse, vocabulary supports, and small-group problem-solving routines into daily instruction. Fidelity of implementation will be monitored through weekly lesson plan reviews and classroom walkthroughs conducted by the Math Coach and Assistant Principal, with a focus on scaffolds for ELLs.

Student progress will be monitored using biweekly i-Ready Math reports, including lesson completion and growth data, disaggregated for ELL students. FAST PM1–PM3 results will serve as benchmarks for subgroup progress toward the annual target of 40% proficiency.
Professional Learning Communities (PLCs) will conduct monthly data chats focused on ELL math performance, using subgroup data to regroup students, adjust interventions, and identify additional supports. The leadership team will review subgroup math performance on a quarterly basis, ensuring that interventions are effective and that ELL students are on pace to meet the measurable outcome. This layered monitoring process ensures that both instructional fidelity and student growth are tracked consistently, with adjustments made in real time to support ELL students in achieving proficiency in Math.

Person responsible for monitoring outcome

Assistant Principal, Instructional Coach, ESOL Coordinator

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 – ESOL Math Proficiency To improve math proficiency for English Language Learners (ELLs) in Grades 6–8, the school will implement a combination of i-Ready Math,

IXL Learning Pathways, and structured math discourse with visual supports. i-Ready Math provides adaptive lessons that target individual learning gaps and build foundational skills in number sense, computation, and problem solving. Research supports i-Ready as a Tier 2 intervention with moderate evidence of effectiveness for struggling learners. IXL Learning Pathways will be used to reinforce grade-level math benchmarks, offering personalized skill practice and immediate feedback to strengthen fluency and conceptual understanding. Structured math discourse and visual supports (sentence frames, word banks, anchor charts, and manipulatives) will be embedded during Tier 1 instruction to help ELL students access multi-step word problems and mathematical reasoning tasks.

Rationale:
Rationale: In 2024–2025, only 32% of ELL students in Grades 6–8 scored proficient in Math, nearly 30 points below the state average. Data and classroom observations confirmed that language barriers in word problems and a lack of structured supports limited students' ability to demonstrate mastery. These interventions were selected because they provide targeted, adaptive practice while addressing the language demands of math instruction, ensuring ELL students gain both skills and confidence.

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
Deliver Daily Small-Group Math Instruction with Language Supports

Person Monitoring:	**By When/Frequency:**
AP, Instructional Coach, ESOL Coordinator	Weekly and Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will provide daily small-group instruction targeting ELL students' needs in number sense, computation, and multi-step problem solving. Instruction will embed scaffolds such as math vocabulary word banks, sentence frames, anchor charts, and manipulatives to support comprehension of grade-level standards. Monitoring the Impact: The Math Coach and Assistant Principal will conduct weekly walkthroughs and review lesson plans to ensure scaffolds are consistently used. Progress will be monitored biweekly through i-Ready Math lesson completion reports and teacher-created formative assessments disaggregated for ELLs.

Action Step #2
Implement Biweekly i-Ready Math Progress Monitoring for ELL Students

Person Monitoring:	**By When/Frequency:**
AP, Instructional Coach, ESOL Coordinator	Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELL students will complete targeted i-Ready Math lessons every two weeks to address identified gaps in foundational skills and strengthen problem-solving ability. Teachers will use i-Ready diagnostic reports to adjust grouping and intervention strategies. Monitoring the Impact: The Math

Coach will review i-Ready usage and growth reports biweekly, and subgroup data will be discussed in monthly PLC data chats. FAST PM benchmarks will be used to determine whether ELLs are on track to meet the measurable outcome of increasing proficiency from 32% to 40% by June 2026.

Area of Focus #4

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Evidence-Based Intervention (Description):

To improve math outcomes for SWD, the school will implement i-Ready Math, IXL Learning Pathways, and manipulatives-based small-group instruction. i-Ready provides adaptive practice aligned to individual needs, IXL reinforces grade-level standards with targeted assignments, and small-group instruction with manipulatives supports conceptual understanding of abstract concepts.

Rationale:

In 2024–2025, only 20% of SWD in Grades 6–8 scored proficient in Math, more than 40 points below the state average. Persistent skill gaps in computation and problem solving, combined with inconsistent scaffolded instruction, limit student readiness for algebra and high school coursework.

The school will share the School Improvement Plan (SIP) with all families, with special outreach to SWD and ESOL parents. The plan will be reviewed at Title I meetings, ESOL and ESE parent nights, and SAC meetings, with interpreters and support staff available. Summaries will be provided in parents' home languages and in clear, accessible formats. Key goals and progress updates will also be shared through the school website, newsletters, and parent communication platforms, ensuring all families understand how the SIP supports their children.

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.

Measurable Outcome

In 2024–2025, only 20% of Students with Disabilities (SWD) in Grades 6–8 scored proficient (Level 3 or higher) on the FAST Math PM3, compared to 41% schoolwide and 64% statewide. By the end of the 2025–2026 school year, the percentage of SWD in Grades 6–8 scoring Level 3 or higher on FAST Math PM3 will increase from 20% to 28%.

Monitoring

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

Monitoring – SWD Math Proficiency

Implementation of this area of focus will be monitored through weekly lesson plan reviews and classroom walkthroughs conducted by the Math Coach and Assistant Principal, ensuring that i-Ready Math, IXL, and manipulatives-based small-group instruction are delivered with fidelity. Specific attention will be given to whether SWD accommodations are embedded in Tier 1 math lessons. Impact will be monitored biweekly using i-Ready Math diagnostic and growth reports, disaggregated for SWD, and teacher-created formative assessments to track short-term skill mastery. FAST PM1–PM3 results will serve as benchmark indicators to evaluate whether SWD are on pace to meet the measurable outcome of increasing proficiency from 20% to 28%.

Professional Learning Communities (PLCs) will conduct monthly data chats to review subgroup math performance, regroup students, and adjust instruction as needed. The MTSS team will analyze subgroup intervention data monthly to determine effectiveness and recommend adjustments for SWDs with multiple early warning indicators. Finally, the leadership team will review subgroup math performance quarterly, ensuring that implementation is consistent and interventions are resulting in measurable student growth.

This layered monitoring process ensures that both fidelity of implementation and student-level progress are reviewed regularly, allowing timely adjustments to support SWDs in closing achievement gaps and reaching the 28% proficiency target.

Person responsible for monitoring outcome

Assistant Principal, ESE Coordinator, Instructional Coach.

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 – SWD Math Proficiency To improve math proficiency for Students with Disabilities (SWD) in Grades 6–8, the school will implement i-Ready Math, IXL Learning Pathways, and manipulatives-based small-group instruction. i-Ready Math delivers adaptive online lessons that identify and address individual learning gaps, providing scaffolded practice in number sense, computation, and problem solving. It is supported by moderate evidence (Tier 2) showing improved math outcomes for students performing below grade level. IXL Learning Pathways supplement instruction by offering skill practice aligned to the B.E.S.T. standards, enabling teachers to assign lessons that reinforce grade-level benchmarks while addressing subgroup needs. Manipulatives-based small-group instruction provides concrete, visual representations of abstract math concepts, an evidence-based practice proven to improve conceptual understanding for SWD and other struggling learners.

Rationale:
In 2024–2025, only 20% of SWD scored proficient in Math, compared to 41% schoolwide and 64% statewide. Persistent gaps in number sense, computation fluency, and multi-step problem solving were identified, along with inconsistent implementation of small-group instruction and scaffolds. These interventions were selected because they provide targeted, individualized support through technology-based adaptive practice while ensuring SWDs have equitable access to grade-level instruction with the supports necessary to succeed.

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
Deliver Daily Small-Group Math Instruction with Manipulatives

Person Monitoring:
Assistant Principal, ESE Specialist, Instructional Coach

By When/Frequency:
Daily and Weekly Monitoring

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action Step 1: Deliver Daily Small-Group Math Instruction with Manipulatives Teachers will provide daily small-group math instruction targeting SWDs, using manipulatives and visual models to strengthen conceptual understanding of number sense, computation, and multi-step problem solving. Instruction will align with B.E.S.T. Math standards and incorporate accommodations from student IEPs to ensure equitable access to grade-level tasks. Monitoring the Impact: The Math Coach and Assistant Principal will conduct weekly classroom walkthroughs and review lesson plans for fidelity. Student progress will be tracked through biweekly formative assessments and i-Ready lesson completion reports, disaggregated for SWDs.

Action Step #2
Implement Biweekly i-Ready Math Progress Monitoring for SWDs

Person Monitoring:
Assistant Principal, ESE Specialist, Instructional Coach

By When/Frequency:
Bi-Weekly, Instructional Coach, ESE Specialist

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will assign and monitor targeted i-Ready Math lessons aligned to each student's diagnostic results, ensuring consistent individualized practice for SWDs. Interventionists and classroom teachers will use i-Ready reports to adjust groupings and instructional strategies. Monitoring the Impact: The Math Coach will review i-Ready growth and usage reports every two weeks, while PLCs will review subgroup data monthly. Leadership will use FAST PM1–PM3 results to evaluate whether SWDs are on pace to reach the measurable outcome of 28% proficiency by June 2026.

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

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

The school's Area of Focus for grades 6–8 targets three critical, interconnected barriers to academic success:

1. Chronic Absenteeism (students absent 10% or more of school days),
2. Students scoring Level 1 on the statewide ELA assessment, and
3. Students scoring Level 1 on the statewide Math assessment.

These three focus points were selected due to their strong correlation and compounded impact on student learning. The school's approach will be to simultaneously reduce chronic absenteeism while accelerating academic growth in both ELA and Math for the school's most at-risk students. Identified students will be supported through a multi-tiered system of interventions that includes:

- Individualized attendance improvement plans
- Tiered academic interventions during and after school
- Targeted social-emotional learning (SEL) supports
- Increased family engagement and communication
- Data-driven small-group instruction and progress monitoring

How it Affects Student Learning:

Impact on Student Learning:

Chronic absenteeism significantly undermines academic achievement, especially for students already performing below grade level. Students who are frequently absent miss core instruction, small-group remediation, and classroom routines that build literacy and mathematical reasoning. Data from the prior year indicates that chronically absent students are overrepresented among those scoring Level 1 in both ELA and Math, highlighting how missed instructional time and academic deficiencies are deeply connected.

Students scoring Level 1 on state assessments often lack foundational skills in reading comprehension, vocabulary development, number sense, and problem-solving. Without targeted support, these students are at risk for long-term academic disengagement and continued failure,

particularly as academic demands increase in the middle grades. Addressing these barriers together ensures a holistic strategy that focuses not only on academic interventions, but also on increasing access to instruction through improved attendanc

Rationale:

This Area of Focus was identified through the review of 2023–2024 state assessment data, which showed high concentrations of students scoring Level 1 in both ELA and Math across all grade levels. In addition, attendance data revealed that a significant percentage of these same students were absent for 10% or more of instructional days, placing them in the chronically absent category. The overlap between poor attendance and low proficiency was evident, students most in need of support were also missing the most instructional time. These patterns contributed directly to the school's overall low proficiency rates in both subjects and limited the effectiveness of intervention systems already in place.

Addressing these three areas as a unified focus allows the school to build a cohesive strategy that improves academic outcomes by increasing instructional access, providing differentiated support, and ensuring consistent student engagement across the entire academic year.

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.

Based on a review of 2023–2024 schoolwide data, the school identified three key performance areas requiring urgent improvement in grades 6–8: chronic absenteeism, and the high percentage of students scoring Level 1 on statewide ELA and Math assessments.

- In 2023–2024, 24% of students in grades 6–8 were chronically absent, defined as missing 10% or more of instructional days.
- Grade-level Level 1 performance data from the 2024 statewide assessments showed the following:
    - ELA Level 1:
        - Grade 6: 41%
        - Grade 7: 39%
        - Grade 8: 45%
    - Math Level 1:
        - Grade 6: 44%
        - Grade 7: 47%
        - Grade 8: 42%

These results reflect a substantial percentage of students who are not meeting grade-level proficiency expectations and are at high risk of academic failure and disengagement.

For the 2025–2026 school year, the school sets the following measurable outcomes:

- Reduce chronic absenteeism from 24% to no more than 15% across grades 6–8 by the end of the school year, as measured by daily attendance records.
- Reduce the percentage of students scoring Level 1 on the statewide ELA assessment to:
    - Grade 6: from 41% to 30% or less
    - Grade 7: from 39% to 28% or less
    - Grade 8: from 45% to 32% or less
- Reduce the percentage of students scoring Level 1 on the statewide Math assessment to:
    - Grade 6: from 44% to 32% or less
    - Grade 7: from 47% to 35% or less
    - Grade 8: from 42% to 30% or less

These outcomes will be achieved through targeted interventions, improved daily attendance monitoring and incentives, personalized academic supports for Level 1 students, and increased family engagement for at-risk learners.

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.

This Area of Focus will be monitored through a combination of weekly, monthly, and quarterly review systems designed to track both attendance and academic progress in real time. The goal is to identify students in need of support early, provide timely interventions, and adjust strategies throughout the year to ensure measurable growth.

Attendance Monitoring:

- Daily attendance will be tracked and reviewed weekly by the school's attendance team. Students who meet or exceed the 10% absence threshold will be flagged for Tier 2 or Tier 3 attendance interventions.
- Monthly data reports will be shared with grade-level teams to review attendance trends and identify students requiring increased outreach or home visits.
- Students returning from extended absences will receive academic re-entry plans and social-emotional support to improve re-engagement.
- The school will monitor the percentage of chronically absent students monthly and compare it to target benchmarks (e.g., quarterly reduction goals).

Academic Monitoring for Level 1 Students:

- Students identified as scoring Level 1 on the 2024 statewide ELA and Math assessments will receive targeted small-group or individual interventions using Lexia, HMH, and standards-aligned remediation materials.
- i-Ready Growth assessments will be administered three times per year (fall, winter, spring) and will serve as the primary progress monitoring tool. Teachers will use this data to adjust instruction and groupings, while leadership will use it to evaluate growth trends across

subgroups.

- FAST Progress Monitoring data (PM1, PM2, PM3) will be reviewed during quarterly data chats and intervention meetings to ensure Level 1 students are making sufficient growth toward proficiency.
- Weekly PLCs will include a review of formative assessments and instructional plans to ensure that differentiation and interventions are aligned to student needs.

How Monitoring Will Impact Outcomes:
Ongoing monitoring ensures that struggling students are identified early and provided with timely, tiered interventions before they fall further behind. Attendance monitoring prevents instructional time loss by connecting families to resources and supports. Academic progress monitoring allows the instructional team to make real-time adjustments to instruction, ensuring that Level 1 students receive the right support at the right time. Together, these monitoring systems will reduce chronic absenteeism, increase access to grade-level content, and improve student outcomes on the 2026 statewide assessments.

Person responsible for monitoring outcome
Principal, AP, Instructional Coaches, ESOL Coordinator, ESE Specialist

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 – Description: To support improved outcomes for students identified as chronically absent and those performing at Level 1 in ELA and Math, the school will implement a set of tiered, evidence-based interventions across grades 6–8: Lexia (Reading Intervention – Tier 2 and Tier 3) Lexia will be used to support students scoring Level 1 on the statewide ELA assessment. This adaptive, research-based platform targets foundational reading skills, vocabulary, comprehension, and fluency. It provides personalized learning pathways for each student and allows teachers to monitor progress through built-in reports. HMH Into Reading and Into Math (Tier 1 Differentiated Instructional Resource) HMH serves as the school's core curriculum in ELA and Math. It includes embedded supports for small-group instruction, scaffolded lessons, and resources for reteaching and enrichment—all aligned to the B.E.S.T. standards. HMH allows for differentiation during Tier 1 instruction, supporting both remediation and acceleration. NWEA MAP Growth (Progress Monitoring and Data-Driven Grouping Tool) MAP Growth will be used to monitor academic growth in ELA and Math and to identify students performing below grade level, including those at risk of scoring Level 1. MAP data will inform groupings, instructional pacing, and adjustments to Tier 2 supports throughout the year. Attendance Interventions with Check & Connect Strategy (Tier 2/3 for Chronic Absenteeism) For students absent 10% or more of instructional days, the school will implement a structured system based on the Check & Connect model. This includes assigning adult mentors, weekly check-ins, parent contact, incentive plans, and personalized re-engagement plans. Evidence-Based Intervention – Monitoring: Each intervention will be monitored through clearly defined systems at both the student and schoolwide levels: Lexia: Interventionists and teachers will review student usage and skill

mastery reports weekly. The MTSS team will meet monthly to analyze Lexia data and adjust student intervention plans. Students not showing adequate progress will be referred for additional support. HMH: Lesson plans, small-group rosters, and instructional tasks will be reviewed biweekly through PLCs and classroom walkthroughs. Coaches will use observation tools to monitor implementation fidelity and provide support on differentiating within core instruction. NWEA MAP Growth: Student growth reports from fall, winter, and spring MAP assessments will be reviewed by leadership and instructional teams. Subgroup growth, particularly for Level 1 students, will be tracked to ensure interventions are effective and that students are on a trajectory toward proficiency. Attendance Monitoring: Attendance data will be reviewed weekly by the Attendance Team. Students identified as chronically absent will have individualized attendance improvement plans. Check & Connect logs will be maintained for Tier 2 and Tier 3 students and reviewed monthly by the MTSS team to evaluate re-engagement efforts and adjust strategies. By combining these academic and engagement interventions, the school will create a comprehensive support system that addresses both the root causes of chronic absenteeism and the academic needs of the school's most at-risk learners.

Rationale:
The high percentage of Level 1 performance in both ELA and Math indicates a need for high-quality, standards-based instruction with embedded differentiation. In 2023–2024, 39%–47% of students across grades 6–8 scored Level 1 in Math, and up to 45% in ELA. HMH provides consistent, standards-aligned instructional materials that support both remediation and enrichment, ensuring that students at all performance levels are engaged and supported within Tier 1 instruction.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

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

Description of Intervention #2:
The high percentage of Level 1 performance in both ELA and Math indicates a need for high-quality, standards-based instruction with embedded differentiation. In 2023–2024, 39%–47% of students across grades 6–8 scored Level 1 in Math, and up to 45% in ELA. HMH provides consistent, standards-aligned instructional materials that support both remediation and enrichment, ensuring that students at all performance levels are engaged and supported within Tier 1 instruction.

Rationale:
The high percentage of Level 1 performance in both ELA and Math indicates a need for high-quality, standards-based instruction with embedded differentiation. In 2023–2024, 39%–47% of students across grades 6–8 scored Level 1 in Math, and up to 45% in ELA. HMH provides consistent, standards-aligned instructional materials that support both remediation and enrichment, ensuring that students at all performance levels are engaged and supported within Tier 1 instruction.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

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

Description of Intervention #3:
Check & Connect strategies will be implemented as Tier 2 and Tier 3 interventions for students who are chronically absent (missing 10% or more instructional days). Identified students will be paired with staff mentors who conduct weekly check-ins, monitor attendance and engagement, and work with families to resolve attendance barriers. Intervention plans will include goal setting, progress tracking, and incentives for improved attendance.

Rationale:
In 2023–2024, 24% of students in grades 6–8 were chronically absent. Chronic absenteeism has a direct impact on academic achievement, especially for students already performing at Level 1. The Check & Connect model is an ESSA Tier 2 evidence-based practice shown to improve attendance and school engagement. Implementing this system will support re-engagement of students most at risk of missing instruction and falling behind academically.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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 Tiered Attendance Interventions (Check & Connect model)

Person Monitoring:	**By When/Frequency:**
Assistant Principal and MTSS Coordinator	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will implement Check & Connect strategies for students who are identified as chronically absent (missing 10% or more of instructional days). Staff mentors will be assigned to at-risk students for weekly check-ins focused on attendance, engagement, and barrier resolution. Attendance contracts, goal setting, and family communication will be used to re-engage students. Monitoring Impact: Attendance will be reviewed weekly. Students with attendance improvement plans will be tracked through a schoolwide data dashboard. Impact will be measured by a monthly reduction in chronic absenteeism rates and individual student attendance improvement.

Action Step #2
Use i-Ready Growth Data to Identify and Monitor Level 1 Students

Person Monitoring:	**By When/Frequency:**
Principal and Instructional Coach	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use fall, winter, and spring Growth monitoring data to identify students who scored Level 1 on statewide assessments or are performing below grade level in ELA or Math. These students will receive small-group or individualized instruction during core blocks or intervention time. Monitoring Impact: The Growth reports will be reviewed during monthly data chats and PLCs. Student progress will be tracked by cohort and subgroup, with an emphasis on measuring growth from fall to spring. Instructional groupings and supports will be adjusted based on data.

Action Step #3
Deliver Targeted Literacy and Math Interventions Using Lexia and HMH

Person Monitoring:	**By When/Frequency:**
ELA/Math Interventionists and Instructional Coaches	Weekly

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

step:
Students identified as performing at Level 1 in ELA and Math will receive targeted interventions through Lexia (reading) and small-group instruction using HMH intervention resources. Teachers and interventionists will plan targeted lessons based on foundational skill gaps and standards-based needs. Monitoring Impact: Lexia usage and progress reports will be reviewed weekly by intervention staff. Walkthroughs and coaching cycles will monitor use of HMH small-group strategies. Student growth will be assessed through Lexia benchmarks, classroom assessments, and FAST data reviews.

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.

Championship Academy of Distinction will ensure the 2025–2026 School Improvement Plan (SIP) and School wide Plan (SWP) are shared with all stakeholders in accessible, inclusive, and transparent ways.

1. Website Access

A dedicated section of the school website will continue to host downloadable PDF versions of the SIP, UniSIG Budget, and SWP. These documents will remain publicly available to families, faculty, students, and community members.

Webpage: https://www.hollywood.championshipacademy.org/apps/pages/index.jsp?uREC_ID=223813&type=d

2. Family and Community Engagement Events

The school will share and review key components of the SIP and SWP during the following in-person events:

- Annual Title I Meeting
- Back-to-School Night
- Parent-Teacher Conferences

Leadership will present highlights, answer questions, and provide printed or digital summaries. Interpreters and translated materials will be made available to ensure all families can meaningfully engage.

3. Direct Communication

All families and staff will receive targeted communications including:

- Email updates with direct links to SIP and SWP
- Text alerts through Parent Link to highlight new or updated initiatives
- Printed flyers with SIP highlights posted in high-traffic school areas such as the front office, dismissal zones, and family resource board

4. Social Media Outreach
Key messages from the SIP and SWP will be shared on the school's official Facebook and Instagram pages using visuals and family-friendly language. Updates will be provided throughout the year to maintain visibility and connection to the school's goals.

5. Internal Staff and Student Dissemination
Teachers will review grade-appropriate improvement goals with students during morning meetings and classroom discussions. The leadership team will present the SIP to all staff during pre-service training and mid-year check-ins. Staff will engage in structured conversations about alignment between schoolwide goals and classroom practices.

6. Local Business and Community Organization Engagement
School partners—including local businesses and nonprofit organizations—will receive a summary of the SIP and UniSIG priorities. Community partners will be invited to participate in support efforts and engagement activities aligned to school improvement.

7. Language Accessibility
To the extent practicable, all documents and presentations will be provided in a language families can understand. Translations will be made available in Spanish, Russian and Haitian Creole, and key summaries will be written in clear, jargon-free language.

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)).

At Championship Academy of Distinction, we believe that strong family and community partnerships are essential to fulfilling our mission and supporting the academic, social, and emotional development of every student. For the 2025–2026 school year, the school will continue to prioritize authentic, two-way engagement with parents, families, and local stakeholders through a variety of intentional

strategies.
Communication and Transparency

To keep families well-informed, the school uses multiple communication platforms, including a secure parent portal that provides real-time access to student grades, attendance, and behavior data. Weekly email newsletters, ParentLink text alerts, and classroom updates ensure that families receive timely information about school events, curriculum, assessments, and opportunities for involvement. Quarterly progress reports and report cards are shared with clear explanations and follow-up opportunities with teachers and staff.

Quarterly Parent Nights

The school will host Quarterly Parent Nights as a key family engagement strategy. Each event will highlight a core area of student learning—literacy, mathematics, social-emotional learning, and enrichment—and offer families hands-on activities, grade-level presentations, and student showcases. These events are designed to:

- Share academic expectations and benchmark-aligned learning goals
- Demonstrate teaching strategies used in the classroom
- Offer tips for at-home support
- Gather parent feedback to inform future programming
  Quarterly Parent Nights will take place in the evening to accommodate working families, and interpretation services will be available as needed.

Parent-Teacher Collaboration

Parent-teacher conferences are scheduled at least twice a year, with additional meetings encouraged as needed. These conversations provide an opportunity for teachers and families to discuss student progress, set goals, and build individualized action plans for support. Teachers also conduct family check-ins throughout the year to maintain communication and strengthen relationships.
Inclusive Family Engagement
All communication is provided in a language parents can understand, using translation and interpretation services where appropriate. The school values culturally responsive family engagement and works to create inclusive environments where all families feel welcomed, respected, and involved. Family surveys, comment boxes, and open forums are used to gather feedback and adjust practices based on family input.

Community Engagement and Partnerships

The school actively partners with local businesses, service organizations, and community leaders to enrich student learning and provide wraparound supports. These partnerships allow the school to offer mentorships, resource fairs, and guest speakers that expand students' real-world experiences.

Community events also strengthen ties between the school and neighborhood stakeholders.
Celebrating and Sharing
The school maintains an active presence on social media to highlight student success stories, showcase events, and promote school culture. Flyers, bulletin boards, and displays within the school celebrate student achievements and encourage ongoing family engagement. Student-led conferences and exhibitions provide families with meaningful insight into their child's academic and personal growth.

Public Access to Family Engagement Information
The school's **Parental Family Engagement Plan (PFEP)** is available on the school website and updated annually to reflect parent priorities, Title I goals, and federal requirements:

https://hollywood.championshipacademy.org/apps/pages/?type=d&uREC_ID=544934&pREC_ID=1046910

By maintaining transparent, consistent, and culturally responsive communication with families and community members, Championship Academy ensures that all stakeholders are meaningfully involved in the academic and emotional success of every child.

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)).

Plans to Strengthen the Academic Program
Championship Academy of Distinction is committed to strengthening its academic program by investing in high-quality instruction, increasing meaningful learning time, and providing enriched and accelerated curriculum experiences that support every learner—especially those in underperforming subgroups. Our 2025–2026 Area of Focus emphasizes instructional practice aligned to benchmark-based instruction across all grade levels, with data-driven supports and a schoolwide culture of continuous improvement.

Professional Learning to Drive Excellence
The school will invest in sustained professional development for teachers, grounded in best practices in standards-based instruction, small-group differentiation, and the Science of Reading. Teachers will participate in weekly PLCs, attend external trainings and conferences, and receive targeted coaching aligned to their instructional goals. This capacity-building effort will ensure teachers remain current with research-based practices and are equipped to meet the diverse needs of all students.

Increasing and Maximizing Learning Time

The school has extended ELA and Math instructional blocks in grades K–5 to include dedicated time for small-group instruction and intervention. Using diagnostic and progress monitoring data, students will receive differentiated support that is timely and responsive. Additionally, before- and after-school tutoring will be offered for students who need further scaffolding, and enrichment labs in STEM and project-based learning will allow advanced students to extend their learning beyond the core curriculum.

Enriched and Accelerated Curriculum Pathways
To further accelerate the curriculum, the school will offer specialized enrichment units, including inquiry-based science, interdisciplinary social studies projects, and writing showcases. High-performing students will have access to more rigorous content, performance tasks, and capstone projects aligned to college and career readiness skills. Select students will also participate in enrichment programs such as science clubs, coding workshops, and community-based projects that deepen engagement and intellectual curiosity.

Technology Integration for Blended and Inclusive Learning
Classrooms will continue integrating technology to support blended learning through platforms like i-Ready, and other adaptive tools. This approach accommodates multiple learning styles, provides real-time feedback, and fosters student agency. Interactive applications, online libraries, and multimedia tools will supplement instruction, extending learning beyond the school day and promoting 21st-century skills.

Data-Driven Instructional Practices
The school will use a consistent data protocol to analyze student progress on a weekly and monthly basis. Teachers will disaggregate data by subgroup, identify patterns, and adjust instruction to close achievement gaps. Data chats with leadership, progress monitoring dashboards, and formative assessments will ensure instructional decisions are informed, intentional, and equity-driven.

Supporting the Whole Child through SEL
In alignment with our vision of whole-child development, social-emotional learning (SEL) practices will be embedded into daily routines, classroom instruction, and schoolwide systems. Morning meetings, student goal setting, and SEL check-ins will help build a positive school climate that supports engagement, self-regulation, and academic perseverance. This is especially critical for students from historically marginalized backgrounds and those needing trauma-sensitive approaches.

Community Partnerships and Real-World Learning

The school will deepen partnerships with local businesses, universities, and organizations to create mentorships, internships, and service-learning opportunities for upper elementary students. These experiences connect academic learning to real-world contexts, promote civic engagement, and help students begin envisioning their future pathways.

Continuous Stakeholder Engagement and Feedback

To ensure the academic program reflects the needs of the community, the school will gather feedback through family surveys, student forums, and leadership councils. Stakeholders will be involved in reviewing progress on the SIP and co-creating solutions to emerging challenges. The school will remain flexible and responsive to evolving needs and will adjust programming based on what the data shows and what the community voices.

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 2025–2026 School Improvement Plan (SIP) was developed through a collaborative process grounded in school-level data, stakeholder input, and the school's commitment to meeting the needs of all learners. This plan prioritizes academic growth, subgroup equity, and whole-child development. The plan reflects alignment with the goals of the Every Student Succeeds Act (ESSA), including Title I, to improve outcomes for students with disabilities, English language learners, Black and Hispanic students, and those experiencing economic disadvantage. It is also informed by the school's Targeted Support and Improvement (TSI) status, with a focus on closing persistent subgroup gaps.

The SIP was developed with input from teachers, instructional coaches, school leadership, parents, and community stakeholders. Feedback was gathered through surveys, leadership team meetings, parent engagement events, and data reviews. Teacher planning sessions and grade-level PLCs were used to analyze student data and identify academic areas of concern.

The plan coordinates with school-based supports for mental health, positive behavior, and social-emotional learning. These services are built into the school's climate framework and addressed through daily morning meetings, SEL routines, and partnerships with outside providers.

The school works with nutrition programs to ensure all students have access to healthy meals, which support student focus and readiness to learn. Referrals are made to community-based services to

support families in need of housing, early childhood education, and adult learning opportunities. Academic enrichment is also a priority. Through electives and after-school programs focused on science, technology, writing, and creative expression, students develop essential skills beyond the core curriculum. Parents are engaged through quarterly family nights, progress meetings, and home-school communication tools.

This plan will be reviewed regularly by the leadership team and updated based on academic progress, classroom observations, and stakeholder feedback.

Key components of the SIP will be shared at school events, through email updates, and on the school's website: https://www.hollywood.championshipacademy.org/apps/pages/index.jsp?uREC_ID=223813&type=d
The school is committed to transparent communication and will provide the SIP and all related plans in formats and languages that are accessible to all families.

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)).

Championship Academy of Distinction provides a whole-child approach to education by prioritizing students' social, emotional, and behavioral development alongside academic instruction. A full-time school counselor leads the school's efforts to support student well-being through weekly small-group and individual check-ins, classroom guidance lessons, and crisis response as needed. The counselor also collaborates with teachers and families to identify students who may benefit from additional support services or referrals to outside agencies.

In addition to traditional counseling services, the school offers school-based mental health support in partnership with licensed community providers. These partnerships help ensure that students experiencing trauma, anxiety, or other emotional challenges receive consistent and professional care. The school also implements schoolwide social-emotional learning (SEL) routines embedded into daily instruction and transitions. SEL themes include self-regulation, positive peer relationships, and resilience. Morning meetings, reflection journals, and peer circles provide consistent opportunities for students to develop skills such as empathy, communication, and emotional literacy.

Mentorship opportunities are integrated through teacher-student advisory check-ins and peer mentorship in upper elementary grades. These initiatives are especially important for students from underrepresented groups and those with behavioral or attendance concerns.
Additionally, the school fosters character development and citizenship through service learning projects and restorative practices. Students are encouraged to take ownership of their behavior, repair relationships, and grow as leaders within the school community.

All strategies are tracked through counselor logs, SEL implementation walkthroughs, and student self-assessments. These efforts are coordinated with the school's MTSS (Multi-Tiered System of Supports) framework to ensure aligned interventions for students requiring Tier 2 and Tier 3 behavior or mental health support.

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)).

N.A

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)).

Championship Academy of Distinction implements a multi-tiered Positive Behavioral Interventions and Supports (PBIS) framework to promote a safe, inclusive, and supportive learning environment for all students. The school's Tier 1 foundation includes clearly defined schoolwide expectations (Be Safe, Be Respectful, Be Responsible), explicitly taught through schoolwide assemblies, classroom lessons, and daily routines. Teachers reinforce positive behaviors with consistent language, visual cues, and incentive systems, including classroom rewards and schoolwide recognitions.

To address emerging behavior concerns, the school's Tier 2 supports include targeted check-ins/check-outs, behavior contracts, and small group social skills sessions. Students are referred to Tier 2 interventions through behavior data analysis and teacher input during MTSS meetings. Progress is monitored through behavior tracking sheets, teacher feedback, and student self-assessments.
For students requiring more intensive support (Tier 3), individualized behavior intervention plans (BIPs) are developed in collaboration with families, teachers, the school counselor, and, when applicable, ESE specialists. These plans are aligned with the student's IEP (if eligible under IDEA) and include goals for behavior, emotional regulation, and support services.

The school counselor and social worker provide early intervention through weekly student check-ins, attendance outreach, and connections to community mental health providers. Parents are engaged as partners through regular communication, goal-setting, and optional participation in behavior planning meetings.

This tiered approach is fully aligned with the Individuals with Disabilities Education Act (IDEA) and includes data-informed decision-making to ensure equity in discipline and support for all subgroups. Behavior and intervention data are reviewed monthly by the MTSS team to assess impact and adjust supports as needed.

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)).

Championship Academy of Distinction – Grades 6–8 Charter School

For the 2025–2026 school year, Championship Academy of Distinction will implement a targeted professional learning plan to improve instructional quality, strengthen the use of data for decision-making, and build a high-impact teaching staff. The focus will be on middle school instructional rigor, effective support for diverse learners, and retaining educators in high-need content areas.

Professional Learning Focus Areas

1. Data-Driven Instruction for Middle Grades:

All instructional staff will participate in professional development centered on interpreting and using formative, diagnostic, and benchmark data (e.g., FAST progress monitoring, iReady, and classroom assessments). Weekly PLCs will follow a data cycle that includes:

- Analyzing trends by subgroup (especially for ELLs, SWDs, and economically disadvantaged students)
- Developing reteach and enrichment strategies
- Monitoring implementation and adjusting instruction based on student progress

2. Standards-Aligned and Rigorous Instruction:

Teachers will deepen their understanding of Florida's B.E.S.T. Standards for ELA and Math, and NGSSS for Science and Civics. Professional learning will focus on:

- Designing rigorous, standards-aligned tasks
- Ensuring alignment between objectives, activities, and assessments
- Integrating writing across content areas (especially in Science and Social Studies)

3. Differentiated and Small Group Instruction:

Teachers will participate in ongoing training on tailoring instruction based on readiness, interest, and learning profiles. This includes:

- Building small group routines within middle school schedules
- Planning Tier 2 and Tier 3 supports
- Utilizing data to drive station-based learning and targeted interventions

4. Classroom Culture and Tier 1 Behavior Supports:

To strengthen school-wide culture and Tier 1 classroom management, teachers will engage in professional learning on:

- Embedding SEL strategies into daily routines

- Implementing PBIS-aligned expectations and responses
- Addressing adolescent behavioral needs through restorative and proactive practices

5. Adolescent Literacy Strategies (Grades 6–8):

While early literacy is crucial, the focus for middle grades will shift to adolescent literacy. Teachers will receive training in:

- Vocabulary development and complex text comprehension
- Disciplinary literacy strategies in Science and Social Studies
- Scaffolding reading and writing for struggling readers and ELLs

Recruitment and Retention Strategies

1. Structured Mentorship and Onboarding:

All new educators will participate in a yearlong induction program that includes:

- Weekly mentor check-ins
- Observation and feedback cycles
- Co-planning and modeling with experienced staff

2. Leadership Pathways within the School:

To retain high-performing teachers, the school will offer opportunities for growth through roles such as:

- PLC Facilitators
- Content Leads (e.g., STEM or Literacy Liaisons)
- Instructional Fellows supporting new teachers

3. Staff Recognition and Well-Being:

Retention efforts will focus on fostering a positive adult culture through:

- Monthly recognition programs and shout-outs
- Wellness initiatives (mindfulness sessions, planning days, etc.)
- Consistent leadership feedback that celebrates growth and honors teacher voice

4. Competitive Recruitment for High-Need Areas:

To fill vacancies in Math, Science, and ESE, the school will:

- Use referendum dollars and grants to offer competitive stipends
- Provide pathways to certification for out-of-field teachers
- Offer flexible professional development aligned to each teacher’s growth plan

Goal:

By investing in tailored professional learning and supportive structures for educators, Championship

Academy of Distinction will build a strong instructional core, reduce teacher turnover, and accelerate student growth across all subgroups.

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)).

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The school works closely with the district to ensure that financial and instructional resources are strategically allocated to meet the identified needs of all students, particularly those in underperforming subgroups. This process begins with a thorough review of school-level data, including benchmark assessments (e.g., NWEA MAP), subgroup performance trends, and progress monitoring results.

Each quarter, the school leadership team collaborates with the district's Title I and school improvement offices to review student outcome data, budget utilization reports, and the effectiveness of current interventions. These reviews focus on determining whether resources are being used to support evidence-based practices that improve student achievement, close subgroup gaps, and meet goals outlined in the School Improvement Plan.

If data indicates that certain interventions are not yielding expected outcomes, the school works with district personnel to reallocate funds toward higher-leverage strategies. This may include adjusting staff assignments, increasing professional development supports, expanding intervention blocks, or enhancing instructional materials.

All decisions are made collaboratively with school and district stakeholders and are documented in budget planning tools and district compliance systems. The district also provides monitoring, coaching, and technical assistance to ensure alignment with federal and state funding requirements.

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).

Resource #1: Hiring of Reading and Math Interventionists

Rationale: CAD student performance data indicate significant proficiency gaps in Reading and Math, particularly among students with disabilities (SWD), English Language Learners (ELLs), and economically disadvantaged students. These groups showed below-benchmark performance in foundational skills, fluency, and problem-solving.

Plan:

- Timeline: Recruitment and onboarding of interventionists will occur by the end of Quarter 1.

- Implementation: Interventionists will provide daily Tier 2 and Tier 3 targeted instruction during scheduled intervention blocks.
- Monitoring: Bi-weekly data reviews will be led by instructional coaches and interventionists to assess student progress. Adjustments will be made based on formative assessments and subgroup performance data.

Resource #2: Extended Learning Opportunities (Afterschool Tutoring & Enrichment)
Rationale: A review of subgroup performance, including low learning gains among ELLs and SWD students in Math and ELA, highlights the need for increased instructional time.
Plan:

- Timeline: Programming will begin in Quarter 2 and continue through Quarter 4.
- Implementation: Students identified as below grade level or showing limited growth will be invited to participate. Sessions will focus on reteaching priority standards and skill-building.
- Monitoring: Attendance, pre/post assessment data, and student engagement will be tracked weekly. Adjustments to groupings and content focus will be made bi-monthly.

Resource #3: Data-Driven Instruction and Monitoring Protocols
Rationale: Disaggregated data from the 2024–25 school year shows subgroup gaps in core proficiency and learning gains. To improve outcomes, instruction must be adjusted responsively based on real-time student performance.
Plan:

- Timeline: Implementation begins Week 2 of Quarter 1 and continues throughout the school year.
- Implementation: Weekly PLCs will follow a structured data protocol to analyze formative assessments, subgroup trends, and student work. Action plans will be created and reviewed in monthly leadership data chats.
- Monitoring: PLC minutes, subgroup dashboards, intervention logs, and coaching debriefs will be used to evaluate instructional shifts and progress toward benchmark mastery.

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

Broward County Public Schools

EAGLES NEST CHARTER ACADEMY



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 6

D. Early Warning Systems 7

II. Needs Assessment/Data Review 11

A. ESSA School, District, State Comparison 12

B. ESSA School-Level Data Review 13

C. ESSA Subgroup Data Review 14

D. Accountability Components by Subgroup 15

E. Grade Level Data Review 18

III. Planning for Improvement 19

IV. Positive Learning Environment 27

V. Title I Requirements (optional) 31

VI. ATSI, TSI and CSI Resource Review 38

VII. Budget to Support Areas of Focus 40

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 Eagles' Nest Charter Academy is to prepare students using a college preparatory curriculum for the best colleges and the world beyond.

Provide the school's vision statement

The vision of Eagles' Nest Charter Academy is to engage and empower our students, families and community.

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

Belinda Hope

bhope@enccs.org

Position Title

Principal

Job Duties and Responsibilities

The principal serves as the visionary leader of the school, responsible for establishing strategic goals and setting the overall direction to support academic excellence and student success. In this role, the principal fosters a positive, inclusive learning environment that promotes growth for both students and staff. Additionally, the principal oversees the daily operations of the school, including staff supervision, curriculum implementation, and ensuring compliance with all applicable educational policies and standards.

Leadership Team Member #2

Employee's Name
Evie Iles

info@educationservicesofamerica.org

Position Title
ESE Specialist

Job Duties and Responsibilities

The responsibilities of our ESE (Exceptional Student Education) Specialist are multifaceted and critical to supporting students with diverse needs. They include assessing and identifying students who require special education services, ensuring compliance with state and district criteria. The specialist develops and implements
individualized education plans (IEPs) tailored to each student's unique strengths and challenges. Collaboration with teachers is essential, as they work together to create differentiated curricula and instructional strategies that meet the varied needs of students.

2. Stakeholder Involvement

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

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

School leaders and teachers conduct regular data chats to analyze student progress, particularly focusing on Exceptional Student Education (ESE) students. After each progress monitoring period, these discussions help identify trends and measure growth. During preplanning week, school leadership and teachers review PM3 data from the previous year, which includes overall proficiency levels, learning gains, and subgroup performance, with a particular focus on ESE students. This data is scrutinized by subject area to identify strengths and weaknesses specific to ESE students. The school's performance is compared to previous years, district averages, and state benchmarks to assess progress and areas needing improvement.

Instructional groups are formed based on this detailed analysis to ensure that ESE students receive targeted support. Additionally, data related to attendance and behavior is carefully reviewed to identify nonacademic concerns. Patterns and trends in these areas are analyzed to develop an

intervention plan aimed at improving both academic outcomes and behavioral issues. This plan includes strategies to enhance student learning, engagement, and positive behavior, tailored to the unique needs of ESE students.

To ensure the effectiveness of the intervention plan, feedback from all stakeholders is crucial. The school will organize a parent meeting, inviting teachers, students, and community members to review and discuss the data, particularly focusing on subgroups, including ESE students, who may be struggling. By sharing data transparently, stakeholders can contribute to informed decision-making. Parents will be encouraged to suggest strategies for home support and identify necessary resources. For instance, if transportation issues are affecting timely school attendance, this meeting will help the school gather insights to address these challenges.

Community input is also sought to integrate local resources into the intervention plan. Collaborations with local libraries, businesses, and city commissions are explored to support ESE students effectively. Additionally, student input is gathered through individual meetings where students discuss their academic performance and set personal goals. Behavior action plans are developed for students with behavioral or attendance issues, incorporating their feedback to address their specific challenges.

All gathered input—from students, parents, and the community—is integrated into the School Improvement Plan. This ensures that the strategies are customized to meet the specific needs of the school community, particularly addressing the needs of ESE students to improve their educational outcomes.

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 closely monitored by analyzing data from each progress monitoring period, including mid-year and end-of-year assessments, with a specific focus on Exceptional Student Education (ESE) students. School administration will review both overall achievement levels and data for targeted subgroups to assess progress toward established goals. This data analysis will be conducted collaboratively, involving meetings with teachers, students, and parents to ensure a comprehensive understanding of student performance.

In addition to academic data, the school administration will also examine attendance and behavior records to determine if any lack of improvement is related to truancy or behavioral issues. After reviewing the data, the leadership team will decide whether the SIP needs to be adjusted. If ESE students are making satisfactory progress towards their goals, the current plan will continue as is. However, if progress is insufficient, the administration will assess the effectiveness of the instructional interventions. This includes reviewing whether teachers are implementing rigorous, standards-based instructional strategies as intended. The leadership team will then offer additional support and guidance to teachers to ensure that these strategies are applied effectively and consistently.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **KG-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**84.5%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: C** **2022-23: D** **2021-22: C** **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	19	18	26	23	25	44	43	44	30	272
Absent 10% or more school days	5	6	6	4	2	3	4	6	2	38
One or more suspensions	0	0	0	0	1	2	4	5	3	15
Course failure in English Language Arts (ELA)	0	0	0	3	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	9	13	8	8	7	15	14	11	4	89
Level 1 on statewide Math assessment	6	5	9	5	9	25	17	16	10	102
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	1	2	2						7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	1	2	2	3					10

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		5	5	6	5	3	4	5	5	38

Current Year 2025-26

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

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

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				1	4	5	4	5	4	23
One or more suspensions				1		2		2		5
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment		1	1	2	3	4	3	1	2	17
Level 1 on statewide Math assessment		1	1	2	4	5	3	1	1	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	1	2						4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1	1	1	3					6

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		2		4	1	3	5	3	2	20

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	1			3

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					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
	9	10	11	12	
Students with two or more indicators					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	39	66	61	43	60	58	42	55	53
Grade 3 ELA Achievement	27	65	62	46	62	59	50	58	56
ELA Learning Gains	60	64	61	47	61	59			
ELA Lowest 25th Percentile	64	60	55	38	56	54			
Math Achievement*	30	64	62	35	60	59	26	52	55
Math Learning Gains	47	61	60	52	62	61			
Math Lowest 25th Percentile	61	56	53	56	60	56			
Science Achievement	18	60	57	20	55	54	15	50	52
Social Studies Achievement*	55	75	74	56	73	72	48	68	68
Graduation Rate		68	72		68	71		68	74
Middle School Acceleration	46	77	75	67	73	71	18	72	70
College and Career Acceleration		53	56		49	54		54	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	44	60	61	50	59	59	32	53	55

*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)	CSI
OVERALL FPPI – All Students	45%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	491
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
45%	46%	34%	42%	31%		45%

* 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	39%	Yes	6	
English Language Learners	44%	No		
Black/African American Students	44%	No		
Hispanic Students	52%	No		
Economically Disadvantaged Students	45%	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	39%	27%	60%	64%	30%	47%	61%	18%	55%	46%			44%
Students With Disabilities	16%		56%	75%	12%	44%	64%	6%					
English Language Learners	38%		58%	57%	38%	47%	42%	27%	42%				44%
Black/African American Students	38%	30%	60%	66%	29%	45%	58%	15%	62%	40%			46%
Hispanic Students	43%		64%		33%	67%							
Economically Disadvantaged Students	38%	32%	60%	64%	28%	43%	59%	20%	53%	45%			50%

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	43%	46%	47%	38%	35%	52%	56%	20%	56%	67%			50%
Students With Disabilities	14%		26%	24%	15%	42%	50%	0%					
English Language Learners	48%		47%	40%	39%	56%		18%					50%
Black/African American Students	42%	46%	47%	41%	34%	51%	57%	21%	52%	64%			41%
Economically Disadvantaged Students	42%	46%	47%	38%	36%	51%	55%	20%	56%	67%			50%

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	42%	50%			26%			15%	48%	18%			32%
Students With Disabilities	19%				8%			0%					
English Language Learners	39%				32%			18%	30%				41%
Black/African American Students	40%	50%			25%			16%	50%	18%			45%
Economically Disadvantaged Students	42%	50%			26%			15%	48%	18%			41%

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	3	24%	61%	-37%	57%	-33%
ELA	4	35%	62%	-27%	56%	-21%
ELA	5	33%	62%	-29%	56%	-23%
ELA	6	37%	65%	-28%	60%	-23%
ELA	7	40%	60%	-20%	57%	-17%
ELA	8	52%	59%	-7%	55%	-3%
Math	3	24%	68%	-44%	63%	-39%
Math	4	48%	69%	-21%	62%	-14%
Math	5	24%	63%	-39%	57%	-33%
Math	6	23%	63%	-40%	60%	-37%
Math	7	35%	59%	-24%	50%	-15%
Math	8	11%	47%	-36%	57%	-46%
Science	5	19%	57%	-38%	55%	-36%
Science	8	17%	45%	-28%	49%	-32%
Civics		55%	72%	-17%	71%	-16%
Algebra		50%	61%	-11%	54%	-4%

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?

Analyzing the data from the 2024-2025 academic year, it is evident that our Exceptional Student Education (ESE) students demonstrated the most significant improvement in their phonics skills. This progress is noteworthy, as phonics is a foundational component of early literacy development that is crucial for reading success. The enhancement in phonics performance among ESE students suggests that the targeted instructional strategies and interventions implemented over the year have been effective. This improvement could be attributed to various factors, including the introduction of tailored phonics programs, focused small-group instruction, or the use of specialized educational tools and resources designed to address the unique learning needs of ESE students. By analyzing the detailed phonics data, we can gain valuable insights into the specific aspects of the phonics instruction that contributed to this progress and continue to refine and build on these successful strategies to further support ESE students in their literacy development.

To achieve a notable improvement in phonics skills among our ESE students throughout the K-8 school, several new actions were implemented. First, we introduced a specialized phonics curriculum designed to cater specifically to the diverse learning needs of ESE students. This curriculum included differentiated instruction and multi-sensory activities that helped engage students with varying learning styles and abilities.

We provided targeted professional development for teachers focused on effective phonics instruction strategies. This training equipped educators with innovative techniques and tools to better support ESE students, including methods for individualizing phonics instruction and using assessment data to guide instructional decisions.

We also increased the use of educational technology, integrating phonics software and interactive apps into daily lessons. These tools offered personalized practice opportunities and immediate feedback, which were particularly beneficial for ESE students who needed additional reinforcement. To further support phonics development, we implemented more frequent and focused small-group instruction sessions. These sessions allowed for more intensive, personalized support and intervention, addressing specific phonics challenges faced by individual students.

Moreover, we enhanced family engagement by organizing workshops and providing resources for parents to support phonics learning at home. These workshops equipped parents with strategies and materials to reinforce phonics skills outside of school.

Lowest Performance

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

Upon reviewing the data, it is clear that the comprehension of informational text emerged as the area with the lowest performance among our students. This component, which focuses on the ability to understand, analyze, and interpret factual and non-fiction texts, highlighted significant challenges in our students' reading skills. The lower performance in this area indicates that students may struggle with extracting key information, understanding complex concepts, and making connections within informational texts. This gap in comprehension could be attributed to several factors, such as inadequate exposure to diverse informational texts, insufficient instructional strategies tailored to building comprehension skills, or limited practice with text structures and features commonly found in non-fiction material.

Addressing this issue will require a targeted approach to improve instructional methods, enhance curriculum resources, and provide additional support to students. This might include incorporating more explicit teaching of text features, offering guided practice in summarizing and analyzing informational texts, and increasing opportunities for students to engage with a variety of non-fiction genres. By focusing on these areas, we aim to enhance students' ability to understand and utilize informational texts more effectively, thereby improving overall comprehension skills.

The low performance in comprehension of informational text last year can be attributed to several contributing factors and observable trends. One significant factor was the limited exposure students had to a diverse range of informational texts. Many of the instructional materials primarily featured narrative texts, which may have led to insufficient practice with the structures and characteristics unique to informational texts. As a result, students might have struggled with identifying key details, understanding text features like headings and graphs, and integrating information from various sections of non-fiction texts.

Another contributing factor was the instructional approach. Teachers may have lacked targeted strategies for teaching informational text comprehension, leading to a gap in students' ability to effectively analyze and interpret non-fiction material. Professional development focused on comprehension strategies for informational texts were not adequately emphasized, which limited teachers' ability to address these specific challenges in their instruction. Trends observed in the data

also point to inconsistencies in how informational texts were integrated into the curriculum. For example, students in lower grades may have had fewer opportunities to engage with age-appropriate informational texts, which could impact their foundational skills in this area. Additionally, there was a trend of students showing better performance in narrative
comprehension compared to informational texts, highlighting a need for a balanced approach in instructional practices that equally emphasize both genres.

Greatest Decline

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

The greatest decline in comprehension for Exceptional Student Education (ESE) students from the prior year can be attributed to several contributing factors. One key issue was the insufficient differentiation in instructional strategies tailored to the unique learning needs of ESE students. Many of these students require individualized support and specialized approaches to effectively engage with and understand complex texts. If instructional methods did not adequately accommodate their specific needs, it could have led to reduced comprehension.

There was a lack of targeted interventions for building comprehension skills over the
previous year. Without focused strategies such as scaffolding, explicit instruction in text structures, and individualized feedback, ESE students may have struggled more with understanding and retaining information from texts.

Another factor contributing to the decline was a potential gap in the use of appropriate and accessible materials. If the reading materials used were not aligned with the students' instructional levels or were not appropriately adapted, ESE students may have found them more challenging, leading to decreased comprehension.

Furthermore, changes in the curriculum or instructional practices that did not account for the specific needs of ESE students might have exacerbated the issue. For instance, if there was a shift towards more complex texts without adequate support, it could have overwhelmed students who require more gradual or scaffolded exposure to new content.

Addressing this decline will involve reevaluating and adjusting instructional practices to better support ESE students. This includes implementing more tailored strategies, using accessible materials, and providing targeted interventions to improve comprehension skills. Regular progress monitoring and feedback will also be crucial in ensuring that these adjustments effectively meet the needs of ESE students and foster their academic growth.

Greatest Gap

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

The comprehension of both literature and informational text exhibited the most significant gap for ESE (Exceptional Student Education) students when compared to the state average. Several factors contribute to this disparity. ESE students often face diverse and specific learning needs that are not always addressed effectively by traditional instructional methods. This mismatch can lead to difficulties in understanding complex texts. Additionally, limited access to specialized resources and interventions tailored to their unique requirements further exacerbates the gap. Instructional support for these students may not always be adequately differentiated, impacting their ability to engage with and comprehend literature and informational texts. Challenges in language and literacy development also play a crucial role, as difficulties with vocabulary and language processing can hinder comprehension. Furthermore, standardized assessments may not always reflect the true capabilities of ESE students, potentially contributing to their lower performance.

Trends indicate a growing emphasis on addressing these issues. There is an increasing focus on differentiated instruction and individualized support plans to better meet the needs of ESE students. Schools are allocating more resources and implementing strategies to provide targeted support and specialized materials. Early intervention programs are becoming more common, aiming to address literacy challenges at an early stage to improve long-term outcomes. The integration of assistive technology is also on the rise, offering additional tools and accommodations to support comprehension. These evolving approaches are designed to help bridge the performance gap and enhance academic achievement for ESE students.

EWS Areas of Concern

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

Reflecting on the Early Warning Signs data from Part I, it is evident that tardiness and absences are significant areas of concern for ESE (Exceptional Student Education) students. These issues can have a substantial impact on their academic performance and overall school experience. Frequent tardiness and absences disrupt the continuity of learning, which is particularly challenging for ESE students who may already require additional support and consistency to succeed. Missing instructional time can hinder their ability to keep up with the curriculum, resulting in gaps in knowledge and skills that are crucial for comprehension and academic progress.

Addressing these concerns involves implementing strategies to improve attendance and punctuality. This may include providing additional support to help ESE students and their families overcome barriers to regular attendance, such as transportation issues or health-related concerns. Creating a

supportive and engaging school environment can also encourage better attendance by fostering a sense of belonging and motivation among students. Furthermore, developing individualized plans to address specific needs and challenges faced by ESE students can help ensure they receive the necessary support to remain engaged and succeed academically.

Highest Priorities

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

In the upcoming school year, our highest priorities for school improvement are focused on ensuring student safety, addressing issues of tardiness and absences, and enhancing professional development
for teachers.

First and foremost, maintaining a safe learning environment is critical. We will implement measures to ensure that every student feels secure and supported, which is fundamental to fostering an effective educational atmosphere.

Secondly, we will tackle the challenges of student tardiness and absences. By developing targeted strategies to improve attendance and punctuality, we aim to minimize disruptions to learning and ensure that students can fully engage with the curriculum.

Additionally, providing teachers with comprehensive professional development is a key priority. Investing in ongoing training and support will equip our educators with the skills and knowledge needed to enhance their teaching practices and better meet the diverse needs of our students.

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.

Our review of STAR, FAST, and iReady data has pinpointed comprehension of literature and informational texts as a critical area needing attention for our ESE (Exceptional Student Education) students. These assessments reveal that ESE students face significant challenges in understanding and analyzing texts. STAR data shows that these students often struggle with grasping main ideas, identifying supporting details, and making inferences from both literary and informational texts. FAST assessments further highlight their difficulties with text structure and comprehension skills. iReady data corroborates these findings, indicating that ESE students lag behind their peers in essential reading skills such as summarization and critical analysis.

The impact on ESE students' learning is profound. When these students struggle with comprehension, it impedes their ability to engage meaningfully with grade-level content, which can lead to broader academic difficulties. Comprehension issues affect their performance across subjects, limit their participation in classroom discussions, and hinder their ability to develop the higher-order thinking skills necessary for academic success.

The identification of this issue as a crucial need stems from a thorough analysis of prior year data. Consistent patterns of underachievement in comprehension across all three assessments point to a systemic issue rather than isolated cases. This widespread difficulty underscores the necessity for targeted interventions tailored to the specific needs of ESE students. Addressing these comprehension challenges is essential for improving their overall academic performance and ensuring equitable access to the curriculum. By focusing on this area, we aim to provide the necessary support to enhance their reading skills and academic outcomes.

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.

Based on the 2024-20254 data from STAR, FAST, and iReady assessments, our school has established clear, data-driven goals for improving comprehension of literature and informational texts among ESE students in grades K-8. For Kindergarten, the goal is to increase the percentage of ESE students meeting grade-level expectations in foundational reading skills from 40% to 55% by the end of the year, as measured by the STAR Early Literacy assessment. In Grade 1, we aim to raise the average score in text comprehension from 45% to 60% on the FAST assessment, focusing on understanding and retelling simple texts. For Grade 2, our objective is to improve the proportion of ESE students identifying and describing key details in both literature and informational texts from 50% to 65% by the end of the year, as assessed by iReady. In Grade 3, we plan to increase the percentage of ESE students demonstrating grade-level proficiency in reading comprehension from 35% to 50% as measured by STAR and FAST assessments. For Grade 4, the goal is a 10-point improvement in the average scale score for informational text comprehension on iReady, aiming for a score of 450. In Grade 5, we intend to improve the percentage of ESE students performing at or above proficiency levels in literature comprehension from 40% to 55% on the FAST assessment. By Grade 6, we aim to raise the proportion of ESE students who can accurately summarize and analyze informational texts from 45% to 60% on the iReady assessment. In Grade 7, the goal is to increase the percentage of ESE students meeting or exceeding proficiency in reading comprehension from 50% to 65% as measured by STAR assessments. Finally, for Grade 8, we are targeting a 15% increase in the number of ESE students achieving proficiency in reading comprehension on iReady, with the aim of reaching 70% proficiency by the end of the year. These specific, measurable outcomes are designed to address current performance gaps and enhance comprehension skills systematically across all grade levels.

Monitoring

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

To ensure the desired outcomes in comprehension of literature and informational texts for ESE students, we will implement a comprehensive and continuous monitoring strategy. This approach involves regular administration of STAR, FAST, and iReady assessments at key intervals—beginning, middle, and end of the school year—to track students' progress in understanding and analyzing texts. In addition, teachers will conduct frequent formative assessments, such as quizzes, class discussions, and reading comprehension activities, to provide immediate insights into student performance. Data from these assessments will be meticulously analyzed to identify trends, measure growth, and pinpoint specific areas where students may need additional support. By using this data to inform instructional adjustments and provide targeted interventions, we can address individual learning needs more effectively. Ongoing monitoring will significantly impact ESE students' achievement outcomes by allowing for timely feedback and intervention, thereby preventing persistent difficulties and promoting continuous improvement. This proactive and data-driven

approach ensures that ESE students receive the tailored support they need to enhance their comprehension skills, leading to improved academic performance and greater success in understanding both literature and informational texts.

Person responsible for monitoring outcome
Belinda Hope Principal, Delthia Frederick ESE Facilitator, Evie Iles ESE Specialist

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:
Read 180 and Wonders are our evidence-based intervention programs being implemented to achieve measurable outcomes in reading comprehension for ESE students. Read 180 provides a targeted approach with adaptive software, high-interest books, and personalized instruction designed to address specific gaps in literacy and comprehension. Wonders, on the other hand, offers a comprehensive literacy curriculum that integrates both literature and informational texts through structured lessons and differentiated resources. These programs were selected for their proven effectiveness in supporting struggling readers and aligning with our goals for improving comprehension. To ensure the interventions' success, we will continuously monitor their impact through regular assessments using STAR, FAST, and iReady, along with ongoing formative evaluations. This data-driven approach allows us to track progress, make necessary instructional adjustments, and ensure that Read 180 and Wonders effectively support our ESE students in achieving their reading comprehension goals.

Rationale:
To achieve the measurable outcomes in reading comprehension for ESE students, our school is implementing two evidence-based interventions: Read 180 and Wonders. Read 180 is a targeted program designed to improve reading skills for students who are below grade level. It incorporates a blend of adaptive software, high-interest books, and targeted instruction to address gaps in comprehension and literacy. Wonders is a comprehensive literacy program that provides a structured approach to reading instruction, focusing on both literature and informational texts through differentiated resources and interactive lessons. The rationale for selecting Read 180 and Wonders is rooted in their proven effectiveness in supporting struggling readers and their alignment with our goals for improving comprehension. Read 180’s personalized approach helps address individual learning needs, while Wonders offers a robust curriculum that integrates foundational skills with critical thinking and comprehension strategies. These interventions are designed to target specific areas identified through our assessments, ensuring that instruction is both relevant and impactful. Monitoring the effectiveness of these interventions will involve regular assessments through STAR, FAST, and iReady, as well as ongoing formative evaluations conducted by teachers. Data from these assessments will be analyzed to track progress toward the set goals, and instructional adjustments will be made based on this data to better meet student needs. Additionally, student progress will be reviewed through periodic benchmarks and classroom performance, ensuring that the interventions are achieving the desired outcomes and providing the necessary support for ESE students to enhance their reading comprehension skills.

Tier of Evidence-based Intervention:

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
Conduct assessment, Professional Development Plan for Teachers, and implement and monitor the Intervention

Person Monitoring:
Principal and ESE Specialist

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conducting Assessments: The first crucial step involves conducting comprehensive assessments to identify the specific needs and challenges faced by ESE students. This will include both formative and summative assessments tailored to each student's individualized education plan (IEP). The assessments will provide valuable data on academic performance, behavioral progress, and social emotional development. The school will monitor the impact of this action by regularly reviewing assessment results and comparing them with baseline data. This ongoing evaluation will help to gauge the effectiveness of the interventions and ensure that they are meeting the students' needs. Professional Development Plan for Teachers: To equip educators with the necessary skills and knowledge to effectively support ESE students, a targeted professional development plan will be developed and implemented. This plan will include workshops, training sessions, and resources focused on differentiated instruction, behavioral management strategies, and the use of assistive technologies. Monitoring the impact of this action will involve collecting feedback from teachers through surveys and interviews, as well as observing classroom practices to assess the application of newly acquired skills. Additionally, student progress data will be reviewed to determine if there are improvements in the learning outcomes of ESE students following the professional development. Implement and Monitor the Intervention: The intervention plan, designed based on the needs assessment and teacher input, will be put into practice in the classroom. This includes applying new instructional strategies, utilizing additional resources, and providing targeted support to ESE students. To ensure the intervention is effective, the school will establish a system for regular monitoring and evaluation. This will involve frequent check-ins with teachers, analyzing student performance data, and adjusting the intervention strategies as needed based on real-time feedback. By maintaining an iterative process of implementation and review, the school can continuously refine the intervention to better meet the evolving needs of ESE students and improve overall educational outcomes.

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.

In the upcoming school year, one of our primary areas of focus will be student attendance for grades 2-8. Attendance is a critical factor in student learning, as consistent attendance is closely linked to academic success. When students are frequently tardy or absent, they miss valuable instructional time, which can lead to gaps in their understanding and hinder their ability to keep up with the curriculum. This disruption not only affects their academic performance but can also impact their social development and overall school experience.

Our focus on improving student attendance was identified as a crucial need based on the data reviewed from the prior year. Analysis of early warning signs and attendance patterns revealed a concerning trend of increased tardiness and absences among students in these grade levels. This data highlighted a significant correlation between poor attendance and lower academic achievement, underscoring the necessity of addressing this issue to enhance overall student performance and engagement.

By prioritizing student attendance, we aim to implement targeted interventions and strategies designed to support students in maintaining regular attendance. This includes developing supportive measures to address barriers to attendance, such as transportation issues or health concerns, and creating a more engaging and welcoming school environment. Our goal is to ensure that all students have the opportunity to participate fully in their education and achieve their academic potential.

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.

For the 2024-2025 school year, our school has set specific, data-driven goals to improve attendance among ESE students in grades K-8. Based on current data, we aim to achieve the following measurable outcomes: In Kindergarten, we plan to reduce chronic absenteeism (students missing 10 or more days) from 15% to 10%. For Grade 1, our goal is to decrease the average number of absences per student from 12 days to 8 days. In Grade 2, we aim to lower the percentage of students missing more than 5 days from 18% to 12%. In Grade 3, we seek to reduce the rate of students with more than 10 absences from 20% to 15%. For Grade 4, we plan to decrease the number of students with excessive absences (more than 15 days) from 25% to 18%. In Grade 5, we are targeting a reduction in the average number of absences from 14 days to 10 days. For Grade 6, our objective is to lower the percentage of students with more than 10 absences from 22% to 16%. In Grade 7, we aim to reduce chronic absenteeism from 17% to 12%, and in Grade 8, our goal is to decrease the percentage of students missing more than 10 days from 19% to 14%. These targeted outcomes are designed to address current attendance challenges and support improved engagement and academic success for ESE students throughout the school year.

Monitoring

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

To monitor ESE student absences effectively and achieve the desired outcomes, we will implement a comprehensive tracking system that records both excused and unexcused absences daily. This system will generate weekly and monthly reports to analyze absence patterns and identify any trends or recurring issues. Collaboration among teachers, counselors, and attendance officers will be crucial, with regular communication with parents and guardians to ensure they understand the importance of attendance and participate in interventions if necessary.

Ongoing monitoring will have a significant impact on student achievement outcomes by enabling early intervention for students at risk of falling behind due to frequent absences. By identifying these students early, we can implement personalized support plans, offer additional academic resources, and address underlying issues affecting attendance. This targeted support will help to mitigate the negative effects of absenteeism on learning and promote greater student engagement. Moreover, by correlating attendance data with academic performance metrics, we can assess how absenteeism impacts achievement and adjust our strategies accordingly. This approach ensures that interventions are data-driven and responsive to the needs of ESE students, ultimately leading to improved attendance rates and better academic performance.

Person responsible for monitoring outcome

Belinda Hope, Principal

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 evidence-based intervention being implemented to address ESE student attendance issues involves a multi-faceted approach designed to increase student engagement and regular school attendance. This strategy includes the introduction of personalized attendance plans for each ESE student, which are developed in collaboration with parents, teachers, and school counselors. The intervention incorporates targeted incentives for improved attendance, such as recognition programs and rewards, along with regular attendance tracking and individualized follow-up meetings to address barriers to attendance. Additionally, the intervention provides support services such as counseling and mentorship to address any underlying issues that may affect a student's ability to attend school regularly.

Rationale:

This intervention strategy was selected based on its proven effectiveness in improving attendance among at-risk student populations, including ESE students. Research indicates that personalized plans and targeted support can significantly enhance student engagement and reduce absenteeism.

The use of incentives and regular follow-ups has been shown to motivate students and address the specific challenges they face, such as health issues or family circumstances, that may impact their attendance. The combination of these elements aims to create a supportive environment that addresses both motivational and logistical barriers, thereby promoting consistent school attendance and improved academic outcomes.

Tier of Evidence-based Intervention:

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
Enhance Parent Communication and Attendance Incentives

Person Monitoring:	**By When/Frequency:**
Principal and ESE Specialist	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To address ESE student attendance, the school will implement a comprehensive approach focusing on proactive parent communication and a robust attendance incentive program. Initially, the school will reach out to parents or guardians to emphasize the critical role of regular attendance in their child's educational progress. This outreach will include phone calls, emails, and newsletters to ensure that parents are well-informed about their child's attendance and its impact. Additionally, the school will provide supportive resources and practical strategies to help parents manage and improve their child's attendance. To complement these efforts, the school will introduce an attendance incentive program designed to reward students who demonstrate good attendance. This program will feature rewards such as certificates, special privileges, and small prizes, with periodic recognition events to celebrate students who achieve noteworthy attendance records. Monitoring the effectiveness of these strategies will involve meticulous tracking of all communications with parents, including detailed records of discussions, follow-up actions, and responses. This documentation will ensure consistent follow-through and help address any recurring attendance issues. Simultaneously, the school will monitor student attendance records to identify those eligible for incentives and assess the program's impact on attendance patterns. Regular analysis of these records, along with feedback from students and parents, will allow the school to refine the incentive program and enhance its effectiveness in promoting consistent attendance among ESE 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.

To guarantee the effective dissemination of the School Improvement Plan (SIP) budget and Schoolwide Plan (SWP) to our diverse stakeholders, a comprehensive communication strategy is indispensable. Our strategy will include leveraging multiple channels to reach our primary stakeholders, which include students, families, school staff, leadership, and local businesses and organizations.

To communicate effectively with students and families, we will employ a multi-tiered approach. Regular newsletters and announcements will be sent via email to parents, providing updates on the SIP and SWP progress. Additionally, we will host informational sessions during parent-teacher conferences, where key elements of the plans will be discussed in a language that is accessible and understandable to parents. Translated materials will be made available to ensure inclusivity for families with diverse language backgrounds.

Regarding school staff, communication will involve both formal and informal channels. Detailed presentations will be conducted during staff meetings to ensure that all educators are well-informed about the SIP and SWP goals, strategies, and budget allocations. Furthermore, an internal online platform will be established to facilitate ongoing discussions and provide a space for staff to ask questions and share insights.

Engaging the school leadership will involve regular updates during leadership meetings and customized briefings to address specific concerns or questions. The leadership team will be encouraged to act as ambassadors, disseminating information to their respective teams and

departments.

Involving local businesses and organizations will require a community outreach effort. Partnerships will be fostered through targeted presentations at community meetings, where the school's commitment to improvement and the associated budget allocations will be highlighted. Press releases will be sent to local media outlets to maximize exposure and community awareness.
To ensure accessibility and understanding for all stakeholders, language will be a primary consideration. All written materials, including newsletters, presentations, and reports, will be crafted in plain language to facilitate comprehension. Where necessary, translation services will be utilized to cater to the linguistic diversity within our community. The translated materials will be disseminated through various communication channels.

Regular feedback mechanisms, such as surveys and town hall meetings, will be implemented to gather input and address any concerns or questions that may arise. This two-way communication approach will foster transparency and collaboration, ensuring that stakeholders feel engaged and informed throughout the implementation of the SIP and SWP. The feedback gathered will be used to improve the communication strategy and ensure inclusivity for all stakeholders.

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)).

www.eaglesnestschools.org

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)).

Our school is dedicated to providing an excellent academic program to equip students with the skills they need to succeed in the real world. To achieve this, we have established a rigorous process for reviewing and updating our curriculum to ensure it aligns with the latest educational standards and research-based best practices. We also recognize the importance of technology in today's world and are committed to incorporating it into our curriculum to provide students with access to a wider range of resources and enhance their learning experiences.

We believe that the development of teachers is critical to providing high-quality education, and we offer ongoing professional development opportunities to keep them up to date on the latest teaching methodologies, technological advancements, and subject-specific knowledge, enabling them to better support their students.

We value collaboration among teachers and encourage them to share best practices, discuss effective teaching strategies, and develop innovative approaches to curriculum delivery. Our afterschool
programs focus on academic enrichment, providing additional support for students who need it. We are exploring options to provide more time for in-depth learning, remediation, and enrichment activities to ensure all students have equal opportunities to succeed.

To cater to the diverse needs of our students, we will implement differentiated instruction, allowing us to tailor teaching methods and content to each student's learning style and pace. We believe that project based learning is an effective way to apply theoretical knowledge to real-world scenarios, fostering critical thinking and problem-solving skills. Therefore, we will integrate it into our curriculum.

We believe that practical experiences are an essential aspect of education and will arrange field trips and invite guest speakers to expose students to practical experiences and insights beyond the classroom. We will maintain open communication channels with parents to keep them informed about the academic program and involve them in decision-making processes. We will conduct workshops and seminars for parents on how to support their child's learning at home and stay involved in their academic journey.

Overall, our school is committed to providing a comprehensive academic program that prepares students for success in life. By addressing these elements, our school can create a more dynamic academic program that caters to the diverse needs of its student population, promotes continuous improvement, and ensures a high standard of education.

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)).

N/A

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)).

Our school employs certified and experienced counselors who work with students individually or in groups. Regular counseling sessions are conducted to address personal, social, emotional, and academic concerns. The counseling program may include career guidance, goal setting, conflict resolution, and stress management.

Collaborating with mental health professionals, the school provides on-site mental health services. Mental health workshops and awareness programs are organized to reduce stigma and educate students about mental health issues. A system for identifying and supporting students with mental health challenges is in place, including referrals to external resources when necessary. Individualized Education Programs (IEPs) are developed for students with special needs, ensuring they receive appropriate accommodations and support.

Special education teachers and aides are available to assist students with learning disabilities or other challenges. The school collaborates with external specialists, such as speech therapists or occupational therapists, to provide additional support when needed.

A mentorship program pairs students with qualified mentors, which may include teachers, staff, or community members. Mentors provide guidance, support, and encouragement, helping students navigate personal and academic challenges. Regular check-ins and goal-setting sessions are part of the mentoring process.

The school offers extracurricular activities that focus on developing life skills, such as leadership, teamwork, communication, and problem-solving. Workshops and seminars cover topics like time management, study skills, and financial literacy. Career readiness programs expose students to various professions and provide guidance on educational and vocational paths.

The school actively involves parents in the support process, providing resources and information on how they can contribute to their child's well-being. Parent-teacher conferences and workshops

address both academic and non-academic aspects of a student's development.
Regular assessments are conducted to identify students who may require additional support.
Ongoing monitoring of student well-being allows the school to adapt its support strategies based on changing needs.

The school collaborates with local community organizations and agencies to access additional resources and services. Partnerships may include health clinics, youth organizations, and social services to create a comprehensive support network for students.

This approach to our student development involves a combination of counseling, mental health services, specialized support, mentoring, skill-building programs, parental involvement, and community partnerships. This ensures that students receive the necessary support to thrive not only academically but also in their personal and social development.

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)).

N/A

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)).

Our school has a three-tiered model to prevent and address problem behavior, and we provide early intervening services that coordinate with similar activities and services carried out under the Individuals with Disabilities Education Act.

The three tiers are prevention, targeted interventions, and intensive interventions. To implement a school-wide Positive Behavior Interventions and Supports (PBIS) framework, we establish clear behavior expectations, teach and reinforce positive behaviors, and provide consistent consequences for problem behavior.

We provide professional development for teachers on effective classroom management strategies, creating a positive and inclusive classroom environment, and fostering positive teacher-student relationships. We also incorporate Social and Emotional Learning (SEL) programs to teach students essential skills such as self-awareness, self-regulation, social awareness, relationship skills, and

responsible decision-making. For students who require more targeted support, we may implement small group interventions such as social skills groups, counseling, or academic interventions. We may also assign a mentor to at-risk students for regular check-ins and support throughout the day or develop individualized behavior plans or contracts that outline expectations, rewards, and consequences for specific students. For students with significant and ongoing behavioral challenges, we conduct a Functional Behavior Assessment (FBA) to identify the root causes of problem behavior and develop individualized.

Behavior Intervention Plans (BIPs) are based on the assessment. We coordinate with external agencies, community resources, and mental health professionals to provide wraparound services for students and families. We also collaborate with the special education team to determine if the student qualifies for services under IDEA and implement an Individualized Education Program (IEP) tailored to their unique needs.

We ensure that all children, including those with disabilities, are identified, located, and evaluated to determine their eligibility for special education services. We collaborate with the IEP team to create and implement individualized plans for students with disabilities, including behavioral goals and interventions. We also coordinate transition planning for students with disabilities to ensure a smooth transition from school to post-school activities. We involve parents in the development and implementation of behavioral interventions and special education services.

We collect and analyze data on student behavior to inform decision-making and continuously improve interventions. We regularly monitor the progress of students in interventions and adjust strategies as needed. We provide ongoing training for staff to ensure consistency in implementing behavioral interventions and supporting students.

We facilitate collaboration among teachers, support staff, administrators, and external agencies to address the diverse needs of students. We engage parents and the community in supporting students' behavioral and academic success.

By implementing this tiered model and coordinating with activities under IDEA, we can create a comprehensive and supportive framework to address problem behavior and provide early intervening services for all students. Regular evaluation and adjustments based on data and outcomes are crucial for the success of this approach.

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)).

Our school places a great emphasis on equipping our teachers, paraprofessionals, and other school staff with the necessary skills and knowledge to improve their instructional methods. Our professional learning and development programs are designed to facilitate continuous growth and adaptability in our staff by ensuring they are up-to-date with the latest pedagogical approaches and educational technologies.

Our teachers benefit from a range of focused workshops, conferences, and collaborative learning communities that provide them with opportunities to share best practices, explore subject-specific methodologies, and integrate innovative teaching strategies. These initiatives are aimed at fostering an environment of continuous learning and growth, allowing our teachers to develop their skills and remain effective educators.

Similarly, our teacher assistants benefit from specialized training sessions that equip them with the skills necessary to support diverse learners and collaborate effectively with the teaching staff. Our ongoing professional development programs also emphasize the efficient use of data derived from academic assessments, enabling our staff to make informed decisions and enhance student outcomes.

We recognize that the recruitment and retention of effective teachers is critical, particularly in high-need
subjects. To address this, we have implemented comprehensive strategies such as mentorship programs, competitive compensation packages, and professional growth opportunities. By prioritizing these multifaceted initiatives, we aim to create a supportive ecosystem that promotes the professional development of our staff, ultimately leading to an enriched and effective learning environment for our students.

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)).

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Allocating school improvement funding for Exceptional Student Education (ESE) students in K-8 requires a detailed and strategic approach to address their unique needs effectively. The process starts with a thorough assessment of the school's current situation, including a deep dive into academic performance data, demographic information, and input from educators and stakeholders. For ESE students, this assessment is crucial as it helps identify specific learning gaps and needs. Tools like i-Ready are invaluable here, as they provide diagnostic assessments and progress monitoring tailored to the diverse needs of ESE students, revealing areas where targeted support is required.

After identifying these needs, a budget is crafted to align with the school improvement plan and available funding. This budget ensures that resources are allocated in a way that addresses the specific needs of ESE students. For instance, if i-Ready data indicates that ESE students are struggling with foundational reading skills, funds might be allocated to expand the use of Wonders' specialized literacy resources. Wonders offers differentiated instruction and interventions that can be tailored to support ESE students, making it a key component in the budget.
Effective resource allocation also involves a collaborative decision-making process with key stakeholders, including administrators, teachers, parents, and Board members. This process ensures that the diverse perspectives of those involved in the education of ESE students are considered. By working together, stakeholders can prioritize areas where resources will have the most significant impact, such as investing in professional development for teachers on how to utilize Wonders and i-Ready effectively or hiring additional support staff to assist ESE students.

To ensure that the resources are used effectively, the school establishes regular monitoring and evaluation mechanisms. This includes assessing the impact of i-Ready's progress monitoring on student growth and evaluating the effectiveness of Wonders' literacy interventions. Continuous data collection and analysis allow the school to make informed adjustments to resource allocations as needed, ensuring that funding is directed toward strategies that are proving to be effective. A culture of accountability and continuous improvement is also essential in this process. The school routinely revisits the improvement plan, reviews the outcomes of resource allocations, and uses data-driven insights to refine strategies. This iterative process ensures that school improvement funding is utilized

efficiently to address the specific needs of ESE students, ultimately leading to improved educational outcomes for these students.

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).

To effectively address the needs of students with disabilities, it is crucial to identify and allocate specific resources, establish a rationale based on data, and implement a structured plan. First, the primary resources required include specialized educational materials, adaptive technologies, and additional training for staff to enhance their understanding and instructional strategies. The rationale for these resources stems from data indicating a gap in academic performance and engagement among students with disabilities. For instance, recent assessments and feedback have revealed that these students often struggle with standard instructional methods and require tailored interventions. To address these needs, a comprehensive plan has been developed.

This plan includes a timeline for procuring the necessary resources, providing professional development for teachers, and integrating adaptive tools into the curriculum. Initial steps involve a detailed needs assessment, followed by resource acquisition and staff training. The implementation phase will span the entire school year, with regular evaluations to monitor progress and make adjustments as needed, ensuring that the support provided effectively improves educational outcomes for students with disabilities.

VII. Budget to Support Areas of Focus

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

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

Broward County Public Schools

GREENTREE PREPARATORY CHARTER SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 7

D. Early Warning Systems 8

II. Needs Assessment/Data Review 11

A. ESSA School, District, State Comparison 12

B. ESSA School-Level Data Review 13

C. ESSA Subgroup Data Review 14

D. Accountability Components by Subgroup 15

E. Grade Level Data Review 18

III. Planning for Improvement 19

IV. Positive Learning Environment 25

V. Title I Requirements (optional) 28

VI. ATSI, TSI and CSI Resource Review 31

VII. Budget to Support Areas of Focus 32

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 Greentree Prep Charter is to prepare K-8 students for high academic achievement and personal success through rigorous study and instruction aligned with state and federal government standards in the best of the classical and liberal arts tradition to teach and reach every child and allow him/her to become self-governing, productive, and reliant individual and citizen.

Provide the school's vision statement

Students will learn and demonstrate academic success in all core subjects: math, language arts, social studies, and sciences. While we are committed to high-performing academics, we also have a fun focus, making learning exciting and interesting through hands-on, experiential-based teaching and engaging after-school activities.
We hold to the belief that “every child can learn” given appropriate learning tools, measurable progress supported by consistent data, and a variety of teaching strategies that are used to match a student’s learning style.
Our primary intent is to enable our students to become exemplary citizens, enjoy learning, be able to engage in critical thinking, and to demonstrate complete mastery of educational building blocks to ultimately become successful, productive and contributing high school graduates.

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

Roxana Castillo

rcastillo@greentreeprep.com

Position Title
Principal

Job Duties and Responsibilities

Creating a safe, supportive, and high-functioning environment where every student and staff member can thrive. Oversees both academic and operational systems, making strategic decisions that align with our school's mission and goals. ·

- **Instructional Leadership: Conduct regular classroom walkthroughs and formal observations, providing actionable feedback to support teacher and instructional assistant growth.**
- **Team Collaboration: Meet consistently with the assistant principal, leadership team, and support staff to monitor progress, address challenges, and ensure transparent communication across the school community.**
- **Instructional Support: Partner with instructional coaches to promote effective, consistent teaching practices that drive student achievement.**
- **Relationship Building: Foster strong connections with students, families, staff, and community partners to cultivate a positive and inclusive school culture.**
- **Recognition & Morale: Celebrate the efforts and accomplishments of students and staff, reinforcing a culture of appreciation and high expectations.**
- **Community Engagement: Actively participate in school and district events to strengthen morale and build meaningful relationships.**
- **Communication: Share timely and relevant information with families and stakeholders to keep everyone informed and engaged in our collective success.**

Leadership Team Member #2

Employee's Name
Claudia Oliva

coliva@greentreeprep.com

Position Title
ESE Facilitator

Job Duties and Responsibilities

Oversees students with disabilities. Provides guidance and feedback to teachers on effective techniques to use for students with disabilities and gifted learners.Currently an interim assistant principal as she is on maternity leave.

ESE Responsibilities

- Oversee implementation of IEPs and 504 Plans, ensuring legal compliance and instructional

alignment
- Serve as liaison between families, staff, and district ESE departments
- Provide professional development on ESE strategies and accommodations
- Maintain accurate documentation and support audits or reviews
- Collaborate with teachers to improve outcomes for students with disabilities**nterim Assistant Principal Responsibilities**
- Support daily operations, discipline, and attendance
- Promote restorative practices and a positive school climate
- Assist in instructional coaching and curriculum implementation
- Engage with stakeholders to foster trust and collaboration
- Make site-based decisions in alignment with school priorities

Leadership Team Member #3

Employee's Name
Rosa Pou

rpou@greentreeprep.com

Position Title
Director Of Compliance

Job Duties and Responsibilities

Supports administration and facility operations to ensure a safe, positive, and high-performing learning environment.

Key Responsibilities:
- Establishes policies that align school priorities with the support of the administration
- Board member communication
- Parent communication
- Facility management and maintenance

Leadership Team Member #4

Employee's Name
Nakary Mathwich

nmathwich@greentreeprep.com

Position Title
Assistant Principal

Job Duties and Responsibilities

Supports school operations and academic leadership for grades K-8 while working closely with the Principal to ensure a safe, positive, and high-performing learning environment.

Key Responsibilities

- Implements best instructional practices to boost academic achievement
- Fosters restorative practices and a healthy school climate
- Oversees discipline, attendance, and daily operations
- Engages staff, students, families, and the community
- Contributes to curriculum development and staff coaching

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.

At Greentree Prep School, Leadership meets regularly to discuss topics, concerns, and improvements that require attention. Teachers are evaluated every quarter to ensure that professional development goals are being met, thereby helping to address students' needs.

We hold monthly governing board meetings where attendees are updated on the progress of our School Improvement Plan (SIP). All attendees have an opportunity to provide input into the plan, and the board members have an opportunity to provide feedback. In addition, teachers, students, and parents will be informed about the SIP.

Parent's feedback that is provided to the leadership team is addressed, ensuring changes are made when feedback is valid. Our Parent Liaison and Parent Group leaders meet with administration every month to discuss events, concerns, and provide any feedback from the parents' perspective. Each member has a title and is consistently communicating with remaining parents to ensure any concerns are addressed.

3. SIP Monitoring

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

The SIP will be monitored regularly for effective implementation. Teachers will be able to provide feedback on progress during Tuesday faculty meetings and quarterly grade level data chat meetings. Through informal and formal observations, data review, and frequent meetings, the leadership team will be able to ensure the SIP is being implemented effectively.

C. Demographic Data

2025-26 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**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**0.7%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: A** **2022-23: A** **2021-22: A** **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	30	25	34	46	35	33	26	17	19	265
Absent 10% or more school days	0	0	2	3	2	4	6	2	2	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	1	2	3	1	3	2	1	13
Level 1 on statewide Math assessment	0	0	1	0	1	1	0	2	0	5
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	2	0	5	0	0	0	0	0	7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	0	0	1	3	0	0	0	0	5

Current Year 2025-26

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

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

Current Year 2025-26

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
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										0

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										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	67	66	61	70	60	58	76	55	53
Grade 3 ELA Achievement	70	65	62	77	62	59	71	58	56
ELA Learning Gains	60	64	61	64	61	59			
ELA Lowest 25th Percentile	50	60	55	62	56	54			
Math Achievement*	68	64	62	73	60	59	67	52	55
Math Learning Gains	72	61	60	70	62	61			
Math Lowest 25th Percentile	70	56	53	61	60	56			
Science Achievement	37	60	57	56	55	54	60	50	52
Social Studies Achievement*	100	75	74	100	73	72	94	68	68
Graduation Rate		68	72		68	71		68	74
Middle School Acceleration	0	77	75	64	73	71	59	72	70
College and Career Acceleration		53	56		49	54		54	53
Progress of ELLs in Achieving English Language Proficiency (ELP)		60	61		59	59	65	53	55

*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)	ATSI
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	594
Total Components for the FPPI	10
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
59%	70%	69%	71%	55%		66%

* 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	20%	Yes	1	1
English Language Learners	50%	No		
Black/African American Students	65%	No		
Hispanic Students	57%	No		
White Students	68%	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	67%	70%	60%	50%	68%	72%	70%	37%	100%	0%			
Students With Disabilities	20%				20%								
English Language Learners	59%	70%	47%	23%	58%	64%	60%	17%					
Black/ African American Students	70%		68%		68%	80%		38%					
Hispanic Students	62%	70%	52%	33%	67%	68%	67%	35%					
White Students	75%		75%		70%	88%		30%					

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	70%	77%	64%	62%	73%	70%	61%	56%	100%	64%			
Students With Disabilities	50%				50%								
English Language Learners	64%	67%	56%	62%	59%	59%	42%	55%					
Black/ African American Students	81%		81%		81%	70%		77%					
Hispanic Students	68%	83%	54%	53%	69%	72%	56%	39%	100%				
White Students	64%		74%		73%	68%							

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	76%	71%			67%			60%	94%	59%			65%
Students With Disabilities	64%				45%								
English Language Learners	66%	73%			61%								59%
Black/African American Students	86%				76%			73%		60%			
Hispanic Students	70%	64%			63%			59%		50%			66%
White Students	78%				61%								

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	3	70%	61%	9%	57%	13%
ELA	4	60%	62%	-2%	56%	4%
ELA	5	61%	62%	-1%	56%	5%
ELA	6	54%	65%	-11%	60%	-6%
ELA	7	88%	60%	28%	57%	31%
ELA	8	79%	59%	20%	55%	24%
Math	3	74%	68%	6%	63%	11%
Math	4	71%	69%	2%	62%	9%
Math	5	52%	63%	-11%	57%	-5%
Math	6	54%	63%	-9%	60%	-6%
Math	7	88%	59%	29%	50%	38%
Math	8	80%	47%	33%	57%	23%
Science	5	27%	57%	-30%	55%	-28%
Science	8	53%	45%	8%	49%	4%
Civics		100%	72%	28%	71%	29%
Algebra		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

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

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

Most Improvement

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

The component with the most improvement was Math Learning Gains of the lowest 25% in grades 3rd – 8th. This year, teachers were provided pacing guides to ensure the completion of the curriculum before end-of-year assessments. Monthly grade-level meetings were consistent in discussing student performance data.

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 with the lowest performance is students with disabilities, where 10 out of 16 students have an IEP, and 9 out of those 10 students performed below grade level. These 9 students were also in the lowest 25 percentile for the 24-25 and did not show growth. This brought our Federal percent of point index for students with disabilities to 20%. 4 of the 10 students were 5th grade students. This 5th grade class was departmentalized and had several teachers throughout the duration of the school year. 5This created instability in their instruction, which led to a decline in performance.

Greatest Decline

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

The data component with the greatest decline from prior years was the students with disabilities subgroup. For the 23-24 school year, this subgroup had a federal percent point index of 50%. For the 24 – 25 school year, 20 of this subgroup performed within the 10 components, showing a 30% decline. 4 of the 10 students were 5th grade students. This 5th grade class was departmentalized and had several teachers throughout the duration of the school year. This created instability in their instruction and caused for a decline in performance. This year was also the first year of our ESE facilitator and ESE specialist.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the

factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap was students with disabilities subgroup. A 30% gap from the previous school year was formed this school year as only 20% of ESE students obtained passing scores and learning gains. 4 of the 10 students were 5th grade students. This 5th grade class was departmentalized and had several teachers throughout the duration of the school year. This created instability in their instruction and caused for a decline in performance. This year was also the first year of our ESE facilitator and ESE specialist.

EWS Areas of Concern

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

Students performing below level or significantly below level in reading is an area of concern. Currently, 13 students have received a level 1 from K-8. This is a concern, as if any of these students are also struggling with attendance or math, they would be considered a student with Early Warning Signs.

Highest Priorities

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

The highest priority for the 25-26 school year is ESE students in grade 3 – 8. These students must be continuously monitored to ensure that students are showing growth from the beginning of the year to middle of the year and provided additional interventions in a timely manner to ensure performance.

The next priority is 5th and 8th-grade science. Since the 23-24 school year Greentree Prep's Science component has drop 19%.

The final priority is ELL students in grades 3-8. These students have been progressively declining for several years. To avoid our Federal index percentile dropping further these students are to be monitored and spoken about regularly to ensure they are growing.

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Greentree Prep Charter aims to support our Students with Disabilities (SWD) in improving performance in English Language Arts (ELA). Since our SWD subgroup is our lowest-performing subgroup, our school improvement goals this year must incorporate a targeted focus on the academic progress of the students in this subgroup. The identified SWD subgroup demonstrated a decline on ELA state assessments, with 82% of SWD earning below a level 3. Due to the effects of inexperienced teachers, ESE facilitators, ESE Specialist, our SWD students demonstrated a significant decline on state assessments. Research indicates that ineffective teachers can affect student performance for up to 3 years. Many students with disabilities, particularly students with specific learning disabilities, who were already performing below their grade level expectations, will feel this more. We are finding that this subgroup in the area of reading comprehension is due to a lack of consistent instruction in key low-performing areas.

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.

By May 2026, the percentage of students with disabilities meeting proficiency by scoring a minimum of a level 3 ELA proficiency on the FAST PM3 assessment will improve from 18% to 30%

Monitoring

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

To achieve this desired outcome, active monitoring must be a part of our school improvement plan. To properly monitor our SWD students, we need classroom teachers, ESE teachers, and our School Leadership team to communicate and collaborate around inventions and progress consistently. Interventions will be selected and applied with a focus on their strengths, dosage, comprehensiveness, and alignment to the targeted need. To monitor, data collection is crucial. We will

collect data every quarter to measure student progress. This data will include assessments, observations, work samples, and behavior logs. We will use qualitative and quantitative data to gain a comprehensive understanding of each student's strengths and areas for improvement.

Person responsible for monitoring outcome
Roxana Castillo

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Our interventions are tailored to meet the individual needs of students with disabilities and are aligned with each student's IEP goals to ensure clear, measurable indicators of progress. Implementation will be carried out by classroom teachers, ESE specialists, and an interventionist. Instructional Strategies - Explicit & Systematic Instruction Focused on the "Big Five" components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension - Small Group Instruction Targeted support based on skill level and learning goals - Cooperative Learning Groups Peer-supported learning to build engagement and social interaction - Graphic Organizers Visual tools to support comprehension, organization, and retention - Scaffolding Gradual release of responsibility to promote independence and mastery - Technology Integration Use of adaptive tools and platforms to personalize learning and increase accessibility - Timely Feedback Ongoing formative feedback to guide instruction and reinforce progress - Mastery-Based Learning Instruction paced to ensure concept mastery before progression

Rationale:
Implementing approaches such as small group instruction, cooperative learning, graphic organizers, scaffolding, technology integration, and timely feedback allows for meaningful differentiation. These methods ensure that instruction is responsive to each student's unique strengths and challenges. Explicit and systematic instruction—delivered in a highly structured and sequenced manner—has consistently demonstrated effectiveness across grade levels and student populations, including those with disabilities. This approach ensures clarity, consistency, and targeted skill development. Additionally, Mastery Learning shifts the instructional focus from pacing guides to student understanding. By allowing students the time and support needed to achieve mastery, this strategy helps close achievement gaps and ensures that all learners have the opportunity to succeed, regardless of their starting point.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

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

Action Step #1

Analyze Data with Grade Level Meetings

Person Monitoring:
RTI Coordinator

By When/Frequency:
September

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Review and analyze 2025 PM1 data to identify specific ESE students and drive instruction. These ESE Students will then be monitored through our ESE specialist to ensure progress.

Action Step #2
Provide Professional Development

Person Monitoring:
Roxana Castillo

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Small group instruction, cooperative learning, graphic organizers, scaffolding, technology integration, and timely feedback will be ongoing professional development provided to the teachers. During these professional developments, we will provide new strategies and tools for teachers to use frequently. Doing deep dives into their curriculum and other resources that are provided to them.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Greentree Prep Charter aims to support our Students with Disabilities (SWD) in improving performance in English Language Arts (ELA). Since our SWD subgroup is our lowest-performing subgroup, our school improvement goals this year must incorporate a targeted focus on the academic progress of the students in this subgroup. The identified SWD subgroup demonstrated a decline on ELA state assessments, with 73% of SWD students not meeting learning gain requirements established by the state. Due to the effects of inexperienced teachers, ESE facilitators, ESE Specialist, our SWD students demonstrated a significant decline on state assessments. Research indicates that ineffective teachers can affect student performance for up to 3 years. Many students with disabilities, particularly students with specific learning disabilities, who were already performing below their grade level expectations, will feel this more. We are finding that this subgroup in the area of reading comprehension is due to a lack of consistent instruction in key low-performing areas.

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.

By May 2026, the percentage of students with disabilities meeting learning gains in FAST PM3 ELA will improve from 27% to 50%.

Monitoring

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

To achieve this desired outcome, active monitoring must be a part of our school improvement plan. To properly monitor our SWD students, we need classroom teachers, ESE teachers, and our School Leadership team to communicate and collaborate around inventions and progress consistently. Interventions will be selected and applied with a focus on their strengths, dosage, comprehensiveness, and alignment to the targeted need. To monitor, data collection is crucial. We will collect data every quarter to measure student progress. This data will include assessments, observations, work samples, and behavior logs. We will use qualitative and quantitative data to gain a comprehensive understanding of each student's strengths and areas for improvement.

Person responsible for monitoring outcome

Roxana Castillo

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:

Intervention: MyLexia and IReady These programs provide intensive, scaffolded instruction in decoding and comprehension for students performing below grade level. Monitoring: - Biweekly formative assessments - Student growth tracked in MTSS data dashboards - Teacher implementation logs and fidelity rubrics

Rationale:

Students with disabilities require direct, systematic, and scaffolded instruction to build foundational literacy skills and close achievement gaps. Digital instruction that comes from programs such as Mylexia and i-Ready offers a structured environment where instruction is tailored to individual needs, delivered at a manageable pace, and reinforced through repetition and feedback.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Data Review

Person Monitoring:
Roxana Castillo and Claudia Oliva

By When/Frequency:
September

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Review and analyze 2025 PM1 data to identify specific ESE students and drive instruction. These ESE Students will then be monitored through our ESE specialist to ensure progress.

Action Step #2
Collaborative Problem Solving Meetings

Person Monitoring:
Roxana Castillo and Adrianna Franco

By When/Frequency:
This is on going monthly throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Review and analyze 25-26 school year PM2 data in order to see student progress from PM1. Meetings will be held to implement new strategies for students not performing adequately and continue strategies that are working for students who are showing learning gains.

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.

During students' Elementary and Middle School years, consistent attendance plays a vital role in developing core skills in reading, math, and social interaction. At this stage, our priority is to foster a welcoming school environment that promotes daily participation, closely tracks student absences, and proactively addresses challenges that may prevent regular attendance.

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.

By the end of the 25-26 school year, Greentree Prep will reduce the percentage of students with chronic absenteeism by 3%, from 11.5% to 8.5%.

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.

1. Monthly Attendance Data Reviews: The school will conduct monthly reviews of attendance data, focusing on identifying students who are at risk of chronic absenteeism. This will include tracking individual student attendance patterns, analyzing trends across grade levels, and comparing current data with historical attendance records. Attendance teams will meet regularly to review the data, discuss students of concern, and adjust intervention strategies as needed.
2. Early Warning System Implementation: An Early Warning System (EWS) will be implemented to flag students who are approaching or have exceeded the threshold for chronic absenteeism. This system will generate alerts for students who have missed a certain number of days (e.g., 5% of school days) and prompt immediate follow-up actions, such as contacting parents, scheduling meetings, or providing support services.
3. Targeted Interventions and Support: For students identified as at risk, the school will implement targeted interventions, including counseling, mentorship programs, and support for addressing barriers to attendance (e.g., transportation, health services). The progress of these students will be monitored closely, with adjustments made based on their attendance and engagement. 4. Family and Community Engagement: The school will actively engage with families to emphasize the importance of regular attendance. This will include regular communication about attendance expectations, workshops on overcoming attendance barriers, and recognition programs for students and families who demonstrate improved attendance. Feedback from families will be gathered and used to refine engagement strategies.

Person responsible for monitoring outcome

RTI coordinator and Classroom Teacher

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:

Interventions that significantly reduce chronic absenteeism that will be implemented are: - School Spirit activities and engaging lessons that bring students to school every day. - Communication of missed days via text message or ClassDojo - Implementing an MTSS system of support that will create goals, strategies, and communication to families

Rationale:

- Positive School Culture Rationale: Students are more likely to attend when they feel safe, valued, and connected. A welcoming environment fosters belonging and excitement to come to school, which is a key predictor of consistent attendance. -Text Messaging to Families Rationale: Studies show that simple, direct reminders—especially via text—can significantly increase attendance. These messages

inform parents about missed days and reinforce the importance of daily attendance in a non-punitive manner. - Tiered Support Models (MTSS) - Rationale: Not all students need the same level of intervention. A tiered approach ensures that resources are matched to need, preventing both over- and under-support.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

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

Action Step #1
Review historical attendance data

Person Monitoring:
RTI coordinator and Principal

By When/Frequency:
September

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The team will review data of students who were chronically absent for the previous school year and students who are currently on that path. Data will be reviewed each month to discuss if the interventions have improved or need additional to support students' attendance progress.

Action Step #2
Collaborative Problem-Solving Meetings

Person Monitoring:
RTI Coordinator and Principal

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To ensure every student receives the support they need, a collaborative problem-solving meeting will be held for any student with attendance concerns. These meetings will explore whether absences are impacting academic progress and identify the underlying causes contributing to missed instructional time. During each meeting, the team will: - Define the specific area(s) of concern - Determine targeted strategies to address barriers - Establish a follow-up schedule to monitor progress and adjust supports as needed Based on the outcome, students will be placed within the appropriate tier of our attendance intervention framework. Evidence-based supports will be provided according to each student’s level of need to improve both attendance and academic outcomes.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The district provided an information session at the end of the summer once we were notified to be an ATSI school. A separate meeting was held with the Charter School Management team. In this meeting we discussed our needs as a school and were able to determine our areas of concern to create our SIP. We have submitted our plan for review and feedback has been provided twice.

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).

FAST progress monitoring data, attendance data and additional student data will be used as we continue this year. Calendar dates will be set to ensure the frequency of monitoring is being completed and not left until the end of the school year.

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

Broward County Public Schools

IMAGINE CHARTER SCHOOL AT N LAUDERDALE ELEM



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 8

D. Early Warning Systems 9

II. Needs Assessment/Data Review 12

A. ESSA School, District, State Comparison 13

B. ESSA School-Level Data Review 14

C. ESSA Subgroup Data Review 15

D. Accountability Components by Subgroup 16

E. Grade Level Data Review 19

III. Planning for Improvement 20

IV. Positive Learning Environment 30

V. Title I Requirements (optional) 33

VI. ATSI, TSI and CSI Resource Review 36

VII. Budget to Support Areas of Focus 37

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

It is all about the students. No exceptions. No excuses.

Provide the school's vision statement

At Imagine Charter at North Lauderdale Elementary School, we strive to ensure all students demonstrate above-average academic growth each year.

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

Sharon Bailey

Sharon.Bailey@imaginenl.org

Position Title

School Principal

Job Duties and Responsibilities

Responsibilities include disciplining or advising students, approving Teachers' curriculums, and ensuring the school environment is safe for all students and staff members. Implement the school’s charter in collaboration with the school’s board of directors and the authorizing institution. Establishand communicate standards for student and professional performance.Continually assess school practices and procedures and adjust them to support the diverse learning needs of students. Assume responsibility for the health, safety, and welfare of the students, staff, and visitors.

Infuse the school culture with Imagine Schools Non-Profit's Six Measures of Excellence. Demonstrate an understanding of the Imagine Schools Non- Profit Six Measures of Excellence in the execution of duties. Model positive character virtues and habits. Assist students in developing positive moral and performance character attributes. Responsible for overseeing the financial management of the school, including the development of the annual budget, overseeing the management of accounts payable and accounts receivable, approving payroll, and provision of required financial reports to the board, district, and state. Also responsible for seeing that the annual financial audit is completed in a timely manner. Responsible for the hiring and supervision of the school personnel.

Collaborate and clearly communicate with parents/guardians, and other educators to assist the students. Regularly communicate with all members of the school community.

Leadership Team Member #2

Employee's Name
Alicia Wright-Garcia

Alicia.WrightGarcia@imaginenl.org

Position Title
Asst. Principal

Job Duties and Responsibilities

Performs a variety of administrative duties to assist the Principal in managing the school. Assumes the duties of the Principal in the absence of the Principal and as assigned. Assists the Principal in providing instructional leadership to the school. Supervises and evaluates the performance of designated certificated and/or classified personnel assigns duties to faculty and staff as appropriate to meet school objectives; Assists with the recruiting, interviewing, and selection of new faculty and staff. Supervises students on campus after school; assist with monitoring students during lunch when needed Provides direction to a variety of faculty, staff, and student programs and services; participates in formal and informal classroom visitations and observations; provides recommendations and suggestions for improvement as appropriate. Directs the Saturday School tutoring program in collaboration with school staff and/or personnel from outside agencies. Provide Professional Development at Bi-Weekly Staff Meetings, Meet with educators to discuss data, Complete reports and progress monitor data Serve as ESOL Coordinator.

Leadership Team Member #3

Employee's Name
Paige Sims

Paige.Sims@imaginenl.org

Position Title
Literacy Coach/ MTSS Coordinator

Job Duties and Responsibilities

Support teachers and administrators in using data to improve instruction on all levels. Provides professional development on targeted topics. Develop coaching plans for teachers to ensure student improvement. Utilize Adult Learning Theory to motivate adult learners to improve professional practice. Assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students. Oversee the MTSS Process, Meet Weekly with Interventionist and share with the Leadership Team.

Leadership Team Member #4

Employee's Name
Tamaya Lawson

Tamaya.Lawson@imaginenl.org

Position Title
Math Instructional Coach/Title 1 Coordinator

Job Duties and Responsibilities

Support teachers and administrators in using data to improve instruction on all levels .Design professional development on targeted topics. Develop coaching plans for teachers to ensure student improvement. Utilize Adult Learning Theory to motivate adult learners to improve professional practice.Serves as Title 1 Coordinator, Assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students.

Leadership Team Member #5

Employee's Name
Pamela Engel

Pamela.Engel@imaginenl.org

Position Title
ESE Specialist

Job Duties and Responsibilities

IEP Development and Compliance:

- Lead or support the development, review, and revision of Individualized Education Programs (IEPs).
- Ensure compliance with IDEA (Individuals with Disabilities Education Act), Section 504, and other applicable laws and policies.

- Facilitate and attend IEP meetings, ensuring all legal timelines and procedures are followed.

Student Support and Services Coordination:

- Collaborate with general and special education teachers, service providers (e.g., speech/language therapists, occupational therapists), and administrators.
- Monitor student progress toward IEP goals and provide data-driven recommendations.
- Support the implementation of accommodations and modifications in the general education setting.

Training and Professional Development:

- Provide training and guidance to teachers, staff, and families on best practices in special education.
- Offer technical assistance on instructional strategies, behavior management, and legal compliance.

Evaluation and Assessment:

- Assist in coordinating psychoeducational evaluations, eligibility determinations, and re-evaluations.
- Interpret assessment data and assist in determining appropriate educational placements and services.

Documentation and Reporting:

- Maintain accurate records related to IEPs, eligibility documentation, progress monitoring, and parent communications.
- Prepare reports for district and state-level audits or reviews.

Leadership Team Member #6

Employee's Name
Herb Bynes

Herb.Bynes@imaginenl.org

Position Title
Dean of Discipline

Job Duties and Responsibilities

Discipline Management:

- Enforce school rules and the student code of conduct fairly and consistently.
- Investigate and document disciplinary incidents, including interviewing students and witnesses.
- Determine appropriate consequences and disciplinary actions (detentions, suspensions, etc.) in accordance with district and school policy.
- Collaborate with teachers and staff to address ongoing behavior concerns.

Student Behavior Support:

- Monitor student behavior throughout the campus, including during class changes, lunch, and

arrival/dismissal.
- Develop and implement behavior intervention plans (BIPs) in partnership with counselors and special education staff.
- Promote positive behavior strategies, including restorative justice, peer mediation, and conflict resolution programs.
- Serve as a liaison between the school, students, and families regarding behavioral expectations and consequences.

Data and Compliance:
- Maintain accurate records of all disciplinary actions and referrals.
- Track behavioral trends and generate reports for administrative review and data-based decision making.
- Ensure compliance with local, state, and federal regulations related to student discipline, including due process for suspensions or expulsions.

School Culture and Climate:
- Support school-wide efforts to promote a positive, inclusive, and respectful school culture.
- Participate in school safety planning and crisis response efforts.
- Work with leadership and student support teams to implement school-wide behavior and safety programs (PBIS, SEL, etc.).

Leadership Team Member #7

Employee's Name
Evelyn Zamora

Evelyn.Zamora@imaginenl.org

Position Title
School Counselor/Social Worker

Job Duties and Responsibilities

The counselor is uniquely trained in child development, learning strategies, self- management and social skills, whom understands and promotes success for diverse students. The counselor identifies and help address challenges faced by students, which may include learning disabilities, financial difficulties, and behavioral problems; as well as implements a school counseling program to support students through their important developmental stages. The school social worker assists students with socio-emotional challenges and links school, home, and community services.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or

community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

The school makes all stakeholders aware of the current school improvement plan and holds a meeting in which all stakeholders are invited to provide input on the current and upcoming plans. All stakeholders including the school leadership team, teachers, school staff, parents, families community members and governing board members are invited to join the meetings. The meetings are posted via school dojo, Parent Square and on the entry doors of the building. Invite flyers are sent home in multiple languages as well.

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 's leadership team monitors the various components of the School Improvement Plan. Progress and modifications are discussed at weekly leadership team meetings as well as monthly school leader meetings. Progress Monitoring is shared internally with staff members through the school weekly newsletter. The updates and progress are shared with all stakeholders including family, staff community and governing board members at monthly governing board meetings as well.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**90.6%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: C** **2022-23: D** **2021-22: D** **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										0
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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

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

Current Year 2025-26

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment		15	42	30	1	5				93
Level 1 on statewide Math assessment		13	34	26	1	5				79
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										0

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		6	5	12	2	1				26
Students retained two or more times				1	1					2

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	37	64	59	38	61	57	32	56	53
Grade 3 ELA Achievement	37	63	59	38	60	58	28	56	53
ELA Learning Gains	51	65	60	52	64	60			
ELA Lowest 25th Percentile	52	60	56	58	60	57			
Math Achievement*	42	70	64	35	66	62	34	62	59
Math Learning Gains	55	68	63	48	66	62			
Math Lowest 25th Percentile	52	55	51	58	55	52			
Science Achievement	26	60	58	25	56	57	17	48	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	64	63	63	53	59	61	26	59	59

*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)	CSI
OVERALL FPPI – All Students	46%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	416
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
46%	45%	34%	35%	29%		46%

* 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	26%	Yes	6	1
English Language Learners	44%	No		
Black/African American Students	46%	No		
Hispanic Students	49%	No		
Economically Disadvantaged Students	46%	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	37%	37%	51%	52%	42%	55%	52%	26%					64%
Students With Disabilities	14%	9%	65%		22%	38%		8%					
English Language Learners	29%	16%	51%	40%	30%	60%	62%	46%					64%
Black/African American Students	38%	43%	46%	58%	43%	50%	50%	22%					61%
Hispanic Students	38%	29%	59%	45%	40%	67%							67%
Economically Disadvantaged Students	37%	34%	51%	50%	40%	55%	52%	28%					63%

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	38%	38%	52%	58%	35%	48%	58%	25%					53%
Students With Disabilities	13%		50%	55%	13%	48%	67%	0%					60%
English Language Learners	26%	20%	58%	62%	30%	61%	79%	19%					53%
Black/African American Students	38%	41%	50%	75%	33%	43%	50%	15%					50%
Hispanic Students	40%	29%	61%		40%	61%		50%					53%
Economically Disadvantaged Students	38%	38%	52%	61%	34%	46%	57%	24%					51%

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	32%	28%			34%			17%					26%
Students With Disabilities	7%				15%			0%					33%
English Language Learners	20%	6%			33%			15%					58%
Black/African American Students	30%	32%			31%			14%					50%
Hispanic Students	35%	21%			43%			22%					62%
Economically Disadvantaged Students	31%	29%			34%			18%					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	3	36%	61%	-25%	57%	-21%
ELA	4	34%	62%	-28%	56%	-22%
ELA	5	31%	62%	-31%	56%	-25%
Math	3	37%	68%	-31%	63%	-26%
Math	4	41%	69%	-28%	62%	-21%
Math	5	41%	63%	-22%	57%	-16%
Science	5	23%	57%	-34%	55%	-32%

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?

When reviewing the data from the FAST Summative, STAR Reading PM3 School-Wide, and STAR Reading PM3 for Students with Disabilities (SWD) reports, the area that showed the greatest improvement across all assessments was the reduction in the number of students performing at the lowest level.

In the FAST school-wide reading results for grades three through five, the most significant improvement was seen in the decrease of students scoring at Level 1. At the beginning of the school year, during the PM1 window, 61% of students fell into this lowest performance category. By the end of the year, during PM3, that number had dropped to 35%. This marks a 26 percentage point reduction, representing the most substantial gain in student performance across all measured areas.

Similarly, in the STAR Reading school-wide report for grades kindergarten through five, the percentage of students in the "Urgent Intervention" category, which aligns with the lowest performance band, decreased from 22% in the fall to 17% in the spring. While the change in the overall school-wide STAR data was a five-point decrease, the trend mirrored the improvement seen in the FAST data.

The most notable improvement within a specific subgroup was found in the STAR Reading PM3 report for Students with Disabilities. In the fall, 25% of students in this group were identified as needing urgent intervention. By the spring, only 7% remained in this category. This indicates an 18 percentage point mprovement, suggesting that targeted support for this population may have been particularly effective.

Overall, the greatest area of improvement was the reduction in the number of students performing at the lowest achievement level. This trend was consistent across all three data sets, with the most dramatic gains appearing in the FAST assessment data, followed by significant growth among students with disabilities in the STAR Reading results. These results reflect meaningful progress in shifting students out of the most critical need for reading support.

Lowest Performance

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

An analysis of student performance across multiple data platforms, including STAR and FAST assessments, reveals variation in the identified lowest-performing literacy domains. These differences are most notable when comparing grade levels and subgroups, particularly in Grades 3 through 5.

3rd Grade

Both STAR and FAST assessment data indicate that Reading Across Genres is the lowest-performing area. However, proficiency levels differ by platform:

STAR Assessment:

43% of students scored at the Beginning level

25% at the Developing level

32% at the Secure level

FAST Assessment (PM3):

44% scored Below Standard (compared to 82% in PM2)

43% scored At or Near Standard (up from 9% in PM2)

12% scored Above Standard (up from 9% in PM2

4th Grade

There is a discrepancy in the identified lowest-performing domains between the two assessments:

STAR Assessment:

Reading Informational Text is identified as the lowest area

28% Beginning, 26% Developing, 47% Secure

FAST Assessment (PM3):

Reading Across Genres is the lowest area

33% Below (52% in PM2)

60% At or Near (39% in PM2)

7% Above (9% in PM2)

5th Grade

In 5th grade a similar trend to 4th grade is observed:

STAR Assessment:

Reading Informational Text is the lowest-performing domain scores were as follows:

32% Beginning, 32% Developing, 36% Secure

FAST Assessment (PM3):

Reading Across Genres remains the lowest

47% Below (52% PM2)

41% At or Near (42% PM2)

14% Above (7% PM2)

ESE Student Performance (FAST Assessment)
Across all three grade levels, Reading Across Genres is the lowest-performing area for ESE students:
3rd Grade ESE:
79% Below (82% PM2), 14% At or Near (9% PM2), 7% Above (9% PM2)
4th Grade ESE:
14% Below (71% PM2), 86% At or Near (14% PM2), 0% Above
5th Grade ESE:
92% Below, 8% At or Near, 0% Above

Interpretation and Instructional Implications
The discrepancies between platforms in identifying the lowest-performing area suggest a positive shift in instructional impact. Specifically, the targeted focus on Reading Informational Text appears to have led to meaningful gains, as evidenced by its removal as the lowest-performing domain in FAST data. This supports the effectiveness of recent instructional strategies aimed at improving comprehension of informational texts.

Moving forward, the instructional focus must now shift toward strengthening student understanding of Literary Texts and Reading Across Genres. Reiterating genre-specific reading strategies, supporting textstructure analysis, and enhancing inferential comprehension will be key to continued growth, particularly among ESE students and students performing at the “Below Standard” level.

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

During the 2024–2025 school year, Imagine North Lauderdale demonstrated significant progress in reducing the number of students scoring at Level 1 (“Urgent Intervention”) on the FAST Reading Progress Monitoring Assessments.

PM1 Results: 61% of students scored at Level 1
PM2 Results: Reduced to 49% (12 percentage point decrease)
PM3 Results: Further reduced to 35% (26 percentage point decrease from PM1)

This 26 point decline reflects the school’s ongoing commitment to data-driven instruction and the consistent implementation of its School Improvement Plan (SIP). Key strategies that contributed to this improvement include:

- Schoolwide implementation of the Lexia Reading Program, with small group instruction tailored

to student needs as identified by Lexia's recommendations
- Intentional, documented Tier 2 small group instruction delivered daily by homeroom teachers
- Targeted intervention support provided by the Reading Interventionist
- Collaborative planning and coaching led by the Reading Coach during daily common planning sessions

These coordinated efforts have resulted in measurable growth in student reading proficiency and a substantial reduction in the number of students requiring urgent intervention.

Greatest Gap

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

When comparing the FAST PM3 Reading data to PM1 for grades 3 through 5, the data component with the greatest gap is the percentage of students who scored at Level 1, which is the lowest performance category and represented in red.

In PM1, 61% of students scored at Level 1. By PM3, that number had decreased significantly to 35%. This marks a 26 percentage point reduction in the number of students performing at the lowest level. This decrease represents the most substantial shift among all performance levels and indicates a significant improvement in overall reading performance schoolwide.

Other performance levels also showed positive growth, but none with as large a shift as Level 1. Level 2 increased from 22% in PM1 to 31% in PM3, showing a 9 point gain. Level 3, which marks the beginning of proficiency, rose from 13% to 17%, a 4 point gain. Level 4 increased from 4% to 13%, a 9 point increase. Level 5, the highest level of performance, improved from 1% to 4%, a 3 point gain.

Overall, while there were improvements across multiple levels, the most significant change occurred in the reduction of students scoring at Level 1. This suggests that many students made progress out of the lowest performance category over the course of the school year.

EWS Areas of Concern

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

The identified area of concern is reading performance. According to the data, 29 students across the grades are in Reading Tier 3, which identifies them as performing at Level 1 on the state assessment, the lowest level of proficiency. An additional 24 students are in Reading Tier 2, meaning they are also struggling, though to a lesser degree. Combined, this highlights a substantial portion of the student population in need of intensive support in reading.

For students struggling with reading, the school will provide tiered interventions aligned with the Multi-Tiered System of Supports (MTSS) framework. Tier 3 students will receive intensive small-group or

one-on-one instruction using evidence-based literacy programs such as those outlined in our School Reading Plan, in addition to their core reading instruction. Progress monitoring will be conducted frequently to ensure interventions are effective, and instruction will be adjusted as needed. Professional development for teachers will also be prioritized to support high-quality literacy instruction and
data-informed teaching.

By addressing foundational reading skills, the school aims to remove key barriers to academic achievement and promote long-term student success.

Highest Priorities

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

1. Effective Instruction for Students With Disabilities
2. Literacy Instruction
3. Consistent implementation of PBIS Plan Intiatives

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Due to the school's students with disabilities subgroup falling below the 41% Federal index points for 6 years in a row, the first focus area is to increase proficiency scores in Reading for Students With Disabilities in grades 3-5. When reviewing 24-25 school year State Assessment data SWD students had a 14% proficiency in the subject area of Reading. This is a 1% increase from the 13% proficiency in the previous 23-24 school year and a 7% increase from the 7% proficiency during the 22-23 school year.

When reviewing learning gain data SWD's display learning gains of 65% which is an increase from the previous year (23-24) of 50% in the subject area of Reading.

In the subject area of Math SWD Proficiency has increased 9% from 13% in the 23-24 school year to 22% in the 24-25 school year.

Although Reading data is trending positively and Math Profiency has increased the overall SWD subgroup Federal Percent of points Index has decreased 12% from 38% during the 23-24 school year to a 26% for the 24-25 school year. This decrease has now placed the subgroup not only below 41% but now below the 32% cut off as well.

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.

By June 2025, students with disabilities Federal Index Percentage Points will increase from a 28% to a minimum of 41 percentage points, based on the Florida StateWide assessment results of students in grades third through fifth.

Monitoring

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

ESE teachers will participate in weekly team meetings and discuss data collected from the previous week. ESE teachers are responsible for writing quarterly progress reports; the data is monitored through STAR, FAST, and Lexia.
After meeting with the ESE service providers, the ESE specialist collaborates with the curriculum coaches and Assistant Principal to help support the ESE teachers.

Classroom educators will receive lesson plan checks reviewing inclusion of ESE modifications and application of student's IEP's. Educators will meet Bi-weekly with Instructional coaches to develop lesson plans that will meet the needs of all students including Students With Disabilities.

Person responsible for monitoring outcome

Sharon Bailey

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:

ESE teachers will be using the following tier 3 interventions for reading : Fundations(KG), UFLI(1-2), Benchmark intervention(3-5) when pulling small groups for instruction. Fundations (to be used in Kindergarten) is a structured literacy program for grades K-3 designed to build foundational skills in reading, spelling, and handwriting. It is built on the science of reading and utilizes a multisensory approach to teach essential skills like phonemic awareness, phonics, vocabulary, fluency, and comprehension. UFLI (University of Florida Literacy Institute) Foundations will be used with grades 1-2. It is an explicit and systematic phonics program designed to teach foundational reading skills. It can be used as a core curriculum for students in kindergarten through second grade or as an intervention for struggling readers in any grade, including students with dyslexia and other reading difficulties. Benchmark Advance Interventions,(used for grades 3-5) particularly the "Steps to Advance" series, are designed to support students with significant learning gaps in reading, often identified as students with significant reading delays (SWDs). These interventions focus on building foundational literacy skills and bridging the gap to grade-level expectations, with a strong emphasis on phonics and structured literacy approaches.

Rationale:

Fundations supports SWDs in many ways. It presents skills in a sequential, systematic, and cumulative manner, ensuring that students build a strong foundation and reinforce previously learned concepts. The program actively engages students in learning through various modalities, such as using visual aids, auditory cues, and kinesthetic activities, which can be beneficial for students with diverse learning styles and those with learning disabilities. Studies have shown that when implemented with fidelity, Fundations can lead to significant gains in foundational literacy skills for students in Tiers 1 and 2, including English learners. The program has been rated as "Promising

Evidence" / Tier 3 on the U.S. Department of Education's Every Student Succeeds Act (ESSA) evidence. The UFLI program is grounded in the Science of Reading, incorporating research findings on effective reading instruction and word reading development. Piloting and evaluation studies have shown significant positive impacts on the literacy skills of students using the program, including those with disabilities. The Benchmark Advanced Intervention to be used with students in grades 3-5 are aligned with the principles of structured literacy, which is particularly beneficial for students with dyslexia and other learning disabilities.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 3 – Promising 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
ESE Weekly Team Meetings

Person Monitoring:
William Dorfman

By When/Frequency:
Once per Weekl

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ESE teachers participate in weekly team meetings and discuss data collected from the previous week. Adjustments will be made if needed. Minutes will be taken and shared at the weekly Leadership Team Meetings.

Action Step #2
Quarterly Progress Reports

Person Monitoring:
William Dorfman

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ESE teachers will be responsible for writing quarterly progress reports; the data is monitored through STAR, FAST, and Lexia. The ESE Specialist will oversee ESE educators to ensure that they are being completed accurately and in a timely manner. Progress will be shared at Quarterly Data Chats.

Action Step #3
Professional Learning

Person Monitoring:
Pamela Engel

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Classroom educators will receive professional learning to develop strategies to support learning of SWD in the general classroom setting. Professional will take place on Campus and educators will have the opportunity to sign up for PL through LAB.

Area of Focus #2

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

Instructional Practice specifically relating to Small-group Instruction

Area of Focus Description and Rationale

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

The second Focus Area is effectively implementing ESE modifications/accommodations. The classroom teachers are providing the classroom-based accommodations documented on each IEP; however, they aren't all being effectively implemented and small group instruction is not happening consistently in all classrooms. This significantly impacts the achievements of all students including students with disabilities.

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.

By June 2026, all of the classroom teachers at Imagine North Lauderdale will utilize and effectively implement 100% of the classroom-based accommodations, documented on each IEP through weekly lesson plan checks.

By June 2026, 100% of classroom teachers at Imagine North Lauderdale will utilize and effectively implement of the classroom-based accommodations, documented on each IEP as well as small group instruction as measured by the Observe For Success Evaluation Tool.

Monitoring

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

- The ESE specialist will continue to monitor lesson plans and provide a 30-minute daily check-in, to ensure that the classroom-based accommodations are being effectively implemented.
- On a weekly basis, the ESE specialist will collaborate with the Assistant Principal and curriculum coaches to ensure that the accommodations are being appropriately documented in teacher lesson plans.
- The ESE team and grade level teams will collaborate during formal meetings to consistently evaluate the effectiveness of the classroom-based accommodations.

Person responsible for monitoring outcome

William Dorfman

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:

Small Group Instruction: Small group instruction is a teaching method where a teacher works with a small subset of students (typically 2-6) to provide targeted instruction on a specific skill or concept, often as a supplement to whole-class teaching. It allows for more individualized attention and differentiated learning experiences compared to whole-class instruction

Rationale:

The classroom teachers are providing the classroom-based accommodations documented on each IEP; however, they aren't all being effectively implemented and small group instruction is not happening consistently in all classrooms. This significantly impacts the achievements of all students including students with disabilities. Small group instruction is an effective EBP (Evidence Based Practice), allowing teachers to focus on the specific needs of a few students at a time. This setting provides a more intimate learning environment, which can be beneficial for reinforcing skills, providing personalized feedback, and fostering peer interactions. Evidence suggests that Instruction should be intensified by focusing on fewer high priority skills during lessons and scheduling multiple and extended instructional sessions. One-on-one or small group instruction provides intensity as students have more opportunities to practice and respond.

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

ESE Classroom Support

Person Monitoring:

William Dorfman

By When/Frequency:

Weekly

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

The designated ESE paraprofessional will support the classroom teacher with implementing classroom- based accommodations.

Action Step #2

Lesson Plan Monitoring of Classroom Teachers

Person Monitoring:

Paige Sims

By When/Frequency:

Weekly

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

On a weekly basis, the curriculum coaches will ensure that the accommodations are being

appropriately documented in teacher lesson plans as well as data-based small group instruction. Lesson plan feedback will be provided on a weekly basis to educators with areas of concern regarding ESE expectations for lesson plans. Administrators will follow up with educators that display a pattern of concerns with ESE expectations.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

In August of 2011, the school implemented a school-wide Positive Behavioral Incentive Support (PBIS) system in order to encourage and reward academic and social responsibility. In an effort to proactively address behavioral needs and areas of concern in grades K – 5, ESE, and ESOL students.

The Positive Character Development Committee collaborates to refine the PBIS system each year to ensure that they meet all students' needs. The committee members are the Title 1 parent liaison, a leadership team member, an ESOL contact, ESE teacher representative, and it is led by the Dean of Discipline. During these meetings, each stakeholder ensures that each student they represent has an equal opportunity to participate in all celebrations. They ensure that our ESOL students are able to understand what is taking place by ensuring that accommodations and translators are incorporated into lessons if needed. They also ensure that our ESE students are able to participate as well by making sure that when they are pulled out of their classes, their ESE teachers all have access to their homeroom Class Dojo’s so that students are able to continue receiving points for their positive behavior, ensuring that at no time they are missing out on opportunities to be celebrated for making positive choices.

Through the years, the PBIS system has evolved. Students are rewarded with set amounts of Class Dojo points for being academically focused, self-sufficient, and role-model citizens. All students have opportunities to earn Dojo points throughout the day, within their homerooms, specials classes, ESE, Intervention classes, and the cafeteria. Students are then able to cash out their earnings at quarterly.

Positive Character Development celebrations, made possible by our Specials teachers. The school-wide, positive-reinforcement, PBIS system has had a dramatic impact on student behavior. Students have shown growth with consistent use of Class Dojo.

Measurable Outcome

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

During the 2025- 2026 school year, 100% of teachers in grades K- 5 will teach character lessons from the Positivity Project.

Character strengths — as classified by positive psychology — are a family of positive traits expressed through a person's thoughts, feelings, and behaviors that are universally recognized for the strength that they create in individuals and communities. All students will also participate in a weekly Character Enrichment Course.

Making children aware that every one of them has all 24 character strengths, provides the foundation for genuine self-confidence grounded in self-awareness. At the same time, it helps children better understand why everyone is different and how to appreciate those differences. This will give students the vocabulary needed to articulate their feelings in an appropriate way to ensure that all parties are able to understand each other in a calm and comforting environment. Through daily discussion and reflection, students and teachers will be able to understand each others viewpoints better.

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.

This will be monitored by the Dean of Students and the Social Worker. They will be monitoring all classes during the designated Positivity time to ensure that all classes are teaching the lessons and will support classes and students as needed. Students will also have moments within the cafeteria with the Dean of Students where he will review the character traits for the month. He will discuss the traits taught and provide scenarios for discussion with various grade levels. If students need additional interventions, students will be pulled by the Social worker and then they will be given Navigate 360 lessons to help reinforce character traits and allow students the opportunity to think through their actions.

Students will complete monthly character surveys and the Annual Imagine Company based Student Surveys. Data willbe evaluated, shared and discussed with stakeholders to modify action steps if needed.

Person responsible for monitoring outcome

Sharon Bailey

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:
Navigate 360 is an evidence based Intervention & Restorative Practices program that supplies schools and teachers an effective way to reach out and help students struggling behaviorally.

Rationale:
This system was chosen because we noticed that last year we saw a decrease in our negative behaviors. We want to continue with the same program because we want to see a more drastic decrease with the negative behaviors this coming school year. Students who worked within Navigate 360 were very interested in the lessons and referred to the material learned from the lessons. We want to make sure that we continue with the program to see more positive behaviors develop from the use of the program the coming year with more students and using it over a longer period of time.

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
Navigate 360 lessons

Person Monitoring:
Evelyn Zamora

By When/Frequency:
As needed by student

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Navigate 360 lessons will be utilized for those students in need of restorative practice measures. The school conselor will document the implementation of the lessons and log the completion.

Action Step #2
Character Lessons

Person Monitoring:
Tamaya Lawson and Paige Sims

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Educators will be responsible for teaching daily character lessons from the Posticity Project that are aligned with the school PBIS plan. Educators will include the character Lessons in their weekly lesson plans to be checked bi-weekly by Instructional Coaches.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The members of the leadership team including the Principal, Assistant Principal, Dean of Discipline,Academic Coaches, Reading Interventionist, Math Interventionist, ESE Specialist, ESOL Coordinator, and School Counselor meet to analyze and discuss school wide data. A review of student, staff and family surveys is completed along with previous school year's assessment data and school improvement plans and goals. A root cause analysis of the priority areas is conducted and new goals are developed. Resources needed to meet the identified needs are reviewed and discussed along with the budget. Action steps are then developed and progress monitored throughout the school year.

Specifics to Address the Need

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

Based off of the low performance subgroup of Students with Disabilities, additional funds were directed to the ESE Department. One Full time ESE para professional was hired for the 2025-2026 school year. FUNdations will continue to be utilized, as well as UFLI, a structured literacy approach grounded in the Science of Reading was purchased for grades 1 and 2 as well as professional development.

Students with Disabilities were invited to 2024-2025 summer program hosted by the schools onsite tutoring program Firewall to provide additional support and learning over the summer with ESE certified teachers.

A full time ESE Educator was added for the 2025-2026 school year as well to provide services to SWD students.

ESE educators will also utilize the intervention programs within the core curriculum of Benchmark Advance (ELA) and Envision (Math) as a resource when providing services based on student's IEP's. (Individual Education Plan)ESE Educators will meet with the ESE Specialist for team meetings once per week for 30 minutes as well as individually daily.

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

Broward County Public Schools

NORTH BROWARD ACADEMY OF EXCEL



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 6

D. Early Warning Systems 7

II. Needs Assessment/Data Review 10

A. ESSA School, District, State Comparison 11

B. ESSA School-Level Data Review 12

C. ESSA Subgroup Data Review 13

D. Accountability Components by Subgroup 14

E. Grade Level Data Review 17

III. Planning for Improvement 18

IV. Positive Learning Environment 25

V. Title I Requirements (optional) 28

VI. ATSI, TSI and CSI Resource Review 31

VII. Budget to Support Areas of Focus 32

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

Our mission is to provide high quality education in a safe, respectful and academic environment that builds a foundation for life-long learning.

Provide the school's vision statement

We will be a community where all scholars feel loved, respected, & encouraged to develop to their fullest potential.

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

Mark Hage

mhage@northbrowardcharter.org

Position Title

Principal

Job Duties and Responsibilities

Leader of the campus and ensures implementation of the SIP plan is met.

Leadership Team Member #2

Employee's Name

Valerie Wright-Harris

vharris@northbrowardcharter.org

Position Title
Associate Principal

Job Duties and Responsibilities

Leader of the elementary campus and assists in ensuring implementation of the SIP plan is met.

Leadership Team Member #3

Employee's Name
Sherell Tucker

stucker@northbrowardcharter.org

Position Title
Dean of Curriculum

Job Duties and Responsibilities

The Dean of Curriculum is responsible for ensuring that high-quality instructional practices and curriculum implementation drive student achievement across the school. This role focuses on supporting teachers with curriculum alignment, data-driven instruction, lesson planning, and assessment practices.

Leadership Team Member #4

Employee's Name
Diana Nieto

diana.nieto@northbrowardcharter.org

Position Title
ESE Specialist

Job Duties and Responsibilities

The ESE Specialist supports students with disabilities by ensuring they receive the appropriate services, accommodations, and instructional supports outlined in their Individualized Education Plans (IEPs).

Leadership Team Member #5

Employee's Name
Viviana Guzman

vguzman@northbrowardcharter.org

Position Title
ESOL Specialist

Job Duties and Responsibilities

The ESOL Specialist ensures that English Language Learners (ELLs) receive the instructional support they need to develop English proficiency while mastering grade-level content.

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.

Stakeholders including teachers, school staff, parents, families, students, & community stakeholders are all involved in the implementation of the SIP plan development process. Stakeholders are invited to attend SAC meetings where they have the ability to provide their input on academic goals, behavior interventions, & all around school improvement. Stakeholders are also provided with opportunities to provide input in the SIP development process by attending/participating in the following:
*Parent Academies (Online & in-person)
*Local Decision Making Forms QR - Allow for stakeholders to input ideas/suggestions for the school *
School Website - www.northbrowardcharter.org

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)).

SIP plan will be monitored for effective implementation and impact on increasing the achievement of students by the following:
*SIP plan will be part of the leadership agenda meeting.
*Monitor students achievement by reviewing IFC data and FAST data of the SWD in both Math & Reading, focusing on our SWD that are within the lowest 25%.
* General Ed. teachers and ESE teachers will monitor post and pre-assessments and complete a

data tracker.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: C** **2022-23: C** **2021-22: C** **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	79	111	114	110	106	101				621
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	14	17	29	15	17	15				107
Level 1 on statewide Math assessment	10	19	30	10	19	25				113
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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

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

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	8	19	9	8	7				56
Students retained two or more times	0	0	0	0	0	0				0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		7	15	20	13	8				63
One or more suspensions			1		1	5				7
Course failure in English Language Arts (ELA)	1	5	5	3		3				17
Course failure in Math										0
Level 1 on statewide ELA assessment				35	33	19				87
Level 1 on statewide Math assessment				22	45	29				96
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		7	15	20						42
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	[]	[]	[]	[]	[]	[]	[]	[]	[]	0

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		1	4	11	7	8				31
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	56	64	59	46	61	57	47	56	53
Grade 3 ELA Achievement	60	63	59	50	60	58	49	56	53
ELA Learning Gains	60	65	60	58	64	60			
ELA Lowest 25th Percentile	68	60	56	63	60	57			
Math Achievement*	64	70	64	49	66	62	45	62	59
Math Learning Gains	64	68	63	56	66	62			
Math Lowest 25th Percentile	50	55	51	44	55	52			
Science Achievement	41	60	58	44	56	57	46	48	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	52	63	63	44	59	61	32	59	59

*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)	ATSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	515
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***	**2018-19**
57%	50%	47%	55%	41%		60%

* 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	40%	Yes	1	
English Language Learners	52%	No		
Black/African American Students	56%	No		
Hispanic Students	66%	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	56%	60%	60%	68%	64%	64%	50%	41%					52%
Students With Disabilities	29%	27%	50%		46%	61%		20%					47%
English Language Learners	47%	63%	53%	70%	62%	53%		17%					52%
Black/African American Students	55%	58%	59%	68%	62%	61%	51%	39%					54%
Hispanic Students	65%	60%	75%		71%	75%		64%					50%
Economically Disadvantaged Students	55%	62%	60%	71%	64%	64%	46%	38%					49%

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	46%	50%	58%	63%	49%	56%	44%	44%					44%
Students With Disabilities	23%	33%	65%	82%	32%	50%	50%						27%
English Language Learners	37%		35%	30%	33%	52%		29%					44%
Black/African American Students	45%	49%	58%	68%	49%	55%	45%	42%					48%
Hispanic Students	46%		48%	42%	43%	58%		50%					40%
White Students	50%				50%								
Economically Disadvantaged Students	46%	48%	57%	61%	50%	56%	44%	43%					44%

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	47%	49%			45%			46%					32%
Students With Disabilities	19%				12%								
English Language Learners	37%				34%			10%					46%
Black/African American Students	48%	49%			47%			47%					33%
Hispanic Students	45%	44%			43%								53%
Economically Disadvantaged Students	47%	49%			45%			43%					43%

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	3	57%	61%	-4%	57%	0%
ELA	4	56%	62%	-6%	56%	0%
ELA	5	51%	62%	-11%	56%	-5%
Math	3	75%	68%	7%	63%	12%
Math	4	65%	69%	-4%	62%	3%
Math	5	45%	63%	-18%	57%	-12%
Science	5	40%	57%	-17%	55%	-15%

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement on the FAST Test was Hispanic students in ELA. Spring FAST PM3 in 2024 for Reading was at an overall 46% proficiency and Spring FAST PM3 2025 was at an overall 65%. Throughout the school year this team focused on tracking their students' data & ensuring that they were reteaching standards that did not show mastery and had targeted tutoring and small group opportunities for their students.

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 from the State Science Assessment that showed the lowest data was the ELL students in 5th grade Science. The data showed that the Nature of Science and Life Science were the 2 lowest performing sections on the assessment. The contributing factors were teacher turnover and inconsistency of differentiated small group instruction.

Greatest Decline

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

The greatest decline from the prior year was ELA learning gains. Some contributing factors was teacher turnover, inconsistency of differentiated small group instruction, and low attendance in tutoring.

Greatest Gap

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

When compared to the state average, the data component with the greatest gap is was 5th grade Science scoring 15 percentage points lower than the state. Contributing factors include teacher turnover and inconsistency of differentiated small group instruction. The Nature of Science and Life Science were the 2 areas with the Lowest performance. Trends that were noticed were:

1. Difficulty Applying the Scientific Method

2. Struggles With Data & Graphs
3. Misconceptions About Living vs. Nonliving
4. Human Body & Organism Structures
5. Weak Academic Vocabulary

These trends can be addressed by providing more hands-on labs and inquiry-based activities, so students can connect vocabulary and concepts to real experiences rather than memorization. Teachers can embed explicit science vocabulary instruction with visuals, sentence starters, and interactive notebooks to support comprehension, especially for ELL/ESE learners. Regular practice with data interpretation, graphing, and applying evidence in short, scaffolded tasks will build confidence in the Nature of Science. Finally, integrating cross-curricular reading strategies into science lessons—such as annotating passages, summarizing key ideas, and identifying cause/effect—will help students better navigate the reading-heavy nature of science assessments.

EWS Areas of Concern

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

One area of concern is 2nd grade ELA according to the 24-25 PM3 STAR Assessment. Only 50% of our students were considered proficient and that is a major concern due to the fact that the 3rd grade FAST Reading test will be lengthy and will ask more intricate questions. The average score was a 180 which means that majority of our students scored a level 2 which also means that they are still performing below grade level. To turn this around we will begin targeting our Tier 3 students after the first week of school. We do believe that early intervention is key. We will also invite those students to tutoring as well as have them sign up for free tutoring provided by The Broward County Library System. In the classroom we will be utilizing a more differentiated script-based instruction for tier 2 students focusing on ensuring the standard is fully taught while also supplementing the below grade level standards that are needed to help support the current grade level standard. Weekly to bi-weekly assessments will be given throughout the year and the data will be analyzed during the grade level collaboration meetings. In these meetings we will look at best practices, restructuring small groups (if applicable) and diving into resources that are working well with our students. By the end of the 2025–2026 school year, all identified low-performing 2nd grade students will increase their reading comprehension and fluency through targeted small-group instruction, daily progress monitoring, and practice with grade-level texts. Students will improve their reading achievement as measured by increasing their FAST Reading percentile rank by at least 10-15 points or reaching Level 3 on the 3rd grade FAST Reading test. With support from interventions such as i-Ready/Progress Learning, teacher-led guided reading, and tutoring, students will receive at least 120 minutes of supplemental reading practice per week. Growth will be monitored bi-weekly through MAP progress checks, and FAST PM assessments, with the final outcome measured on the Spring 2026 3rd grade FAST Reading test.

Highest Priorities

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

1. Focus on instruction that supports the Science of Reading especially for our students entering grade 3
2. Implement data driven small groups specifically for SWD students in Reading, Math, & Science
3. Focus on standards-driven instruction in Science
4. Incorporate engagement strategies which will ensure the individual needs of our SWD students are met

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Lack of targeted instruction and losing experienced instructors to teacher turnover has a direct impact on Students With Disabilities. A consistent educator that implements targeted instruction can greatly improve proficiency. For some children, the disappearance of such a figure can be discouraging and result in a loss of trust and engagement. Based on the data in the past year, our SWD scores on FAST PM3 were below the threshold and did not met minimum expectations.

For ESE students who scored low on the Florida FAST Assessment in Math, the focus will be on both foundational math skills and academic language development that supports math understanding. By May 2026, 70% of identified ESE students who scored below grade level on the Florida FAST Math Assessment will demonstrate at least one proficiency level of growth in the areas of number sense, operations, and math vocabulary, as measured by progress monitoring assessments and classroom formative data.

For ESE students who scored low on the Florida FAST Assessment in reading, the focus will be on strengthening foundational literacy skills while providing scaffolded supports aligned with their IEPs. By May 2026, 70% of ESE students who scored below grade level on the Florida FAST Reading Assessment will demonstrate at least one proficiency level of growth in foundational literacy skills (phonics, fluency, vocabulary, and comprehension) as measured by FAST progress monitoring data and teacher-collected formative assessments.

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.

The school plans to improve faculty and staff support, peer support, and have our teachers for the SWD population to collaborate on engaging standards-based instruction. We will also conduct individual and family professional developments that focuses on improving instruction for our SWD

students. These improvements and enhancements will hopefully limit teacher turnover and increase student engagement. We also plan on increasing the SWD overall subgroup score on the Spring 2026 FAST PM3 by 10-13 percentage points.

Monitoring

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

This area will be monitored via FAST data , NWEA, Instructional Software (Lexia/Imagine Math, Progress Learning, PENDA Science, & iReady), RTI, & Tutoring. We will monitor our SWD scores from FAST as well as NWEA for Reading, Math, & Science. The curriculum team will assist the ESE Specialist in collecting the data, placing on a tracker, and meeting with the Administration to review the progress and make appropriate instructional decisions.

Person responsible for monitoring outcome

Valerie Wright-Harris (vharris@northbrowardcharter.org)

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:

Instructional software (Lexia/Imagine Math, Progress Learning, & PENDA).

Rationale:

These listed interventions are researched-based programs that CSUSA has approved.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

For the Tier 2 SWD we will utilize iReady. SWD that qualify for Tier 2 will receive intervention in the classroom 3x per week. For SWD that qualify for Tier 3 we will utilize Spire and they will receive intervention 4x per week.

Rationale:

The evidence based programs will provide remediation on grade level standards.

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
Create data list of all Students with Disabilities

Person Monitoring:
Valerie Wright-Harris (vharris@northbrowardcharter.org)

By When/Frequency:
September 2025/After state assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Pull data from FAST and NWEA. This will be monitored via monthly data chats

Action Step #2
Address the needs of the SWD individually or through small group intervention

Person Monitoring:
Valerie Wright-Harris (vharris@northbrowardcharter.org)

By When/Frequency:
September 2025/ After each state assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will conduct small group instruction specifically for SWD in the lowest 25%. This will be monitored through weekly administrative walk-throughs.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Teaching researched-based Reading strategies to our SWD has a profound impact on their overall learning across several dimensions. Reading instruction significantly enhances language acquisition, fluency, and engagement. It helps them develop vocabulary, grammar, sentence structure, and overall language comprehension.

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.

The school plans to improve Reading comprehension by 5-7 percentage points through targeted small group instruction by the end of the school year as measured by the state assessment.

Monitoring

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

the desired outcome.

This area will be monitored via FAST data, NWEA, Instructional Software, RTI, & tutoring. We will monitor fluency and Reading comprehension from PM1 to PM3. The MTSS team will assist the ESE coordinator in collecting the data and meeting with the Administration to review the progress and make appropriate instructional decisions.

Person responsible for monitoring outcome
Valerie Wright-Harris

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:
Lexia Core 5, NWEA Map Fluency, iReady

Rationale:
These listed interventions are researched-based programs that CSUSA has approved.

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 to bi-weekly comprehension checks

Person Monitoring:
Valerie Wright-Harris

By When/Frequency:
Weekly to bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Pull the data and create targeted small group instructional lessons for students that score below 70%. This will be monitored through monthly data chats.

Action Step #2
Bi-weekly Reading fluency checks

Person Monitoring:
Valerie Wright-Harris

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Pull data from the NWEA Map Fluency and create targeted small group instructional lessons for students that are in the beginning stages of Reading. This will be monitored through monthly data

chats.

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

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

Students in grades K-5 that have multiple early warning signs are affected at an alarming rate especially in the areas of Reading and Math. SWD students were identified due to tardies, frequent absenteeism, and academic retentions.

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.

The school plans to increase the amount of days the students are in school by providing a list of private transportation services to the parents on a monthly basis. The school also plans to provide SWD intensive tutoring services to those students 2-3 times per week to help increase their Reading comprehension and fluency.

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.

This area will be monitored via weekly attendance counts. It will also be monitored by proficiency on the FAST, NWEA, and instructional software. Ongoing monitoring of these programs will ensure that students receive timely interventions and support, preventing gaps from widening and keeping them on track toward proficiency. By consistently reviewing data and adjusting instruction, teachers can target specific skill deficits, celebrate growth, and ultimately increase student achievement on classroom assessments and state tests.

Person responsible for monitoring outcome

Valerie Wright-Harris

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:
Instructional software (Lexia Core5, Imagine Math) and Progress Learning, iReady).Lexia Core5 is an adaptive, technology-based reading program that builds foundational literacy skills through personalized practice and targeted instruction. Imagine Math is an adaptive online math program that provides personalized instruction, practice, and real-time support to help students build problem-solving skills and conceptual understanding. Progress Learning is an online platform that offers standards-aligned practice, assessments, and data-driven tools to support personalized learning and academic growth. i-Ready Reading is an adaptive online program that assesses students' reading levels and provides personalized instruction to build comprehension, vocabulary, and fluency skills. These programs will be monitored through teacher dashboards and progress reports, which track student usage, lesson completion, and mastery of skills in real time. Data will be reviewed during bi-weekly PLCs and data chats to ensure students are making measurable growth and to adjust interventions as needed.

Rationale:
These listed interventions are researched-based programs that CSUSA has approved

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
Pull attendance reports and assessment reports

Person Monitoring:
Valerie Wright-Harris

By When/Frequency:
Bi-weekly until the end of the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Attendance reports will be taken and those that are missing 1-2 days per week will be pulled in for a meeting with the administration team. Assessments will be monitored bi-weekly and those students scoring below 70% will participate in targeted small group instruction. We will hold monthly parent workshops/meetings explaining how attendance impacts academics, testing, and graduation as well as regular reminders through all forms of communication about attendance goals.

Action Step #2
Parent Workshops for Instructional Software

Person Monitoring:
Ms. Valerie Harris & Ms. Sherell Tucker

By When/Frequency:
Weekly to Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The impact of this action step will be monitored through regular data chats, progress monitoring assessments, and program usage reports to evaluate student growth and engagement. Teachers and administrators will analyze trends, adjust instructional strategies, and provide additional interventions

or enrichment based on the data to ensure continuous improvement. Parent workshops can assist by equipping families with strategies and resources to support learning at home, such as understanding how to navigate academic programs, monitor student progress, and reinforce skills through daily practice. These workshops also build stronger school-home partnerships, empowering parents to stay engaged in their child's academic journey and directly contributing to improved student achievement.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The process will be reviewed on a bi-weekly to monthly basis by the academic team to ensure fidelity of implementation and effectiveness of instructional resources. During these reviews, data from student performance, teacher feedback, and classroom observations will be analyzed to determine the impact of the current resource. If a resource is identified as ineffective in meeting student needs, the team will collaborate to select and implement alternative resources from the approved list that have demonstrated high levels of effectiveness. Ongoing monitoring and follow-up support will then be provided to ensure the new resource is used with fidelity and produces the desired academic outcomes.

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).

Review process will be bi-weekly for all instructional software (Lexia, Imagine Math, Progress Learning, & PENDA). These are all highly effective approved resources. The academic team will review all resources on a monthly basis to determine effectiveness as measured by the state assessment.

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

Broward County Public Schools

PARAGON ACADEMY OF TECHNOLOGY



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 6

D. Early Warning Systems 7

II. Needs Assessment/Data Review 11

A. ESSA School, District, State Comparison 12

B. ESSA School-Level Data Review 13

C. ESSA Subgroup Data Review 14

D. Accountability Components by Subgroup 15

E. Grade Level Data Review 18

III. Planning for Improvement 19

IV. Positive Learning Environment 26

V. Title I Requirements (optional) 28

VI. ATSI, TSI and CSI Resource Review 32

VII. Budget to Support Areas of Focus 33

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 our schools is to create a safe, stimulating, and nurturing environment that will help students become accomplished readers, writers, and problem solvers. Our highly skilled faculty and staff and caring parents help to foster in our students a fascination with learning and a desire to become responsible, contributing members of society. The following core philosophies have been established to help us attain our goals:
· Success is a continuous process involving home, school, and community
· Every person is entitled to a safe, comfortable, nurturing environment conducive to learning
· Each student has the right to learn and experience individual success
· All students benefit through cultural and social diversity
· Students benefit from curriculum and instructional practices that incorporate a variety of learning activities to accommodate differences in learning styles, including those of exceptional students and English language learners.

Provide the school's vision statement

Paragon Academy and Sunshine Elementary Charter School students will remain actively engaged in the learning process as they acquire the skills and knowledge necessary to become responsible, contributing citizens within the local, state, national, and world community. Paragon Academy and Sunshine Elementary Charter School's parents will remain actively involved as advocates for their children and supporters of the school programs and staff. Paragon Academy of Technology and Sunshine Elementary Charter School staff members will actively engage all students in the learning process and teach students to become critical thinkers, problem-solvers, and life-long learners.

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
Alejandro Camurri

acamurri@sunpatcharter.com

Position Title
Principal

Job Duties and Responsibilities

The role of the School Principal is to provide instructional leadership for all educational programs at the school in order to maintain a safe and nurturing
learning environment. The School Principal also prepares and manages the school's budget including keeping an accurate inventory of the school's assets.
The principal must also read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws.
The Principal must use effective interview techniques, coaching procedures, and evaluation procedures to ensure instruction takes place at the highest level
of rigor to prepare students in a 21st century learning environment. The Principal must use effective public speaking skills, group dynamics, and interaction and problem-solving skills. In doing this, he/she must maintain a sensitivity to multicultural issues, perceive the impact of a decision on other components of the organization and then communicate effectively, both orally and in writing, and through the use of technology. Finally, the School Principal must be able to analyze and use data to make necessary changes to instruction to promote teaching and learning throughout the year.

Leadership Team Member #2

Employee's Name
Landy Laredo

llaredo@sunpatcharter.com

Position Title
ESE Specialist/ Interim A.P.

Job Duties and Responsibilities

ESE School Specialist, Support Lead for ESE Teachers and provides guidance and support to general education teachers to ensure that the students' IEP Goals are being met. He coordinates and Conducts IEP Meetings and staffing for students, ESE Student Support, and students' families.

Leadership Team Member #3

Employee's Name
Annide Jules

ajules@sunpatcharter.com

Position Title
School Counselor

Job Duties and Responsibilities

LCSW: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school LCSW links child services and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. The school counselor also works side by side with the Instructional Staff to assist with data collection, fidelity checks, and RtI meetings.

2. Stakeholder Involvement

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

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

The School Principal Mr. Camurri assigned the following duties to the stakeholders:
I & II. Mr. Camurri: uploads and submits the appropriate documents for the school's SIP Plan. Mr. Camurri also developed the 24–25 reading plan. The school team reviewed the plan and finalized the list of individuals accountable for each component.
III. Mr. Camurri, and Mr. Laredo
IV Mrs. Jules - Social Worker, Mr. Laredo and Mr. Camurri.
V. Mr. Laredo ESE
VI & VII. Mr. Camurri manages our budget and financial activities. He discusses the budget with our board and receives guidance and approval.
The student council for Paragon will speak on behalf of the students' needs and requests for the school improvement plan. Members of the student council will be invited to attend the school improvement meetings.

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)).

We have implemented a periodic monitoring regimen that includes weekly, monthly, quarterly, and semiannual gatherings with various stakeholder groups to ensure that we are effectively influencing our pupils' highest performance disparities. We will engage with stakeholders throughout the year to amend and adapt the SIP in order to maximize the benefits of improving student learning. We will track progress toward the set targets using data from stakeholder (student, parent, and teacher) surveys, PM1, PM2, and PM3 FAST testing, i-Ready diagnostics, and Lexia Core 5 information reports created in the Intensive Reading program. This will include measuring overall student achievement and evaluating the reduction of achievement gaps for targeted student groups. We will revise the plan based on the data discussed in those meetings.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **6-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**TSI**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: C** **2022-23: C** **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										0
Absent 10% or more school days							10	12	19	41
One or more suspensions							1	1	0	2
Course failure in English Language Arts (ELA)							1	6	8	15
Course failure in Math							1	1	1	3
Level 1 on statewide ELA assessment							4	6	10	20
Level 1 on statewide Math assessment							8	13	13	34
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							4	9	12	25

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							1	3	0	4
Students retained two or more times							0	0	0	0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							10	12	19	41
One or more suspensions							1	1		2
Course failure in English Language Arts (ELA)							1	6	8	15
Course failure in Math							1	1	1	3
Level 1 on statewide ELA assessment							4	6	10	20
Level 1 on statewide Math assessment							8	13	13	34
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							4	9	12	25

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							2			2
Students retained two or more times										0

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					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
	9	10	11	12	
Students with two or more indicators					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	42	62	59	50	57	55	56	50	50
Grade 3 ELA Achievement									
ELA Learning Gains	58	59	58	55	59	57			
ELA Lowest 25th Percentile	60	59	56	46	57	55			
Math Achievement*	38	55	49	39	47	45	53	36	38
Math Learning Gains	48	53	47	55	50	47			
Math Lowest 25th Percentile	44	59	49	54	57	49			
Science Achievement	41	74	72	56	66	68	53	60	64
Social Studies Achievement*	67	81	75	69	74	71	90	66	66
Graduation Rate		92	92		92	90		90	89
Middle School Acceleration	0			0			0		
College and Career Acceleration		71	69		62	67		61	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	59	53	52	82	50	49	52	50	45

*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)	TSI
OVERALL FPPI – All Students	46%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	457
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
46%	51%	49%	52%	44%		49%

* 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	27%	Yes	4	4
English Language Learners	41%	No		
Black/African American Students	50%	No		
Hispanic Students	49%	No		
Economically Disadvantaged Students	46%	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	42%		58%	60%	38%	48%	44%	41%	67%	0%			59%
Students With Disabilities	11%		33%		11%	47%		33%					
English Language Learners	21%		55%	65%	27%	40%	38%	18%	42%				59%
Black/African American Students	47%		69%		29%	47%	50%	30%	75%				
Hispanic Students	36%		51%	55%	41%	48%	46%	42%	60%				58%
Economically Disadvantaged Students	42%		58%	60%	38%	48%	44%	41%	67%	0%			59%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	50%		55%	46%	39%	55%	54%	56%	69%	0%			82%
Students With Disabilities	19%		50%		19%	38%			20%				
English Language Learners	31%		52%	45%	28%	50%	53%	45%					82%
Black/African American Students	49%		60%		38%	61%	58%	56%		0%			
Hispanic Students	51%		52%	43%	40%	52%	50%	50%	81%	0%			81%
Economically Disadvantaged Students	55%		54%	60%	41%	56%	50%	55%	64%	0%			

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	56%				53%			53%	90%	0%			52%
Students With Disabilities	15%				20%								
English Language Learners	50%				52%			30%	87%				40%
Black/African American Students	53%				62%			64%	85%				
Hispanic Students	58%				47%			45%	94%	0%			46%
White Students	50%												
Economically Disadvantaged Students	48%				47%			37%	83%				

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	42%	65%	-23%	60%	-18%
ELA	7	35%	60%	-25%	57%	-22%
ELA	8	31%	59%	-28%	55%	-24%
Math	6	30%	63%	-33%	60%	-30%
Math	7	37%	59%	-22%	50%	-13%
Math	8	30%	47%	-17%	57%	-27%
Science	8	35%	45%	-10%	49%	-14%
Civics		59%	72%	-13%	71%	-12%
Algebra		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

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

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

Most Improvement

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

The data component showed the most improvement was 8th grade ELA. The factor that contributed to this improvement was that the number of ESOL students was only 37 %. 8th grades usually tend to perform better academically because they are more mature, more independent, more organized and more intrinsically motivates than 6th and 7th graders. We also help our students achieve this by teaching them these skills in 6th and 7th grade, so when they get to 8th grade they have had time to develop these skills.

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 from PM3 progress monitoring assessments showed the lowest performance was 7th grade ELA. The contributing factors are the number of ESOL/ESE students in that cohort, which is 59%, 42% of whom are ESOL and 17% ESE. It is important to notice that 95% of the students showed an average growth of 5 percentage points in i-Ready and 6 percentage points in FAST. Some of the contributing factors to this result are foundational skill gaps: When some students first entered the grade level from another school or country, their below-average decoding and fluency abilities hindered their comprehension. The number of new teachers and their Professional development was another contributing factor to this decline. We hired a new literacy coach this year who will be working closely with our new teachers to make sure that our students get the most up to date instruction in reading. We also hired a math specialist who will also be coaching our new teachers in math. Problems with attendance and engagement, persistent absences, and irregular involvement in interventions hindered the growth of some of these students. However, with targeted support and consistent monitoring, educators can address these challenges and implement strategies to enhance student engagement and attendance.

Greatest Decline

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

contributed to this decline.

The data component that showed the greatest decline from PM1 to PM3 during the 2024-2025 school year was 7th grade ELA. The contributing factors are the number of ESOL/ESE students in that cohort. 42 % of our students are ESOL and 17 % ESE. Our population of Hispanic students now reaches 60%. We purchased additional programs to enhance this student's performance. The school acquired Lexia Power Up and Lexia English to provide teachers and students with additional, more targeted support. The number of new teachers and their Professional development was another contributing factor to this decline. We hired a new literacy coach this year who will be working closely with our new teachers to make sure that our students get the most up to date instruction in reading. We also hired a math specialist who will also be coaching our new teachers in math. Problems with attendance and engagement, persistent absences, and irregular involvement in interventions hindered the growth of some of these students. However, with targeted support and consistent monitoring, educators can address these challenges and implement strategies to enhance student engagement and attendance.

Greatest Gap

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

The data component that had the greatest gap when compared to PM1 data was 7th grade ELA. The factors(s) that contributed to this gap are the number of ESOL/ESE students in that cohort. 42 %. of our students are ESOL and 17 % of our students are ESE. The trend identified was that the majority of both ESE and ESOL students showed growth between PM1- PM3. Despite the fact that the majority of ESE students in 7th grade received a score of 1 on the FAST test, the i-Ready data shows that all ESE students showed growth between the AP1 and AP3 tests. This is also true for 6th grade and 8th grade this year. To improve students' performance, the school purchased additional programs. The school acquired Lexia Power Up and Lexia English to provide teachers and students with additional, more targeted support.

EWS Areas of Concern

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

One area of concerns is that even though our ESOL students showed growth the foundational skill gaps in their education hindered their progress, so for next school year we will have a new literacy coach and a math resource teacher who will help both students and teachers to ensure our students' success. Absenteeism and tardiness are also a concern. The data underscores that students are encountering challenges in maintaining regular attendance at school. To address this issue, our Principal, Social Worker, and Dean are dedicating their efforts this year to sending social workers to conduct home visits. Their goal is to provide support and motivation to these students, encouraging consistent attendance while also identifying and overcoming any obstacles that might be preventing

them.

Highest Priorities

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

The progress of our ESE/ESOL students will be our highest priority for school wide improvement for the upcoming school year. Help teachers obtain their professional licenses. Provide meaningful Professional Development (PD) in the areas of ESE and ESOL to assist teachers in obtaining certification in these areas. Hire reading and mathematics resource teachers. Increase support for ESE and ESOL students by developing new intervention and support systems. Collaborate with parents and provide assistance in order to reduce absenteeism and tardiness

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Students with disabilities are also a data component with the lowest performance for 2024–2025. Out of 24 SWD in Paragon, only 4 students got a score or 3 or more in the FAST PM3 reading test and 20 students got a score of 1 or 2. This date means that only 16.6 percent of our ESE students got a 3 or more in the FAST PM3 reading test. This reading deficiency is affecting our ESE students progress in other areas such as math, social studies, science etc.

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.

By the end of the 2025-26 school year, the percentage of students with disabilities meeting proficiency (scoring Lvl3 or more), on PM3 ELA FAST assessment will increase form 16.6 percent to 20 percent.

Monitoring

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

Paragon will use a methodical, data-driven strategy to help children with disabilities improve. Regular reporting to parents and IEP teams is part of this, as is data collecting via formative assessments, classroom observations, and work samples. Regular evaluations are focused on each student's Individualized Education Plan (IEP) goals. Academic attainment is improved by tailored interventions that cater to each student's specific needs, made possible by this data-driven approach.
Continuous observation makes it possible to spot problems early and implement flexible solutions.
We encourage teachers to receive regular professional development with an emphasis on leveraging assessment data to modify instruction and guarantee the best possible results for students with disabilities.
We will use progress monitoring through formal and informal assessments. The school will measure

the desired outcome by comparing the results between FAST scores in PM1, PM2, and PM 3, and iReady results in AP1, AP2, and AP3. This data will help us measure student learning gains in 6-8. General education teachers and support facilitators will collaborate in ensuring evidence-based practices are consistently employed to increase student engagement and performance.

Person responsible for monitoring outcome
Landy Laredo (llaredo@sunpatcharter.com)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Students will receive personalized instruction based on their areas of weakness. We will implement small-group instruction and project-based learning to increase student engagement. We will strengthen our RtI process and provide teachers with adequate training and support.

Rationale:
Teachers approach instruction with the intent to impart the content of the course they teach. Response to Intervention (RtI) has an exceptional impact rate of 1.29 standard deviations of growth per year, which is equivalent to two to three grade levels of growth in a single school year (John Hattie,2020). RtI is a multi-tier approach to the identification and support of students with learning, behavior and attendance concerns. The RtI process begins with high-quality instruction and screening of all in the classroom. Struggling learners are provided with interventions and support at increasing levels of intensity to accelerate their rate of learning.

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
Personalized and differentiated instruction.

Person Monitoring:
Landy Laredo

By When/Frequency:
Monthly CPST meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will receive personalized instruction based on their areas of weakness. We will implement small-group instruction and project-based learning to increase student engagement. We will strengthen our RtI process and provide teachers with adequate training and support. We will use progress monitoring through formal and informal assessments. The school will measure the desired

outcome by comparing the results between FAST scores in PM1, PM2, and PM 3, and i-Ready results in AP1, AP2, and AP3. This data will help us measure student learning gains in K–5.

Action Step #2
Address the school's highest priorities based on any/all relevant data sources.

Person Monitoring:
Alejandro Camurri

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The area of focus will be monitored utilizing domain-based common assessments in conjunction with the FAST PM1. Teachers will participate in collaborative data conversations with administrators, grade-level teams, Team leaders and as-needed support for continuous improvement.

Area of Focus #2

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

Instructional Practice specifically relating to Differentiation

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.

Another are of focus for our next school year 2025-2026 will be the instruction of our SWD. Our data showed that only a 15 percent of our SWD got a level 3 in the Fast PM 3 ELA. Some of the contributing factors to this result are foundational skill gaps. When some students first entered the grade level from another school or country, their below-average decoding and fluency abilities hindered their comprehension. Problems with attendance and engagement, persistent absences, and irregular involvement in interventions also hindered the growth of some of these students.

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

By the end of the 2025-26 school year, the percentage of SWD meeting proficiency (scoring Lvl3 or more), on PM3 ELA FAST assessment will increase from 15 percent to 20 percent.

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

Paragon will use a methodical, data-driven strategy to help SWD improve. Regular reporting to parents and IEP teams is part of this, as is data collecting via formative assessments, classroom observations, and work samples. Regular evaluations are focused on each student's Individualized Education Plan (IEP) goals. Academic attainment is improved by tailored interventions that cater to

each student's specific needs, made possible by this data-driven approach.
Continuous observation makes it possible to spot problems early and implement flexible solutions.
We encourage teachers to receive regular professional development with an emphasis on leveraging assessment data to modify instruction and guarantee the best possible results for students with disabilities.
We will use progress monitoring through formal and informal assessments. The school will measure the desired outcome by comparing the results between FAST scores in PM1, PM2, and PM 3, and iReady results in AP1, AP2, and AP3. This data will help us measure student learning gains in 6-8.
General education teachers and support facilitators will collaborate in ensuring evidence-based practices are consistently employed to increase student engagement and performance.

Person responsible for monitoring outcome
Landy Laredo

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:
Apart form the services that our SWD receive in the pull out sessions, we will hire a resource teacher to give our SWD personalized instruction based on their areas of weakness. We will implement small-group instruction and project-based learning to increase student engagement. We will strengthen our RtI process and provide teachers with adequate training and support.

Rationale:
Teachers approach instruction with the intent to impart the content of the course they teach. Response to Intervention (RtI) has an exceptional impact rate of 1.29 standard deviations of growth per year, which is equivalent to two to three grade levels of growth in a single school year (John Hattie,2020). RtI is a multi-tier approach to the identification and support of students with learning, behavior and attendance concerns. The RtI process begins with high-quality instruction and screening of all in the classroom. Struggling learners are provided with interventions and support at increasing levels of intensity to accelerate their rate of learning.

Tier of Evidence-based Intervention:

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
Personalized and differentiated instruction

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

Landy Laredo Monthly CPST meeting

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will receive personalized instruction based on their areas of weakness. We will implement small-group instruction and project-based learning to increase student engagement. We will strengthen our RtI process and provide teachers with adequate training and support. We will use progress monitoring through formal and informal assessments. The school will measure the desired outcome by comparing the results between FAST scores in PM1, PM2, and PM 3, and i-Ready results in AP1, AP2, and AP3. This data will help us measure student learning gains in 6–8.

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.

Students with disabilities are the data component with the lowest performance for 2024–2025. According to our data only 15 percent of our ESE students got a level 3 in ELA FAST test. Problems with attendance and engagement, persistent absences, and irregular involvement in interventions hindered the growth of some of these students. However, with targeted support and consistent monitoring, educators can address these challenges and implement strategies to enhance student engagement and attendance. According to Focus, 20% of the SWD in 6th, 20% in 7th, and 45% in 8th have an attendance below 90%.

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.

By the end of the year, only 15% or less of our students will be under the 90% attendance category in Focus.

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 CPS team will meet regularly to monitor attendance and create an intervention plan for the students with attendance problems. We will invite our parents to our open house day to be able to talk in person with them about how attendance is affecting their children academic progress and how

important it is for them to come to school every day. We will communicate with the parents of the students who have poor attendance in writing through letters or classDojo messages to let them know that we are monitoring their children attendance and we will also send our social worker to these children's houses to meet with their parents to find out what's affecting their attendance and to educate these parents about the importance of attending school every day.

Person responsible for monitoring outcome
Annide Jules

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:
Anti-bullying programs, social-emotional learning practices, personalized settings, Individual Education Plans, access to physical and mental health support and attendance incentives.

Rationale:
Research has shown that students who are bullied at school have attendance and truancy problems.

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
Attendance

Person Monitoring:
Annide Jules

By When/Frequency:
Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Both the administration and the social worker will closely monitor attendance. The administration and the social worker will monitor students who have five unexcused absences in the first quarter, 10 unexcused absences or more in the first two quarters, and 15 or more unexcused absences by the end of the third quarter. The school will send a letter to the parents of students with five unexcused absences during the first quarter, informing them about the attendance problem and the consequences of chronic absenteeism. If the problem persists after 10 or more unexcused absences in the first two quarters, the school will send another letter. The letter will outline the problem and the potential consequences if the issues continue. Additionally, the school will dispatch a social worker to the student's home to assess the problem and discuss potential solutions with the parents. The school will dispatch the social worker again and fill out the appropriate reports with the relevant authorities if the student shows more than 15 unexcused absences before the 3rd quarter.

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 Wide Improvement Plan will hold a meeting for parents and teachers to provide input on October 25th, per Title 1 timeline. After we write the SIP plan, we will upload it to the school website and notify parents on classdojo.com, a platform where the majority of parents receive information. In addition to the website (https://sunpatcharter.com/,) we will create a newsletter for stakeholders that outlines the SIP goals and progress. We will give stakeholders the opportunity to review the SIP goals and provide feedback during the Title I meetings.

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)).

The school plans to invite families to campus for workshops and events. We held our open house in August and had our fall festival in October. Bringing families on campus includes them in the culture of school involvement. They become familiar with the teachers and bridge the learning gap between school and home. We include the community with events like the dental van, inviting authors to campus, career day, and inviting community partners to attend events. You can find the family engagement plan at https://sunpatcharter.com/apps/pages/index.jsp?uREC_ID=368274&type=d.

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)).

The ESE students were listed as TSI. The school intends to use the specialists in the ESE department to continue to work in small groups and utilize technology available to increase learning. Our department utilizes manipulatives and interventionists to make sure the students are receiving the additional time, support and attention they need to overcome academic obstacles listed on IEPs.

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 Department of Health provides the dental program to the campus. Amigos Tutoring sponsors the school for academic assistance. The school does not have a Head Start Program. Our social worker and Dean provide families with resources when needed including counseling referrals, community resources for food, clothing and shelter.

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)).

Students are identified by staff or through parental concern. Once a student has been identified he/she may be on the school social worker's counseling case load. If the parent prefers to receive outpatient therapy, they may be referred to the Family Skill Builder's Program. Improving the mental health of a student directly affects their resilience and confidence in their abilities and academic skills.

Preparing for Postsecondary Opportunities and the Workforce

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

n/a

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)).

The school utilizes MTSS model for support. Behavioral needs are addressed by our Dean of students, and mental health needs are addressed by our social worker. A successful way to stop and deal with problem behavior in schools is to implement a tiered plan that applies to the entire school. This concept aims to provide a variety of interventions and support to meet the diverse needs of students, including those with disabilities. The Individuals with Disabilities Education Act (IDEA) frequently uses it in conjunction with early intervention services to ensure every child receives the proper assistance and interventions. Implementing a schoolwide tiered model requires the presence of certain essential elements. These elements include staff cooperation, data-driven decision-making, progress tracking, evidence-based interventions, and universal screening. Children who require additional assistance beyond the scope of Tier 1 interventions receive Tier 2 or Tier 3

interventions. These programs focus on specific student populations that are more likely to engage in problematic behavior. They could include customized behavior regimens, mentoring programs, or small-group 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)).

Opportunities for professional learning provide teachers with the information, abilities, and tactics they require to improve their teaching methods. These events can take many forms, including workshops, conferences, seminars, webinars, online courses, and collaborative learning communities. Subject specific material knowledge, pedagogical approaches, assessment literacy, data analytic abilities, technological integration, cultural competency, and classroom management tactics are some of the areas of concentration for professional learning. Teachers must receive training on the collection, analysis, interpretation, and application of assessment results to instruction in order to use data from academic tests effectively. This entails being aware of the many kinds of assessments (such as formative and summative), analyzing test results and competency levels, determining the strengths and weaknesses of each student, and utilizing data to focus interventions and modify instruction.

Finally, finding and keeping qualified teachers in disciplines with significant student needs can be difficult. Schools and districts use a variety of tactics to solve this problem, including focused recruitment campaigns, cash incentives, mentorship programs for incoming instructors, professional development opportunities catered to the needs of certain subjects, and encouraging work conditions.

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)).

n/a

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

There are several crucial elements in the process of reviewing how resources are used to satisfy students' identified needs: Needs Assessment: Determine the needs of the students and rank them according to data analysis. Inventory of Resources: List all available resources and assess their efficacy. Resource Allocation: Use resources wisely in order to meet requirements that are most urgent. Implementation: Create action plans and inform relevant parties of any changes. Monitoring and Assessment: Keep a close eye on and evaluate the effects of resource usage at all times. Evaluate and Modify: Examine the results and modify the distribution of resources as necessary. Accountability and Reporting: Make sure that the efficient use of resources is accountable for and report on the results. By ensuring that resources are in line with students' requirements, this cyclical process promotes both academic and personal development.

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).

• The Lexia Power-Reding intervention program caters to Tier 2, Tier 3, and ESE students. Tier 2 students receive 60 minutes of weekly intervention; Tier 3 students receive 90 minutes; and ESE students receive intervention according to the IEP stipulations.
• Study Island and IXL—a reading supplement program. Use every week to provide differentiated and targeted instruction to all students.
• The ESE Specialist and ESE Teacher oversee the ESE Pullout for ELA and Math. The IEP stipulations dictate the pullout of ESE students.
• The IEP stipulations guide the differentiation of instruction in classroom work and assignments.
• The IEP stipulations dictate the ESE accommodations.

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

Broward County Public Schools

RENAISSANCE CHARTER SCHOOL AT CORAL SPRINGS



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 18

D. Early Warning Systems 19

II. Needs Assessment/Data Review 22

A. ESSA School, District, State Comparison 23

B. ESSA School-Level Data Review 24

C. ESSA Subgroup Data Review 25

D. Accountability Components by Subgroup 26

E. Grade Level Data Review 29

III. Planning for Improvement 30

IV. Positive Learning Environment 41

V. Title I Requirements (optional) 48

VI. ATSI, TSI and CSI Resource Review 52

VII. Budget to Support Areas of Focus 55

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

We are a Leader in Me school that practices the “7 Habits of Highly Effective People” with the goal of “Building Lives and the Leaders of tomorrow”.

We focus on **EMPOWERING** students to build their leadership capacity while connecting with their school community by utilizing effective communication and creating partnerships

Provide the school's vision statement

Renaissance Charter School at Coral Springs
EMPOWERS our students by providing:

- **E**ducational excellence
- **M**otivation to learn
- **P**artnerships between school, family and community
- **O**pportunities for growth, development and leadership
- **W**isdom to challenge, inspire and encourage
- **E**nvironment that is safe, orderly and nurturing
- **R**igorous curriculum and instruction that is data driven

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

Lynette Self

lself@recscoralsprings.org

Position Title
Principal

Job Duties and Responsibilities

The role of a principal is multifaceted and essential for the success of a school. Here are some of the key duties and responsibilities:

1. **Leadership and Vision**:
    - Develop and implement a strategic plan for the school.
    - Inspire and motivate staff and students to achieve the school's mission and goals
    1
    .
2. **Curriculum Management**:
    - Oversee the development and implementation of the school's curriculum.
    - Ensure instructional practices meet educational standards and support student achievement
    1
    .
3. **Staff Supervision and Development**:
    - Recruit, hire, and train new staff members.
    - Conduct performance evaluations and provide professional development opportunities
    1
    2
    .
4. **Student Affairs**:
    - Manage student discipline and ensure a safe learning environment.
    - Support academic guidance and extracurricular activities
    1
    3
    .
5. **School Operations and Administration**:

- Handle budget management and allocate resources effectively.
- Oversee facility management and ensure safety protocols are in place

1

2

.

6. **Community Relations**:

- Engage with parents, community members, and educational authorities.
- Foster partnerships and maintain a positive public image for the school

1

3

.

Leadership Team Member #2

Employee's Name
Aliyah Shortsleeve

ashortsleeve@recscoralsprings.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Assistant Principal: Key Duties and Responsibilities

1. Student Discipline and Behavior Management

- Enforce school rules and policies
- Handle disciplinary referrals and student behavior issues
- Promote a positive school climate and restorative practices

2. Instructional Leadership

- Support teachers with curriculum implementation and instructional strategies
- Conduct classroom observations and provide feedback
- Assist in professional development planning and delivery

3. School Operations and Logistics

- Oversee daily school operations (e.g., schedules, transitions, lunch, transportation)
- Coordinate standardized testing and assessments
- Manage school safety drills and emergency procedures

4. Staff Supervision and Support

- Assist in hiring, mentoring, and evaluating staff
- Facilitate team meetings and collaborative planning
- Support substitute teacher coordination and coverage

5. Parent and Community Engagement

- Communicate with parents regarding student progress and concerns
- Attend parent-teacher conferences and school events
- Build partnerships with community organizations

6. Attendance and Records Management

- Monitor student attendance and follow up on truancy
- Ensure accurate record-keeping and data reporting
- Support enrollment and registration processes

7. School Culture and Climate

- Promote student leadership and engagement programs
- Support extracurricular activities and school-wide events
- Foster a safe, inclusive, and respectful learning environment

8. Administrative Support

- Assist the principal with school improvement planning
- Help manage budgets, resources, and compliance requirements
- Serve as acting principal when needed

Leadership Team Member #3

Employee's Name
Leonardo Calderon

leonardo.calderon@recscoralsprings.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Assistant Principal: Key Duties and Responsibilities

1. Student Discipline and Behavior Management

- Enforce school rules and policies
- Handle disciplinary referrals and student behavior issues
- Promote a positive school climate and restorative practices

2. Instructional Leadership

- Support teachers with curriculum implementation and instructional strategies
- Conduct classroom observations and provide feedback
- Assist in professional development planning and delivery

3. School Operations and Logistics

- Oversee daily school operations (e.g., schedules, transitions, lunch, transportation)
- Coordinate standardized testing and assessments
- Manage school safety drills and emergency procedures

4. Staff Supervision and Support

- Assist in hiring, mentoring, and evaluating staff
- Facilitate team meetings and collaborative planning
- Support substitute teacher coordination and coverage

5. Parent and Community Engagement

- Communicate with parents regarding student progress and concerns
- Attend parent-teacher conferences and school events
- Build partnerships with community organizations

6. Attendance and Records Management

- Monitor student attendance and follow up on truancy
- Ensure accurate record-keeping and data reporting
- Support enrollment and registration processes

7. School Culture and Climate

- Promote student leadership and engagement programs
- Support extracurricular activities and school-wide events
- Foster a safe, inclusive, and respectful learning environment

8. Administrative Support

- Assist the principal with school improvement planning
- Help manage budgets, resources, and compliance requirements
- Serve as acting principal when needed

Leadership Team Member #4

Employee's Name
Jackson Garcia

jackson.garcia@recscoralsprings.org

Position Title
Dean of Students

Job Duties and Responsibilities

The Dean of Students is responsible for promoting a positive school culture by supporting student behavior, attendance, and engagement. This role works closely with administrators, teachers, families, and students to ensure a safe, respectful, and inclusive learning environment.

Key Responsibilities:

Student Behavior and Discipline

- Enforce the school's code of conduct and discipline policies
- Address behavioral incidents and implement restorative practices
- Maintain documentation of disciplinary actions and interventions

Attendance and Engagement

- Monitor student attendance and follow up on chronic absenteeism
- Collaborate with families and support staff to improve student engagement
- Develop attendance incentive programs

Student Support and Advocacy

- Serve as a liaison between students, families, and school staff
- Support students with social-emotional needs and connect them to resources
- Promote equity and inclusion in all student-related matters

School Culture and Climate

- Lead initiatives that promote a positive and respectful school environment
- Organize student assemblies, recognition programs, and leadership opportunities
- Support extracurricular activities and student clubs

Collaboration and Communication

- Work with teachers and counselors to support student success
- Communicate regularly with parents/guardians regarding student progress
- Participate in school leadership and safety teams

Leadership Team Member #5

Employee's Name
Amanda Fischer

afischer@recscoralsprings.org

Position Title
Curriculum Resource Teacher

Job Duties and Responsibilities

The Curriculum Resource Teacher/Coach supports instructional excellence by guiding teachers in

curriculum implementation, instructional strategies, and professional growth. This role is key to improving student achievement through teacher development and curriculum alignment.

Key Responsibilities:

Curriculum Support

- Assist teachers in understanding and implementing district and state curriculum standards
- Provide resources and materials aligned with instructional goals
- Support curriculum mapping and pacing guides

Instructional Coaching

- Model effective teaching strategies in classrooms
- Conduct coaching cycles including observation, feedback, and reflection
- Facilitate data-driven instructional planning

Professional Development

- Plan and deliver workshops, training sessions, and PLCs (Professional Learning Communities)
- Support new teacher onboarding and mentoring
- Share best practices and current research in education

Assessment and Data Analysis

- Help teachers interpret student data to inform instruction
- Support the development and use of formative and summative assessments
- Collaborate on intervention strategies for struggling learners

Collaboration and Leadership

- Work closely with school leadership to support school improvement goals
- Serve as a liaison between teachers and administration
- Promote a culture of continuous learning and collaboration

Leadership Team Member #6

Employee's Name
Kelly Andy

kandy@recscoralsprings.org

Position Title
Curriculum Resource teacher

Job Duties and Responsibilities

The Curriculum Resource Teacher/Coach supports instructional excellence by guiding teachers in curriculum implementation, instructional strategies, and professional growth. This role is key to improving student achievement through teacher development and curriculum alignment.

Key Responsibilities:

Curriculum Support

- Assist teachers in understanding and implementing district and state curriculum standards
- Provide resources and materials aligned with instructional goals
- Support curriculum mapping and pacing guides

Instructional Coaching

- Model effective teaching strategies in classrooms
- Conduct coaching cycles including observation, feedback, and reflection
- Facilitate data-driven instructional planning

Professional Development

- Plan and deliver workshops, training sessions, and PLCs (Professional Learning Communities)
- Support new teacher onboarding and mentoring
- Share best practices and current research in education

Assessment and Data Analysis

- Help teachers interpret student data to inform instruction
- Support the development and use of formative and summative assessments
- Collaborate on intervention strategies for struggling learners

🔰 Collaboration and Leadership

- Work closely with school leadership to support school improvement goals
- Serve as a liaison between teachers and administration
- Promote a culture of continuous learning and collaboration

Leadership Team Member #7

Employee's Name
Bernadette Ortiz Grbic

bortizgrbic@recscoralsprings.org

Position Title
Curriculum Resource teacher

Job Duties and Responsibilities

The Curriculum Resource Teacher/Coach supports instructional excellence by guiding teachers in curriculum implementation, instructional strategies, and professional growth. This role is key to improving student achievement through teacher development and curriculum alignment.

Key Responsibilities:

🔰 Curriculum Support

- Assist teachers in understanding and implementing district and state curriculum standards
- Provide resources and materials aligned with instructional goals
- Support curriculum mapping and pacing guides

🔰🔰 Instructional Coaching

- Model effective teaching strategies in classrooms
- Conduct coaching cycles including observation, feedback, and reflection
- Facilitate data-driven instructional planning

Professional Development

- Plan and deliver workshops, training sessions, and PLCs (Professional Learning Communities)
- Support new teacher onboarding and mentoring
- Share best practices and current research in education

Assessment and Data Analysis

- Help teachers interpret student data to inform instruction
- Support the development and use of formative and summative assessments
- Collaborate on intervention strategies for struggling learners

Collaboration and Leadership

- Work closely with school leadership to support school improvement goals
- Serve as a liaison between teachers and administration
- Promote a culture of continuous learning and collaboration

Leadership Team Member #8

Employee's Name
Leeanne Lindsley

lcirisano@recscoralsprings.org

Position Title
Curriculum Resource teacher

Job Duties and Responsibilities

The Curriculum Resource Teacher/Coach supports instructional excellence by guiding teachers in curriculum implementation, instructional strategies, and professional growth. This role is key to improving student achievement through teacher development and curriculum alignment.

Key Responsibilities:

Curriculum Support

- Assist teachers in understanding and implementing district and state curriculum standards
- Provide resources and materials aligned with instructional goals
- Support curriculum mapping and pacing guides

Instructional Coaching

- Model effective teaching strategies in classrooms
- Conduct coaching cycles including observation, feedback, and reflection
- Facilitate data-driven instructional planning

Professional Development

- Plan and deliver workshops, training sessions, and PLCs (Professional Learning Communities)
- Support new teacher onboarding and mentoring
- Share best practices and current research in education

Assessment and Data Analysis

- Help teachers interpret student data to inform instruction
- Support the development and use of formative and summative assessments
- Collaborate on intervention strategies for struggling learners

Collaboration and Leadership

- Work closely with school leadership to support school improvement goals
- Serve as a liaison between teachers and administration
- Promote a culture of continuous learning and collaboration

Leadership Team Member #9

Employee's Name
Lisa Oliver

loliver@recscoralsprings.org

Position Title
Curriculum Resource teacher/intervention Support

Job Duties and Responsibilities

The Curriculum Resource Teacher/Coach supports instructional excellence by guiding teachers in

curriculum implementation, instructional strategies, and professional growth. This role is key to improving student achievement through teacher development and curriculum alignment.

Key Responsibilities:

Curriculum Support

- Assist teachers in understanding and implementing district and state curriculum standards
- Provide resources and materials aligned with instructional goals
- Support curriculum mapping and pacing guides

Instructional Coaching

- Model effective teaching strategies in classrooms
- Conduct coaching cycles including observation, feedback, and reflection
- Facilitate data-driven instructional planning

Professional Development

- Plan and deliver workshops, training sessions, and PLCs (Professional Learning Communities)
- Support new teacher onboarding and mentoring
- Share best practices and current research in education

Assessment and Data Analysis

- Help teachers interpret student data to inform instruction
- Support the development and use of formative and summative assessments
- Collaborate on intervention strategies for struggling learners

Collaboration and Leadership

- Work closely with school leadership to support school improvement goals
- Serve as a liaison between teachers and administration
- Promote a culture of continuous learning and collaboration

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.

When we involve our stakeholders into our school improvement plan these are the individuals involved in the feedback and discussions. It is a collaboration into our data analysis, our programs effectiveness, where the gaps are to improve, setting Strategic Initiatives for the next school year, and surveys which are a critical part in meetings held. As a former Title 1 school, SAC Title 1 parent meetings was a huge part of these discussions. This school year we are not classified as Title 1 for the first time in several years. How these meeting will look for next year will be completely different and handle through our PTC committee.

First these are the included stakeholder groups.

- **Teachers and staff**
- **Students**
- **Parents and guardians**
- **School leadership**
- **Community members and partners**
- **School board representatives**

Secondly, we gather Input Through Multiple Channels such as:

- Surveys(online)
- Parent University groups
- SAC meetings
- FORMS documents for feedback

Thirdly, we analyze and Share Data to all stakeholders or direct them to where they can view the data.

Present data on:

- Academic performance
- Attendance and behavior
- Equity and access
- School climate
- Display data results on our website along with our SIP plans posted for review

Next, we collaborate and develop our strategic initiatives for the following school year. During our Strategic Initiative meeting as a Leadership Team we do the following:

- Review data and feedback
- Prioritize needs, gaps, and action plan for those initiatives.
- Set SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) for every grade level

5. Draft and Review the Plan

- Develop the SIP with input from stakeholder representatives.
- Share the draft widely for feedback.
- Revise the plan based on suggestions.

6. Communicate the Final Plan

- Publish the SIP on the school website.
- Present it at school events or PTA meetings.
- Provide summaries in multiple languages if needed.

7. Monitor and Update

- Involve stakeholders in regular progress reviews.
- Adjust strategies based on ongoing feedback and data.

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)).

To ensure effective implementation and continuous improvement of the School Improvement Plan (SIP), the school will conduct regular evaluations using a variety of data sources like NWEA, FAST, Progress Learning, ESSA data, unit assessments, and any other day-to-day summative and formative assessments. Here are some other types of data we also dive into that include but not limited to academic performance, attendance, behavior, and stakeholder feedback. Special attention will be given to students with the greatest achievement gaps to assess the plan's impact on their progress toward meeting state academic standards. Intervention blocks that focus on standard mastery improvements with individualized plans for every student. Our Strategic Initiative plan will include clear goals and measurable outcomes, and progress will be tracked through benchmarks aligned with state expectations. Stakeholders—including families, staff, students, and community members—will be actively engaged through surveys, meetings, and advisory groups to provide input on the plan's effectiveness. Based on this feedback and data analysis, the SIP will be revised as needed to address emerging needs and ensure equitable outcomes for all students. The school will maintain transparency by regularly communicating updates and revisions to the broader school community.

C. Demographic Data

2025-26 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**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**56.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A** **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	179	183	184	178	173	167	166	163	148	1,541
Absent 10% or more school days	3	19	15	17	11	20	20	20	21	146
One or more suspensions	0	3	7	4	5	8	11	13	15	66
Course failure in English Language Arts (ELA)	0	0	0	0	1	0	1	1	1	4
Course failure in Math	0	0	0	0	1	0	3	4	1	9
Level 1 on statewide ELA assessment	2	20	16	15	18	22	11	20	16	140
Level 1 on statewide Math assessment	2	28	18	16	14	17	21	17	10	143
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	0	0	0	0	0	0	0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	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	1	11	10	8	10	11	14	11	11	87

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	9	8	6	10	11	14	11	0	71
Students retained two or more times	0	0	0	1	2	1	0	0	0	4

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										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
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										0

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										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	65	66	61	65	60	58	64	55	53
Grade 3 ELA Achievement	62	65	62	60	62	59	68	58	56
ELA Learning Gains	60	64	61	64	61	59			
ELA Lowest 25th Percentile	55	60	55	67	56	54			
Math Achievement*	69	64	62	73	60	59	73	52	55
Math Learning Gains	62	61	60	66	62	61			
Math Lowest 25th Percentile	50	56	53	59	60	56			
Science Achievement	62	60	57	57	55	54	55	50	52
Social Studies Achievement*	78	75	74	88	73	72	92	68	68
Graduation Rate		68	72		68	71		68	74
Middle School Acceleration	83	77	75	79	73	71	79	72	70
College and Career Acceleration		53	56		49	54		54	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	64	60	61	54	59	59	53	53	55

*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)	ATSI
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	710
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
65%	67%	69%	66%	53%		65%

* 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	40%	Yes	1	
English Language Learners	57%	No		
Asian Students	58%	No		
Black/African American Students	59%	No		
Hispanic Students	65%	No		
Multiracial Students	69%	No		
White Students	73%	No		
Economically Disadvantaged Students	63%	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	65%	62%	60%	55%	69%	62%	50%	62%	78%	83%			64%
Students With Disabilities	24%	22%	43%	41%	39%	43%	36%	25%	63%				60%
English Language Learners	53%	51%	57%	58%	59%	55%	39%	42%	70%	75%			64%
Asian Students	63%		56%		73%	59%		38%					
Black/African American Students	58%	52%	54%	48%	62%	59%	48%	61%	68%	83%			60%
Hispanic Students	66%	62%	60%	55%	69%	62%	48%	60%	84%	80%			66%
Multiracial Students	69%		74%		69%	63%							
White Students	74%	71%	69%	73%	78%	67%	65%	73%	81%	93%			59%
Economically Disadvantaged Students	63%	60%	60%	51%	67%	61%	48%	60%	76%	86%			62%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	65%	60%	64%	67%	73%	66%	59%	57%	88%	79%			54%
Students With Disabilities	27%	17%	60%	55%	37%	58%	49%	29%	47%				39%
English Language Learners	51%	41%	61%	59%	66%	61%	59%	48%	76%	40%			54%
Asian Students	70%		68%		93%	70%		64%		90%			58%
Black/African American Students	62%	50%	65%	71%	69%	67%	61%	54%	87%	77%			36%
Hispanic Students	65%	59%	62%	62%	72%	64%	60%	57%	87%	73%			58%
Multiracial Students	54%		47%		61%	58%							
White Students	70%	72%	66%	71%	80%	68%	53%	64%	93%	85%			52%
Economically Disadvantaged Students	63%	56%	62%	66%	69%	63%	56%	55%	88%	83%			51%

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	64%	68%			73%			55%	92%	79%			53%
Students With Disabilities	23%	15%			39%			7%	87%				33%
English Language Learners	49%	50%			64%			29%	73%				51%
Asian Students	73%				89%			82%	90%				
Black/African American Students	62%	67%			67%			51%	93%	85%			65%
Hispanic Students	63%	65%			74%			53%	91%	68%			44%
Multiracial Students	65%	70%			69%			50%					
White Students	68%	72%			78%			56%	94%	81%			55%
Economically Disadvantaged Students	61%	72%			70%			47%	92%	73%			52%

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	62%	61%	1%	57%	5%
ELA	4	59%	62%	-3%	56%	3%
ELA	5	60%	62%	-2%	56%	4%
ELA	6	67%	65%	2%	60%	7%
ELA	7	63%	60%	3%	57%	6%
ELA	8	78%	59%	19%	55%	23%
Math	3	74%	68%	6%	63%	11%
Math	4	58%	69%	-11%	62%	-4%
Math	5	39%	63%	-24%	57%	-18%
Math	6	65%	63%	2%	60%	5%
Math	7	70%	59%	11%	50%	20%
Math	8	86%	47%	39%	57%	29%
Science	5	54%	57%	-3%	55%	-1%
Science	8	58%	45%	13%	49%	9%
Civics		78%	72%	6%	71%	7%
Biology		89%	77%	12%	71%	18%
Algebra		92%	61%	31%	54%	38%
Geometry		100%	60%	40%	54%	46%

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?

Middle school acceleration showed the most growth from last year to this school year as we increased from 79% to 83%. This is the first time in the history of the school that we have passed the 80% threshold. This past school year we were more intentional with the scheduling of our students into accelerated courses, increasing the opportunities for more students to participate in these courses. We increased Biology and Algebra classes. Last year we also had accelerated classes for our younger grade levels increasing the opportunity for them to be scheduled into higher level classes.

Lowest Performance

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

One of the biggest trends I see in our data for subgroups is our SWD achievement continues to be an inconsistent data point. Across the board our Students with Disabilities are always our lowest population of achievement. This year they went down in ELA by 3% points and went down significantly in ELA learning gains by 17% and Lowest 25% going down to 14%. This is an area of growth for us as we continue to make this our initiative for each year on how we can impact our SWD population for the better. More focus on intervention strategies and supporting teachers in the classroom with SWDs.

Greatest Decline

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

One of the biggest trends I see in our data for subgroups is the huge decline in math achievement for our Asian population which decreased by 20% this school year. This is a significant factor and something to consider when action planning for how we can increase this population next year. Our demographics definitely changed over this past year with our Hispanic population being the highest percentage we have had in years surpassing our African American and White populations. Along with our Asian population increasing as well. The ELL subgroup is a focus for next school year with our approach in being intentional on tier 1 effective instruction for all subgroups.

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.

Our data only shows that mathematics lowest 25% for our school is 3% less than the state average. From 53% state average to our 50% average is the only significant factor when compared to the state. Math in our subgroups we will need to focus on helping our students with growth and learning gains for our strugglers.

EWS Areas of Concern

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

One factor that stands out is the correlation of absences with achievement as well. Reducing the absences or being more proactive with students' missing school and reaching out sooner than later. Lots of instructional minutes are being lost and then gaps in learning start to be created.

Highest Priorities

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

First highest priority is developing an action plan with our ESE Department so we can ensure best practices are being followed with fidelity for our SWD students. Second priority is focusing on our subgroups who have dropped significantly from last year like our English Language Learners who need lots of support. Thirdly, would be our learning gains and lowest 25% students who dropped as well. The proper intervention strategies and practices are developed, implemented, executed, and effectively monitored with targeted outcomes being met.

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

The area of focus for our school is as follows:

In Elementary grades 3rd - 5th, the focus will be on foundational literacy with focus areas of fluency, comprehension, and vocabulary emphasis. Third grade ELA is another area of concern so monitoring targeted small group instruction and effective implementation of groups. Early intervention identification in order to provide effective tier 2 and 3 instructional practices.

In Middle School (Grades 6–8) the emphasis on learning gains for the Lowest 25% in both ELA and Math is a focus for our upper grade levels.

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.

By the end of the 2025–2026 school year, the percentage of **Students with Disabilities (SWD)** scoring at or above **Level 3** on the **PM3 FAST ELA assessment** will increase from **41% to 50%** in ELA Learning Gains – Lowest 25%, and from **36% to 45%** in Math Learning Gains – Lowest 25%.

This goal is:

- **Specific**: Targets SWD performance in both ELA and Math.
- **Measurable**: Uses FAST PM3 data to track progress.
- **Achievable**: Sets realistic growth targets based on current performance.
- **Relevant**: Addresses critical achievement gaps in foundational literacy and numeracy.

- **Time-bound**: To be achieved by the end of the 2025–2026 school year.

1. ELA Learning Gains – Lowest 25% (L25%)

- **All Students:** 55%
- **Students with Disabilities:** 41%
- **Black/African American Students:** 48%
- **Economically Disadvantaged Students:** 51%

Objective outcome: These percentages are significantly below the overall ELA achievement rate (65%), indicating that the most struggling students are not making sufficient progress. This gap suggests a need for targeted interventions, differentiated instruction, and progress monitoring daily.

2. Math Learning Gains – Lowest 25%

- **All Students:** 50%
- **Students with Disabilities:** 36%
- **English Language Learners:** 39%
- **Black/African American Students:** 48%

Objective outcome: Math LG for the L25% is the lowest among all indicators. Students with Disabilities and ELLs are especially underperforming, which may impact their long-term academic trajectory and access to advanced coursework.

3. Grade 3 ELA Achievement

- **All Students:** 62%
- **Students with Disabilities:** 22%
- **Black/African American Students:** 52%
- **Economically Disadvantaged Students:** 60%

Objective outcome: Grade 3 is a critical milestone for reading proficiency. The extremely low performance of Students with Disabilities (22%) signals an urgent need for early literacy interventions and inclusive instructional practices. Back to basics and foundations approach is another objective here.

Monitoring

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

the desired outcome.

RCSCS monitoring action plan and how we will adjust practices to ensure fidelity of implementation.

Monitoring for Implementation

1. **Instructional Walkthroughs & Observations**

    - Conduct regular classroom walkthroughs using our SFS platform with specific indicators established for walkthroughs that are aligned to differentiated instruction, small group interventions, and evidence-based literacy/math strategies.
    - Provide timely feedback and coaching to teachers as well as allow for one-on-one meetings with teachers regularly.
    - Coaching, modeling, and co-teaching approach with grade specific teachers.
2. **Professional Learning Communities (PLCs)**

    - Weekly PLC meetings will review student work, analyze formative data, and adjust instruction.
    - Focus on standards-based tier 1 instruction, planning targeted interventions, and sharing best practices. PD plan where teachers will be implementing a teach back based on the month focused topic.
3. **Progress Monitoring Tools**

    - Use diagnostic and interim assessments (i-Ready, MAP, FAST) to track student progress every 4-6 weeks.
    - Monitor fidelity of intervention programs (i-Ready Toolbox, Progress Learning, and IXL Math).
4. **Implementation Checklists**

    - School leaders and instructional coaches will use checklists to ensure intervention schedules, small group instruction, and accommodations for SWDs and ELLs are consistently in place.

Monitoring for Impact

1. **Data Chats**

    - Conduct quarterly data chats with teachers and students to review progress toward learning goals.

- Use subgroup data to identify trends and adjust supports.

2. **Subgroup Performance Tracking**

   - Disaggregate data by subgroup (SWDs, ELLs, Black/African American, Economically Disadvantaged) to ensure equity in growth.
   - Use dashboards to visualize progress and identify gaps.

3. **Student Portfolios & Goal Setting**

   - Students will maintain portfolios with assessment data and personal learning goals.
   - Teachers will guide students in reflecting on their progress and setting next steps.

4. **Mid-Year and End-of-Year Reviews**

   - Leadership team will conduct formal reviews of implementation and impact using benchmark data.
   - Adjust school improvement strategies based on findings.

Person responsible for monitoring outcome
Curriculum coaches, Student Services Coordinator, and 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:
1. Elementary School (Grades K–5) To support literacy proficiency in tier 1 instruction, teachers will use data from screeners and diagnostics to differentiate small groups, which will be included in the minute-to-minute daily plan. Teachers will analyze data in data chats and PLCs to continue to update small groups, as well as receive professional development that is determined from the captured data throughout the year. Additionally, classrooms will receive extra supports to supplement tier 1 instruction. Here are some practices and programs we use to support this evidence: K-2: NWEA Map Growth NWEA Reading Fluency Progress Learning Instructional Focus Assessments My View Unit Assessments iReady 3-5: NWEA Map Growth Progress Learning Instructional Focus Assessments My View Unit Assessments iReady

Rationale:
The rationale for implementing the selected evidence-based interventions is grounded in a comprehensive analysis of student performance data, subgroup disparities, and the need to accelerate learning for the Lowest 25% in both ELA and Math.

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
Implementation and Instruction

Person Monitoring:
Grade-level teams and coaches

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct weekly PLCs to review student progress and adjust instructional practices. We will monitor by creating PLC agendas, take down meeting minutes for future review, data chats on diving into individual students, action plans for students to meet mastery, and creating a PD calendar.

Action Step #2
Progress monitoring

Person Monitoring:
Leadership team

By When/Frequency:
quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The team will review subgroup data and performance for both NWEA and FAST assessments after each testing period. There will be adjustments to the targeted small group instruction support in the classrooms along with intervention data reviews to see the progress of those students.

Area of Focus #2

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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 for our school is as follows:

In Elementary grades 3rd - 5th, the focus will be on foundational literacy with focus areas of fluency, comprehension, and vocabulary emphasis. Third grade ELA is another area of concern so monitoring targeted small group instruction and effective implementation of groups. Early intervention identification in order to provide effective tier 2 and 3 instructional practices.

In Middle School (Grades 6–8) the emphasis on learning gains as well as Learning gains for Lowest 25% in both ELA and Math is a focus for our upper grade levels.

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.

Based on 2024 data, the school will improve English Language Arts (ELA) performance across multiple indicators in the 2025–2026 school year as follows:

- **Progress of English Language Learners (ELLs) Achieving English Language Proficiency (ELP):** Increase from **64%** to **70%** as measured by the ACCESS for ELLs assessment.
- **Overall ELA Achievement (Grades 3–5):** Increase from **53%** to **60%** proficiency as measured by the Florida Assessment of Student Thinking (FAST).
- **Grade 3 ELA Achievement:** Increase from **51%** to **58%** proficiency on the FAST assessment.
- **ELA Learning Gains (All Students):** Increase from **57%** to **65%** as measured by year-over-year growth on the FAST.
- **ELA Learning Gains for the Lowest 25%:** Increase from **58%** to **66%**, focusing on targeted interventions and progress monitoring.

Based on 2024 performance data, the school will improve mathematics outcomes in the 2025–2026 school year as follows:

- **Overall Math Achievement (Grades 3–5):** Increase from **59%** to **65%** proficiency as measured by the Florida Assessment of Student Thinking (FAST).
- **Math Learning Gains (All Students):** Increase from **55%** to **62%**, reflecting year-over-year growth in student performance.
- **Math Learning Gains for the Lowest 25%:** Increase from **39%** to **50%**, through targeted small group instruction, progress monitoring, and intervention supports.

Monitoring

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

To ensure effective implementation and progress toward the desired math outcomes, the following monitoring strategies will be used:

1. **Progress Monitoring Assessments:**
   Students will participate in district-provided progress monitoring assessments (e.g., FAST PM1, PM2, PM3) at scheduled intervals. Data will be analyzed to track proficiency, learning

gains, and subgroup performance, particularly for the lowest 25%.

2. **Data Chats and PLCs:**
   Teachers and instructional coaches will engage in bi-weekly data chats and Professional Learning Community (PLC) meetings to review student performance, adjust instructional strategies, and identify students in need of intervention or enrichment.

3. **Walkthroughs and Observations:**
   School leaders will conduct regular classroom walkthroughs and formal observations using a standards-aligned look-for tool to ensure high-quality math instruction and fidelity to the adopted curriculum.

4. **Intervention Tracking:**
   Students identified in the lowest 25% will receive targeted small group instruction. Intervention logs and progress monitoring tools will be reviewed monthly to assess effectiveness and make instructional adjustments.

5. **Leadership Team Reviews:**
   The school leadership team will meet monthly to review schoolwide math data, monitor implementation of instructional strategies, and provide support or professional development as needed.

6. **Parent Communication:**
   Progress reports and assessment data will be shared with families quarterly to ensure transparency and encourage home-school collaboration in supporting student achievement.

Person responsible for monitoring outcome
Leadership team, curriculum coaches, teachers, and Intervention Specialists

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:
To address the identified needs in both English Language Arts (ELA) and Mathematics, the school will implement multiple evidence-based interventions across all relevant grade levels. These interventions are selected based on their demonstrated effectiveness under the Every Student Succeeds Act (ESSA) and are aligned with the school's measurable outcomes. English Language Arts (ELA) HMH curriculum or Progress Learning (ESSA Tier 2 – Moderate Evidence): This adaptive online platform

provides differentiated reading instruction tailored to each student's Lexile level. It supports vocabulary development, reading comprehension, and writing skills. Standards-Aligned Small Group Instruction (ESSA Tier 3 – Promising Evidence): Teachers will implement small group instruction using state-aligned materials to target specific reading standards and address gaps in foundational literacy skills. Use of i-Ready diagnostic for data analysis to create tier 3 intervention groups. Systematic Phonics and Phonemic Awareness Programs (K–3) (ESSA Tier 1 – Strong Evidence): Programs such as Foundations or Heggerty will be used to build early literacy skills, particularly in Grade 3 where proficiency was 51%. Mathematics i-Ready Mathematics (ESSA Tier 2 – Moderate Evidence): i-Ready provides diagnostic assessments and personalized instruction to address individual student needs. It supports both remediation and enrichment. Small Group Targeted Math Instruction (ESSA Tier 3 – Promising Evidence): Teachers will use data from FAST and i-Ready to group students for targeted instruction focused on conceptual understanding, procedural fluency, and problem-solving. Math Intervention Block: A dedicated time during the school day will be used to provide intensive support to students in the lowest 25%, particularly those with a prior year learning gain rate of 39%. Monitoring of Interventions: Progress Monitoring Tools: FAST assessments, i-Ready diagnostics, and Achieve3000 reports will be used to track student progress at regular intervals. Data-Driven Instructional Planning: Grade-level teams will meet bi-weekly in PLCs to analyze data, adjust instructional groupings, and plan targeted lessons. Fidelity Checks: Instructional coaches and administrators will conduct regular walkthroughs using fidelity checklists to ensure interventions are implemented as intended. Student Work and Intervention Logs: Teachers will maintain documentation of student work samples, intervention strategies used, and progress over time. Leadership Team Oversight: The school leadership team will review intervention data monthly to evaluate effectiveness and make necessary adjustments.

Rationale:
The selection of evidence-based interventions is directly informed by the school's 2024 performance data, which highlights the need for targeted support in both English Language Arts (ELA) and Mathematics: ELA Achievement was 53%, with Grade 3 ELA at 51%, learning gains at 57%, and lowest 25% gains at 58%. Math Achievement was 59%, with learning gains at 55%, and lowest 25% gains significantly lower at 39%. These data points indicate that while overall proficiency is approaching mid-range benchmarks, there is a critical need to accelerate growth, particularly for students in the lowest quartile. To address these gaps, the school has selected interventions that are: Aligned to Florida B.E.S.T. Standards Supported by ESSA Tiers 1–3 evidence Differentiated to meet diverse learner needs Designed to build foundational skills and close achievement gaps ELA interventions such as Achieve3000 and structured small group instruction are designed to improve reading comprehension and vocabulary through adaptive, standards-based content. Early literacy programs like Fundations or Heggerty are essential for building phonemic awareness in primary grades, especially where early reading proficiency is low. Math interventions like i-Ready and targeted small group instruction provide diagnostic-driven, personalized learning paths that address both remediation and enrichment. The inclusion of a dedicated intervention block ensures that students in the lowest 25% receive consistent, intensive support. These interventions are monitored through a multi-tiered system of progress monitoring, data analysis, and instructional coaching to ensure fidelity and impact. This approach ensures that instructional decisions are data-driven and responsive to student needs, ultimately supporting the school's goal of increasing proficiency and learning gains across all subgroups.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

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

Action Steps to Implement:

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

Action Step #1

Action steps to address ELA and Math Areas of Focus

Person Monitoring:

Leadership team

By When/Frequency:

quarterly

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

Implement and Monitor Evidence-Based Programs (Imagine Language and Literacy, i-Ready, Heggerty): Action: Ensure all teachers are trained and consistently using the selected programs with fidelity across grade levels. Responsible: Instructional Coaches and Grade-Level Team Leaders Monitoring: Weekly usage reports, lesson plan reviews, and classroom walkthroughs. Conduct Bi-Weekly Data Meetings to Drive Instructional Adjustments: Action: Facilitate structured PLCs to analyze student progress data from FAST, i-Ready, and NWEA, and adjust small group instruction accordingly. Responsible: Leadership Team and Instructional Coaches Monitoring: PLC agendas, data chat forms, and intervention group rosters. Provide Targeted Interventions for Lowest 25% During Dedicated Intervention Blocks: Action: Identify students in the lowest quartile and deliver daily small group instruction using scaffolded, standards-based materials. Responsible: Classroom Teachers and ESE/Intervention Support Staff Monitoring: Intervention logs, progress monitoring data, and monthly leadership team reviews.

Area of Focus #3

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

specifically relating to

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.

No Answer Entered

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.

No Answer Entered

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome

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:

Rationale:

Tier of Evidence-based Intervention:

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

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

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

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Area of Focus: Positive Behavior and Student Empowerment through Leader in Me

Description by Grade Level:

- **Primary Grades (K–2):**
  Students are introduced to the *7 Habits of Highly Effective People* through age-appropriate lessons and classroom routines. They begin developing foundational skills in self-awareness, responsibility, and goal setting. These habits are reinforced through classroom jobs, behavior

charts, and leadership roles.

- **Intermediate Grades (3–5):**
  Students take on more active leadership roles, including participation in the **Lighthouse Team**, leading school-wide initiatives, and setting academic and behavioral goals. They are taught to track their own progress using data binders and reflect on their behavior and academic performance during student-led conferences.

Impact on Student Learning:

The Leader in Me framework supports a **Positive Behavior Intervention and Support (PBIS)** system that fosters a safe, respectful, and empowering school culture. By teaching students to take ownership of their actions and learning, the program:

- Improves **self-regulation** and **executive functioning** skills.
- Increases **student engagement** and **motivation**.
- Reduces **disciplinary incidents**, allowing for more instructional time.
- Builds **student confidence** and **leadership capacity**, which translates into improved academic performance.

Rationale Based on Prior Year Data:

Review of 2024 data revealed significant achievement gaps among **Students with Disabilities**, **Black/African American students**, and those in the **lowest 25%** in both ELA and Math:

- **ELA Learning Gains – Lowest 25% (SWD: 41%)**
- **Math Learning Gains – Lowest 25% (SWD: 36%)**
- **Grade 3 ELA Achievement (SWD: 22%)**

These gaps suggest that academic challenges are closely tied to **behavioral and self-regulation needs**. Students struggling academically often lack the executive functioning skills—such as goal setting, time management, and emotional regulation—necessary for sustained learning.

The **Leader in Me** program was identified as a crucial support system to address these needs by:

- Embedding **social-emotional learning** into daily instruction.
- Providing a **framework for student accountability** and leadership.
- Creating a **positive school climate** that supports all learners, especially those with behavioral or academic challenges.

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.

Measurable Outcomes by Grade Level and Area of Focus

Grade 3 – English Language Arts (ELA)

- **Prior Year Data (2024):**
  - All Students Proficient: 62%
  - Students with Disabilities Proficient: 22%
- **Measurable Outcome (2025–2026):**
  - Increase the percentage of **SWD scoring Level 3 or above** on the PM3 FAST ELA assessment from **22% to 35%** through foundational literacy instruction, small group interventions, and behavior supports aligned with *Leader in Me*.

Grades 3–5 – ELA Learning Gains (Lowest 25%)

- **Prior Year Data (2024):**
  - All Students: 55%
  - Students with Disabilities: 41%
- **Measurable Outcome (2025–2026):**
  - Increase **SWD ELA learning gains** from **41% to 50%** by implementing differentiated instruction, data-driven small group support, and student-led goal setting through *Leader in Me*.

Grades 3–5 – Math Learning Gains (Lowest 25%)

- **Prior Year Data (2024):**
  - All Students: 50%
  - Students with Disabilities: 36%

- **Measurable Outcome (2025–2026):**
    - Increase **SWD math learning gains** from **36% to 45%** by using i-Ready diagnostics, targeted math interventions, and reinforcing self-monitoring strategies through *Leader in Me*.

These outcomes are supported by the integration of **academic interventions** and the **Leader in Me** framework, which promotes student accountability, leadership, and self-regulation—critical skills for improving both academic performance and behavior.

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.

Monitoring for Desired Outcome

To ensure the success of this Area of Focus—improving academic achievement and learning gains for **Students with Disabilities (SWD)** through targeted instruction and the **Leader in Me** framework—the school will implement a comprehensive monitoring system that tracks both academic and behavioral progress.

Monitoring Strategies:

1. **Academic Progress Monitoring:**
    - **Tools Used:** FAST PM1–PM3, i-Ready diagnostics, classroom assessments, and student data binders.
    - **Frequency:** Progress will be reviewed bi-weekly in PLCs and monthly by the leadership team.
    - **Impact:** Enables timely instructional adjustments, regrouping for interventions, and identification of students needing additional support.
2. **Behavioral and Leadership Monitoring:**
    - **Tools Used:** Leader in Me goal-setting trackers, behavior logs, and student-led conferences.
    - **Frequency:** Weekly classroom check-ins and monthly Lighthouse Team reflections.

- **Impact:** Reinforces student accountability, self-regulation, and leadership, which are directly linked to improved academic engagement and reduced disruptions.

3. **Fidelity of Implementation:**

- **Tools Used:** Walkthrough checklists, lesson plan reviews, and coaching cycles.
- **Frequency:** Weekly by instructional coaches and administrators.
- **Impact:** Ensures that evidence-based interventions and Leader in Me practices are consistently and effectively implemented across all grade levels.

How Monitoring Impacts Student Achievement:

Ongoing monitoring allows for **real-time data-driven decision-making**, ensuring that interventions are responsive to student needs. By combining academic tracking with behavioral goal-setting, students—especially those with disabilities—develop the skills to take ownership of their learning. This dual focus on **academic growth and personal leadership** creates a supportive environment where students are empowered to succeed both in and out of the classroom.

Person responsible for monitoring outcome
schoolwide initiative and everyone is involved

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 Interventions To achieve the measurable outcomes for Students with Disabilities (SWD) in ELA and Math, the school is implementing a combination of academic and behavioral interventions that are supported by evidence under the Every Student Succeeds Act (ESSA). 1. Academic Interventions a. i-Ready (ESSA Tier 2 – Moderate Evidence) Grades: 3–5 Focus: Personalized instruction in reading and math based on diagnostic assessments. Purpose: Supports differentiated instruction and tracks student growth over time. Monitoring: Usage reports, growth monitoring, and teacher-led data chats during PLCs. b. HMH or i-Ready (ESSA Tier 2 – Moderate Evidence) Grades: 3–5 Focus: Adaptive reading platform that adjusts to students' Lexile levels. Purpose: Builds reading comprehension, vocabulary, and critical thinking. Monitoring: Weekly progress reports, Lexile growth tracking, and student goal-setting. c. Small Group Targeted Instruction (ESSA Tier 3 – Promising Evidence) Grades: K–5 Focus: Teacher-led small groups using standards-aligned materials. Purpose: Addresses specific skill gaps in foundational literacy and numeracy. Monitoring: Lesson plans, intervention logs, and formative assessment data. 2. Behavioral and Leadership Intervention Leader in Me (ESSA Tier 3 – Promising Evidence) Grades: K–5 Focus: Schoolwide leadership and character development framework based on The 7 Habits of Highly

Effective People. Purpose: Promotes student empowerment, self-regulation, and accountability for academic and behavioral success. Monitoring: Student leadership notebooks and goal-setting trackers Lighthouse Team participation and reflections Behavior data (referrals, classroom incidents) Student-led conferences and classroom celebrations of leadership Monitoring and Impact All interventions will be monitored through a multi-tiered system of support (MTSS) framework: Academic Data Reviews: Conducted bi-weekly in PLCs and monthly by the leadership team to adjust instruction and interventions. Behavioral Monitoring: Weekly classroom check-ins and monthly reviews of behavior data and student leadership progress. Fidelity Checks: Walkthroughs and coaching cycles to ensure consistent implementation of both academic and behavioral strategies. These interventions are designed to work in tandem—academic supports address skill gaps, while Leader in Me builds the habits and mindset students need to take ownership of their learning. Together, they aim to close achievement gaps and improve outcomes for SWD and other underperforming

Rationale:
Rationale for Evidence-Based Interventions The selection of academic and behavioral interventions is based on a comprehensive review of 2024 student performance data, which revealed significant achievement gaps among Students with Disabilities (SWD) and other historically underserved subgroups: ELA Learning Gains – Lowest 25%: SWD: 41% vs. All Students: 55% Math Learning Gains – Lowest 25%: SWD: 36% vs. All Students: 50% Grade 3 ELA Proficiency: SWD: 22% vs. All Students: 62% These disparities indicate that SWD are not making adequate academic progress and are at risk of falling further behind without targeted, research-based support. Additionally, behavioral and self-regulation challenges often compound academic difficulties, particularly for students in the lowest quartile. To address these needs, the school selected interventions that: Directly target foundational skill gaps in reading and math. Provide differentiated, data-driven instruction through adaptive platforms like i-Ready and Achieve3000. Support executive functioning and self-regulation through the Leader in Me framework, which empowers students to take ownership of their learning and behavior. These interventions are supported by ESSA Tiers 1–3 evidence and are aligned with Florida's B.E.S.T. Standards. They are also scalable across grade levels and adaptable to individual student needs. By combining academic interventions with a schoolwide behavioral framework, the school is addressing both the academic and social-emotional barriers to learning. This integrated approach is essential for improving outcomes for SWD and ensuring equitable access to high-quality instruction and leadership opportunities.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

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

Action Steps to Implement:

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

Action Step #1
Action Steps to describe the focus areas of PBIS

Person Monitoring:
everyone

By When/Frequency:
on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The following action steps will be implemented schoolwide: 1. Implement Evidence-Based Academic Interventions with Fidelity Action: Ensure all teachers are trained and consistently implement i-Ready,

Heggerty, Progress Learning, and small group instruction aligned to student data. Person Responsible: Instructional Coaches and Grade-Level Team Leaders Monitoring: Weekly lesson plan checks, usage reports, and classroom walkthroughs. 2. Integrate Leader in Me Framework into Daily Instruction Action: Embed Leader in Me habits into classroom routines, goal-setting, and student-led conferences to promote self-regulation and academic accountability. Person Responsible: Classroom Teachers and Lighthouse Team Coordinator Monitoring: Student leadership notebooks, behavior data, and monthly Lighthouse Team reflections. 3. Conduct Ongoing Data Reviews and Adjust Interventions Action: Facilitate bi-weekly PLCs to analyze FAST, i-Ready, and behavioral data to adjust instructional groupings and intervention strategies. Person Responsible: Assistant Principal and MTSS Coordinator Monitoring: PLC agendas, intervention logs, and progress monitoring reports.

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 SIP would be displayed on www.recscoralsprings.com under the parent portal.

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)).

The Parent and Family Engagement Plan is under "school information" link and listed in the SAC link. This year 2025-2026 we are not a Title 1 school so this document will not be required per the district and state. (www.recscoralsprings.org)
Our school is heavily connected with our school community and our families participate in our Leader in Me program. We conduct Parent University trainings for our families to learn more about the programs on campus as well as them participating in volunteer opportunities required from our families.

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)).

To ensure every student reaches their full potential, our school is implementing a multi-faceted approach focused on academic excellence, extended learning, and enriched educational experiences:

1. Strengthening Academic Programs

- **Data-Driven Instruction:** Teachers use real-time student performance data to tailor instruction and address learning gaps.
- **Professional Development:** Staff engage in ongoing training in evidence-based instructional strategies to enhance teaching quality.
- **Curriculum Alignment:** Core subjects are aligned with state standards to ensure rigor and consistency across grade levels.

2. Increasing the Amount and Quality of Learning Time

- **Extended Learning Opportunities:** After-school tutoring, Saturday academies, and summer programs provide additional instructional time.
- **Focused Intervention Blocks:** Daily schedules include dedicated time for small-group instruction targeting specific academic needs.
- **Instructional Time Optimization:** Classroom practices are monitored to ensure time is used effectively for high-impact learning.

3. Providing Enriched and Accelerated Curriculum

- **Advanced Learning Pathways:** Students have access to accelerated coursework, including honors classes and dual enrollment options.
- **STEAM and Project-Based Learning:** Enrichment programs foster creativity, critical thinking, and real-world problem-solving.
- **Inclusive Curriculum:** Materials reflect diverse cultures and perspectives, promoting engagement and equity.

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)).

Not applicable

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Charter Schools USA (CSUSA) provides robust, ongoing support to our school through a structured process of **quarterly master schedule analysis** in collaboration with our **Area Deputy Director and executive leadership team**. This process is designed to ensure that our instructional time, staffing, and resources are aligned with student needs and academic priorities.

Key Components of Support:

- **Quarterly Master Schedule Analysis Reviews:** CSUSA conducts in-depth reviews of our school's master schedule to evaluate instructional time allocation, teacher assignments, intervention blocks, and enrichment opportunities. These reviews ensure that the schedule is optimized to support student achievement and equitable access to rigorous instruction.

- **Collaborative Action Planning:** Following each review, our leadership team works closely with CSUSA executives to develop targeted action plans. These plans address identified areas for improvement, such as increasing instructional minutes in core subjects, enhancing intervention strategies, or reallocating resources to support high-need student groups.

- **Data-Driven Decision Making:** CSUSA provides analytical tools and expertise to help interpret student performance data, attendance trends, and classroom observations. This data informs scheduling decisions and instructional priorities.

- **Ongoing Monitoring and Support:** CSUSA maintains regular communication with school leaders to monitor the implementation of action plans, provide coaching, and adjust strategies as needed to ensure continuous improvement.

- **Focus on Academic Achievement:** All efforts are centered on creating a learning environment that fosters academic excellence, supports teacher effectiveness, and accelerates student growth

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).

Strategic Initiatives Summer Meeting Summary

During the summer, our school leadership team engaged in a comprehensive **Strategic Initiatives Meeting** facilitated by Charter Schools USA (CSUSA). This annual planning session served as a critical opportunity to reflect on the previous year's performance, analyze key data, and collaboratively determine strategic priorities for the upcoming academic year.

Key Focus Areas:

- **Data Review and Analysis:**
    - We conducted a deep dive into student achievement data, with FAST and NWEA, including state assessments, progress monitoring results, and subgroup performance.
    - Attendance, behavior, and instructional walkthrough data were also reviewed to identify trends and root causes impacting student outcomes.
- **Strategic Planning for Academic Improvement:**
    - Based on the data, we identified targeted academic initiatives aimed at closing achievement gaps, increasing proficiency rates, and accelerating learning.
    - Initiatives included strengthening Tier 1 instruction, expanding intervention supports, and increasing access to enrichment and advanced coursework.
- **Improving Teaching Practices:**
    - The team developed a professional development roadmap aligned to instructional priorities, including differentiated instruction, data-driven planning, and student engagement strategies.
    - Coaching cycles and collaborative planning structures were refined to support teacher growth and instructional consistency.
- **Action Plan Development:**

- Each initiative was paired with measurable goals, timelines, and accountability checkpoints.
- CSUSA executives and the Area Deputy Director provided feedback and support to ensure alignment with network-wide priorities and best practices.

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

Broward County Public Schools

RENAISSANCE CHARTER SCHOOL AT PLANTATION



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 5

D. Early Warning Systems 6

II. Needs Assessment/Data Review 10

A. ESSA School, District, State Comparison 11

B. ESSA School-Level Data Review 12

C. ESSA Subgroup Data Review 13

D. Accountability Components by Subgroup 14

E. Grade Level Data Review 17

III. Planning for Improvement 18

IV. Positive Learning Environment 24

V. Title I Requirements (optional) 29

VI. ATSI, TSI and CSI Resource Review 34

VII. Budget to Support Areas of Focus 35

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

Renaissance Charter School at Plantation provides students with the necessary tools and skills needed to develop superior levels of achievement. We strive for academic, social, and physical excellence by providing a quality and challenging curriculum. We promote positive moral and social values, foster an atmosphere of self-discipline in a safe learning environment, and maximize individual productivity to meet the needs of a changing global society. Renaissance Charter School at Plantation students will be able maximize their potential for successfully actualizing their goals with confidence and intrinsic motivation, thereby enabling each student to become a lifelong learner and strong functional contributor to their local community as well as their global community.

Provide the school's vision statement

Renaissance Charter School at Plantation will provide engaging educational experiences in a nurturing environment that creates well rounded citizens for the 21st century.

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

Sheriffee Humphrey

SHumphrey@plantationcharter.org

Position Title

Prinicipal

Job Duties and Responsibilities

Instructional and Operational Leader

Leadership Team Member #2

Employee's Name
Nicole Rico

NRico@plantationcharter.org

Position Title
Assistant Principal

Job Duties and Responsibilities

School Support for Instruction and Operations and Designee for Principal

Leadership Team Member #3

Employee's Name
Bianca Julien

BJulien@Plantationcharter.org

Position Title
Dean of Curriculum

Job Duties and Responsibilities

Champion the schools mission while meeting Pedagogical goals and objectives

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.

Parents and stakeholders of Renaissance Charter School at Plantation will be involved in the design, implementation, and evaluation of the School Improvement Plan. Parents are involved through monthly parent activities that create participation of the school improvement plan starting with our Annual Title I Public Meeting. Parent are informed of many components of the SIP, introduced to the school curriculum and various assessments in each subject area, as well as recruit parents to become part of the school's decision-making process. Parents are invited and encouraged to become active members of the School Advisory Council (SAC). During SAC meetings, parents, students and staff are provided information regarding the school's data to help build the Plan.

Parents, Teachers/Staff, Students and parents are informed as to the implementation of the School Improvement Plan. Furthermore, leadership, teachers/staff, parents are encouraged to provide input in the development and decision-making process of all school improvement activities related to the school. A biannual evaluation will be conducted using surveys completed by parents, the results will be analyzed to evaluate the effectiveness of instruction.

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)).

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The Renaissance Charter School at Plantation School Improvement Plan will be monitored for effective implementation and the impact the plan has on increasing the achievement of all students, more specifically our SWD to ensure they met over the 41% FPPI threshold. The following components below demonstrate the necessary elements to meet standards set by the academic standards and bridging the education gap.

* The school instructional leadership team will meet weekly as evidenced on the team leadership agenda.

*The instructional leadership team will monitor student achievement by implementing and reviewing pre and post tests of lowest 25-30% of students per grade level in both Math and Reading with a focus on our ESE student population including classroom walkthroughs.

* Curriculum Resource Teachers and Interventionist will monitor post and pre assessments during small group and Tier 3 support strategies and complete a data tracker that is standards based.

*Parent Universities will occur monthly to discuss academic results and provide parent engagement strategies Adjustments the SIP will be completed by the Leadership Team on a bi weekly basis. Various size adjustments will be made depending upon the deficiencies based on data or negative growth in student achievement assessment data. Furthermore, revisions will then be brought to the stakeholder committee and reviewed to ensure all stakeholders understand the revised plan.

C. Demographic Data

2025-26 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**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: C** **2022-23: C** **2021-22: C** **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	60	82	83	98	82	102	124	112	140	883
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	11	15	21	34	30	3	114
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	19	21	9	49
Course failure in Math	0	0	0	0	0	0	38	28	21	87
Level 1 on statewide ELA assessment	2	19	24	21	28	28	19	29	28	198
Level 1 on statewide Math assessment	3	24	22	8	32	50	34	24	18	215
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	17	21	21						61
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	21	20	7	32					82

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	2	15	18	11	21	25	28	26	18	164

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	6	9	19	13	6	0	0	9	62
Students retained two or more times	0	0	0	1	2	3	3	2	1	12

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	1		2		1	3	2	2	8	19
One or more suspensions	1		2	4	3	5	10	10	9	44
Course failure in English Language Arts (ELA)							44	35	3	82
Course failure in Math							41	31		72
Level 1 on statewide ELA assessment	8	26	30	43	24	26	44	28	38	267
Level 1 on statewide Math assessment				53	26	48	27	33	43	230
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	29	36	45	46						156
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	24	35	47	26					137

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	86	124	193	80	82	168	139	101	1,017

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		8	11	14	10	4	25	15	9	96
Students retained two or more times		2	1	1	2	1				7

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	49	66	61	45	60	58	41	55	53
Grade 3 ELA Achievement	41	65	62	45	62	59	34	58	56
ELA Learning Gains	57	64	61	52	61	59			
ELA Lowest 25th Percentile	58	60	55	50	56	54			
Math Achievement*	43	64	62	44	60	59	37	52	55
Math Learning Gains	53	61	60	55	62	61			
Math Lowest 25th Percentile	63	56	53	58	60	56			
Science Achievement	38	60	57	41	55	54	23	50	52
Social Studies Achievement*	77	75	74	70	73	72	75	68	68
Graduation Rate		68	72		68	71		68	74
Middle School Acceleration	71	77	75	85	73	71	55	72	70
College and Career Acceleration		53	56		49	54		54	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	64	60	61	52	59	59	36	53	55

*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)	CSI
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	614
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
56%	54%	44%	50%	30%		60%

* 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	36%	Yes	6	
English Language Learners	52%	No		
Black/African American Students	55%	No		
Hispanic Students	63%	No		
White Students	54%	No		
Economically Disadvantaged Students	55%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	49%	41%	57%	58%	43%	53%	63%	38%	77%	71%			64%
Students With Disabilities	19%	6%	47%	48%	26%	54%	55%	10%	58%				
English Language Learners	41%		60%	60%	38%	56%	55%	36%	60%				64%
Black/African American Students	47%	39%	56%	60%	41%	52%	64%	36%	76%	65%			64%
Hispanic Students	69%		64%		61%	52%		50%					82%
White Students	52%		54%	42%	59%	61%	50%	62%					
Economically Disadvantaged Students	49%	40%	57%	59%	42%	52%	61%	41%	74%	68%			63%

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	45%	45%	52%	50%	44%	55%	58%	41%	70%	85%			52%
Students With Disabilities	22%	18%	46%	40%	30%	51%	58%		50%				
English Language Learners	32%		53%	54%	32%	57%	67%	23%	77%				52%
Black/African American Students	43%	42%	51%	51%	43%	53%	54%	38%	73%	81%			45%
Hispanic Students	58%		57%		53%	68%		55%	70%				55%
White Students	46%		62%	55%	46%	67%							70%
Economically Disadvantaged Students	42%	45%	52%	50%	43%	54%	54%	41%	69%	88%			53%

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	41%	34%			37%			23%	75%	55%			36%
Students With Disabilities	19%				26%			16%					
English Language Learners	22%				33%			6%	73%				44%
Black/African American Students	40%	33%			37%			21%	74%	52%			42%
Hispanic Students	51%				51%			35%	82%				
White Students	52%				52%								
Economically Disadvantaged Students	39%	33%			37%			22%	74%	57%			43%

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	3	41%	61%	-20%	57%	-16%
ELA	4	40%	62%	-22%	56%	-16%
ELA	5	37%	62%	-25%	56%	-19%
ELA	6	56%	65%	-9%	60%	-4%
ELA	7	50%	60%	-10%	57%	-7%
ELA	8	51%	59%	-8%	55%	-4%
Math	3	40%	68%	-28%	63%	-23%
Math	4	31%	69%	-38%	62%	-31%
Math	5	15%	63%	-48%	57%	-42%
Math	6	44%	63%	-19%	60%	-16%
Math	7	48%	59%	-11%	50%	-2%
Math	8	57%	47%	10%	57%	0%
Science	5	25%	57%	-32%	55%	-30%
Science	8	38%	45%	-7%	49%	-11%
Civics		75%	72%	3%	71%	4%
Biology		85%	77%	8%	71%	14%
Algebra		65%	61%	4%	54%	11%
Geometry		** 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?

Informational Text improved the most due to the literacy component included in each small group since the beginning of the year. Once writing was more of a focal point, different articles, identifing authors claim, central idea, and structure allowed this process to be understtood by the students based on the delivery of this skill. This ensured that the students were receiving what was needed to increase their repertoire of text and writing skills through the different forms of writing that will allow for proficiency in Informational Text.

Lowest Performance

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

Reading Across Genres was our lowest performance decline in our data components. This seems to be a trend overall. Students had major deficiencies in basic overall literacy beginning the school year, which continued in PM2 and as well during PM3 FAST. Although we shifted later to address more genres, we created Instructional Focus Calendars that rotate focus with specific dedication to Informational Text over genres and we incorporated Science and Social Studies focuses and we went back to address the foundational skills that are reflective in reading across genres in general and in small groups, we realized that we need to begin the 25-26 school year with this implementation in order to see a significant gain.

Greatest Decline

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

Reading Across Genres is the greatest decline we see trending in our data components. This seems to be a trend overall. Students had major deficiencies in basic overall literacy beginning the school year. We spent more time focusing on general foundational skills and not targeted instruction within this area. We shifted later to address more genres. As a reflection, we created Instructional Focus Calendars that rotate focus with specific dedication

to Informational Text over genres. We are incorporating Science and Social Studies focuses and, like we did with basic overall literacy, we are going back to address the foundational skills that are reflective of Informational Text in general and in small groups.

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.

Vocabulary is the greatest gap. We increased targeted instructional software to add reinforcement to this area, but we did not create a system of progress monitoring that needed to be implemented to ensure that teachers were pulling the reports to conference with students and readjust their small groups to reflect their differentiated teacher lessons to meet the needs of the students. We created a plan for the students in the lowest 25% quartile, which will be added to intervention groupings that will visit new curriculum and monitoring aspects during differentiated groups to enhance their vocabulary.

EWS Areas of Concern

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

Vocabulary, specifically in Figurative Language. This is an area of additional concern. We would like to increase exposure and usage of both general vocabulary and academic vocabulary. We feel this will increase understanding in both questions and answers. This will increase reading fluency, active reading, writing, and responding. With the Science of Reading, this will for sure increase.

Highest Priorities

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

- **Increase ELA Tier 3 Student Support**
- **Increase Achievement in SWD Students**
- **Increase of the lowest 25%**
- **Monitor our ELL Students**
- **Increase Vocabulary Skill and Development, specifically with Figurative Language**

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Area of focus for Renaissance Charter School at Plantation is ESSA Subgroups specifically relating to students with disabilities. Students with disabilities are not making a significant amount of growth in core subject areas. Students with disabilities at Renaissance Charter School at Plantation are performing lower than the state average.

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.

The measurable outcomes Renaissance Charter School at Plantation wants to achieve an increase in achievement in ELA, Math, Science and Socials Studies for students with disabilities by using the previous years data to drive teaching and meeting the students goals as stated on their IEPs. Our federal percent index was 36% and our goal is to achieve 41% by PM3 2026 FAST assessment.

Monitoring

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

The area focus will be monitored by the following individuals/processes - Curriculum Resource Teachers (walkthroughs conducted in the our Teacher Evaluation System - Standards for Success (SFS) system focusing on the ESE
indicators). Lead ESE Teacher conduct Professional Development for classroom teachers. Use of Goal book as a primary resource for ESE teachers. This contains pre and post tests to give ESE students to monitor growth. Analyze and monitor the growth on NWEA and F.A.S.T Benchmark Assessments.

Person responsible for monitoring outcome
Dionysia Hatzikostantis - DHatzikostantis@plantationcharter.org

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 evidence-based intervention that will occur for this focus area will include the use of the following resources: Goalbook NWEA Benchmark Assessment F.A.S.T Assessment Science of Reading Intervention Support (SPIRE) Lexia Core 5 and Lexia Power Up

Rationale:
Renaissance Charter School at Plantation selected Lexia Core 5, Power Up and SPIRE is a research based intervention program that is used during Tier 3 instruction. This will support alignment with the student in terms of connecting to resources

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
- ESE Teachers will be provided Professional Development on Lexia, SPIRE - Develop Schedule for Students - Collaborate on content lesson plans - Collaborate with teachers on student support - Added ESE Classes of two cohorts of Learning Strategies

Person Monitoring:
Nicole Rico (nrico@plantationcharter.og)

By When/Frequency:
Monthly

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

Area of Focus #2

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

Instructional Practice specifically relating to Small-group Instruction

Area of Focus Description and Rationale

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

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

Due to the lack of proficiency growth with our SWDs based on the 36% FPPI achieved in the 2024-25 ESSA Subgroup Data Summary, we will use the previous year's data to develop a plan to achieve 41% this school year by intentionally focusing on their goals listed on their IEPs during small group instruction.

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.

By disaggregating the data to achieve the 41% on the FPPI, we will develop a plan. Our plan will be measured by using the 24-25 FAST data to create the steps to achieve our students goal in small group weekly outcomes.

Monitoring

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

In small group, the ELA instructional teachers, Intervention teachers, and ESE teachers will partner to ensure those student's measurable goals are being met weekly. If there is no growth, then the plan of instruction will change based on the new needs of the students.

Person responsible for monitoring outcome

Bianca Julien - BJulien@plantationcharter.org

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 evidence-based intervention that will occur for this focus area will include the use of the following resources: Goalbook NWEA Benchmark Assessment F.A.S.T Assessment Science of Reading Intervention Support (SPIRE) Lexia Core 5 and Lexia Power Up

Rationale:

Renaissance Charter School at Plantation selected Lexia Core 5, Power Up and SPIRE is a research based intervention program that is used during Tier 3 instruction. This will support alignment with the student in terms of connecting to resources.

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
- ESE / Teachers will be provided Professional Development on Lexia, SPIRE - Develop Schedule for Students - Collaborate on content lesson plans - Collaborate with teachers on student support

Person Monitoring:
Nicole Rico - NRico@plantationcharter.org - Assistant Principal

By When/Frequency:
Monthly

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

Area of Focus #3

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

Instructional Practice specifically relating to Differentiation

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 implementation of Differentiated instruction is to meet the diverse needs of students. By focusing on the implementation using data driven instruction and instructional practices we will focus on the areas on the FAST assessment to grow the students individual deficiencies.

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.

We will establish clear specific learning objectives aligned with diverse student needs. We will analyze the progress monitoring assessments to determine the students baseline, gage understanding and engagement of lesson and to evaluate overall mastery standards and benchmarks. Additionally, using researched based curriculum to quantify student performance.

Monitoring

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

We will monitor data results provided from formative assessments. In addition, we will monitor

standard based instruction in the classroom. Through this continuous improvement model of monitoring, we will be able to in "real time", address student deficiencies.

Person responsible for monitoring outcome
Jamil Miller - JMiller@plantationcharter.org - Curriculum Resource Teacher

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 evidence-based intervention that will occur for this focus area will include the use of the following resources : Goalbook NWEA Benchmark Assessment F.A.S.T Assessment Science of Reading Intervention Support (SPIRE) Lexia Core 5 and Lexia Power Up

Rationale:
Renaissance Charter School at Plantation selected Lexia Core 5, Power Up and SPIRE is a research based intervention program that is used during Tier 3 instruction. This will support alignment with the student in terms of connecting to resources

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
- ESE Teachers will be provided Professional Development on Lexia, SPIRE - Develop Schedule for Students - Collaborate on content lesson plans - Collaborate with teachers on student support

Person Monitoring:	**By When/Frequency:**
Nicole Rico - NRico@plantationcharter.org	Monthly

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

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

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 in teacher retention and recruitment. We needed to create sustainability with the staff by creating positive relationships and school culture because this will boost student engagement, attendance, and motivation. We want this school to be a place where the teachers feel welcomed and secure in their career. We devised a plan to make personal connections with staff by intentional opportunities for the staff to attend afterschool activities and school events. We retained 90% of our staff, and of the 10% who left, 3% relocated to a sister school within our charter company in another state/county.

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.

The ways that will help in retaining teachers is by:
- Increased attendance
- Enhanced participation in school functions / after school activities
- Mentorship and Induction Program
- Ongoing Professional Development
- Positive School Culture
- Focus on the teachers well-being

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.

We will monitor through turn-over data, conduct frequent teacher walk-throughs, and monitor professional development to tailor their specific needs.

Person responsible for monitoring outcome

Nicole Rico (nrico@plantationcharter.org) - Assistant Principal

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:
We will use SFS to monitor admin and support teacher walk-throughs to help specify their specific needs.

Rationale:
In order to identify the issue, we must first monitor and discuss as a team the concerns to attack them quickly and efficiently.

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
Professional Development of academic success

Person Monitoring:
Nicole Rico (nrico@plantationcharter.org) - Assistant Principal

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
- Set clear professional learning goals - Identify student achievement gaps - Use of data to differentiate professional development - Implement Evidence-Based strategies - Embed ongoing coaching & support - Create collaborative learning communities - Monitor implementation and impact - Adjust PD Based on Feedback and results

Area of Focus #2

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

PBIS promotes a schoolwide inclusive and engaging atmosphere where students support each other's learning by encouraging teamwork, respect, and active participation in a community of belonging.

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.

Based on our PBIS system, Kickboard, we will measure outcomes by ensuring participation among staff members. We will encourage respectful communication among teachers and students, active

participation using Kickboard, student-student, student-teacher collaboration adhering to all school expectations.

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.

We will monitor by observing our school-wide PBIS system, support teacher positive behavior interactions overall, tailored interventions and support for students who exhibit persistent behavioral challenges ensuring their specific needs are met, and providing feedback to all stakeholders of our expectations and systems.

Person responsible for monitoring outcome

Cornelius Craft - CCraft@plantationcharter.org - Dean of Students

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:

-PBIS system - Kickboard -Classroom observation tools to support teachers and coach as needed -Behavior Intervention team will provide Tier II / III

Rationale:

-Positive reinforcement of individual student needs -Recognizing the purpose of the behavior and identifying triggers -Establishing understanding and achievable behavior

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

Positive Behavioral System Implementation

Person Monitoring:	**By When/Frequency:**
Cornelius Craft - CCraft@plantationcharter.org	Weekly

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

-Develop core expectations of behaviors that align of mission -Create simple and clear documentation that outlines of expectations and systems

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.

Renaissance Charter School at Plantation will ensure that the School Improvement Plan is disseminated and share with stakeholders through SAC meetings, Monthly Parent Meetings/Trainings (Parent Universities), Parent Teacher Conferences and information will be found on our website at www.plantationcharter.org.

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)).

Renaissance Charter School at Plantation will take the following actions to convene ongoing annual meeting, to which all parents and community stakeholders shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of parents involved. Through parental involvement in the School Advisory Council (SAC), surveys will create an evaluative tool to determine the effectiveness and acceptance of yearly school
wide program. These surveys will be distributed to all major stakeholders, including parents, scholars and staff. Furthermore, letters, school communication platform and school website will have opportunities to share when to develop the Family Engagement Plan.

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)).

Renaissance Charter School at Plantation plans to strengthen the academic program in the school with focus on the schools' largest gaps, ELA students with disabilities, ELA lowest 25% and students with disabilities in Science.

To strengthen the academic program the school will focus not the following:

* In depth professional development training on working with students with disabilities
* Give staff ability to go on LAB and register for outside of school professional development
* Provide additional walkthroughs by administration

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)).

Renaissance Charter School at Plantation coordinates and integrates appropriate Federal, State and local services and resources as it relates to ESSA. Although we do not provide services in the areas of housing, Head Start and adult education programs. We do support Renaissance Charter School at Plantation implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District’s Anti-Bullying Policy and has a zero tolerance for bullying and violence. Bullying prevention programs are supported through SafeKids.org Program, guest speakers and student assemblies. Our school builds a violence prevention culture through classroom instruction in anger management, conflict resolution bullying prevention, and the Broward County adopted character traits. In addition, to the classroom instruction. In addition, the school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statue, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District’s Wellness Policy.

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)).

Renaissance Charter School at Plantation provides mental health services through INVO IMPACT provides front-line support for schools in driving outcomes for high-risk students by addressing the underlying causes of challenging, disruptive, and sometimes dangerous behaviors. Leveraging a unique team-based approach, the program integrates experienced Mental Health and Behavioral Health teams into the natural school environment to dramatically increase student's social and emotional skills while teaching and fostering replacement behaviors. Interventions are delivered by licensed mental health professionals who receive regular support from a board-certified behavior analyst. Behavior support and therapeutic interventions are provided while encouraging academic support and progress. Interventions draw on each youth's strengths and may incorporate family with the goal of establishing healthy behaviors that will serve the youth throughout his/her lifetime. Interventions align closely with cognitive-behavioral therapy (CBT) techniques and applied behavior analysis with the explicit goal of reducing mental health symptoms, improving functioning in a variety of domains, encouraging youth and their parents to understand the nature of mental health and/or substance related disorders and how to use newly learned skills to maintain position functioning and recovery. In CBT, youth are taught about the link between thoughts and emotions, and how they may affect subsequent behavior. By replacing maladaptive thoughts with adaptive thoughts, youth are able to

make better decisions about how to actor behavior and how to apply good coping skills. CBT also make use of established behavior principles such as positive reinforcement to reward adaptive behavior and extinguish unhealthy behaviors. Trauma-focused CBT is a subspecialty within CBT that allows providers to focus closely on Adverse Childhood Experiences (ACEs). This therapy addresses affective/emotional, cognitive/thinking-based and behavioral problems by incorporating discussions about the specifics of the trauma, teaching effective parenting skills to caregivers, and capitalizing on the healing therapeutic alliance between therapist and student. Tier 3 services will be provided via individual therapy and/or family therapy.

Implementation and treatment will allow students to make progress in relevant domains assessed by the Invo Outcome Scale (IOS), which is administered at intake and discharge. The IOS measures the following domains: Anxiety Symptoms, Anger Symptoms, Attitude Towards School, Coping Skills

Acquisition, Crisis Response/Sense of Safety, Depressive Symptoms, Feelings of Connectedness/ Belonging, Improvement of Behavior, Self-Esteem, and Socialization/Peer Relations.

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)).

Renaissance Charter School at Plantation does not provide a career and technical education program.

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)).

Renaissance Charter School at Plantation incorporates a tiered classroom behavior management system. The schoolwide program Unified Behavior Support helps support and encourage positive student behaviors in and outside of the classroom. The unified behavior support system allows referrals, interventions and positive intervention to be monitored by all stakeholders.

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)).

Teachers and administration attend county-led workshops that focus on Florida Standards implementation, classroom management, small group instruction and behavior management. Teachers are encouraged to attend workshops that they feel will benefit their classroom instruction and culture in their classroom. Preplanning week provided teachers with workshops on classroom management, interactive whiteboard training, effective communication, small groups/center teaching, data driven instruction, Unpacking of the FAST standards and effective use of instructional software. All new hires must attend New Teachers Institute over a three-day period to learn effective instructional strategies, classroom management, effective classroom configuration, lesson planning, Marzano teaching strategies and unpacking standards. Curriculum Resource Teachers develop monthly Professional Development Calendar and professional development training in implemented

once or twice a month. Curriculum Resources Teachers assign teachers educational videos based on teacher observation and area of growth. Professional Development training is provided on NWEA, Achieve 3000, Imagine Math, SPIRE, Lexia, Imagine Language and Literacy and SAVAAS.

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)).

Renaissance Charter School at Plantation (RCSP) provides parents/guardians of upcoming Kindergarten scholars the opportunity to meet teachers during orientations in June of the outgoing school year and begin in August of the upcoming school year. Incoming kindergarten scholars are provided a pretest before school begins in August and parents are informed of all the school policies and procedures along with literacy standards based on grade levels and how to assist their child being prepared for kindergarten. RCSP also administers the State Renaissance Learning Assessment in Reading to all its kindergarten scholars during the first month of school to assist in identifying areas of strength and weakness. SPIRE also administered and used as a diagnostic and tracking tool to provide baseline data of scholars' print/letter knowledge where phonological awareness will be determined, as well as differentiated instruction planned to utilize the resulting data. At RCSP we understand that regular communication with parents is key for our scholars' success, especially during the first quarter of the school year to ensure scholars are transitioning properly and adapting to the new school environment. All student results are shared with the student's parents.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Renaissance Charter School at Plantation will use resources by instructional/curriculum and leadership committee will review school improvement plan actions steps and determine resources, needs, procurement process, earmark of funds and the appropriate allocation of funds to support Area of focus intervention support and activities within the SIP as indicated in (ESSA 1111(d)(1)(B)(4) and (d)(2)(C). This is to ensure accurate school improvement allocation accountability for identified program usage - Imagine Language and Literacy is used for all ELL students. SWD students resources and measuring tool will be conducted through EasyIEP and Goalbook is utilized for our students with disabilities.

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).

Addressing the needs of students in the following areas:
Grades K-2: Instructional Practice specifically relating to Reading/ELA
Grades 3-5: Instructional Practice specifically related to Reading/ELA
Every 12 weeks during Benchmark testing and State Stating through monitoring and implementation on curriculum and researched based teaching.

VII. Budget to Support Areas of Focus

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

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

Broward County Public Schools

RENAISSANCE CHARTER SCHOOLS AT PINES



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 6

D. Early Warning Systems 7

II. Needs Assessment/Data Review 10

A. ESSA School, District, State Comparison 11

B. ESSA School-Level Data Review 12

C. ESSA Subgroup Data Review 13

D. Accountability Components by Subgroup 14

E. Grade Level Data Review 17

III. Planning for Improvement 18

IV. Positive Learning Environment 26

V. Title I Requirements (optional) 28

VI. ATSI, TSI and CSI Resource Review 32

VII. Budget to Support Areas of Focus 33

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

We, the Patriots, achieve greatness through high expectations, passion, and perseverance.

Provide the school's vision statement

Renaissance Charter School at Pines offers a culturally and technology-rich environment that stimulates our students' minds, engaging them to learn and reach their full potential. Students feel safe and inspired to build their confidence and achieve their goals with interactive and personalized learning that builds on their interests and confidence. While Arts and Enrichment Programs serve to nurture their hearts, continuously building on their abilities to become all they can be as a Patriot at Pines and throughout their lives.

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

Natasha Cavell

Ncavell@recspines.org

Position Title

Principal

Job Duties and Responsibilities

Oversee all processes and implementation of SIP plan.

Leadership Team Member #2

Employee's Name

Ginja Canton

Gcanton@recspines.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Directly Oversees the English Language Learners and Exceptional Student Education Department. Assist with implementation of the SIP Plan

Leadership Team Member #3

Employee's Name
Caroline Santiago

csantiago1@recspines.org

Position Title
ESE Lead

Job Duties and Responsibilities

ESE Lead. Oversees all finalized IEPs and leads and holds all IEP Meetings. Works directly with the ESE Teachers

Leadership Team Member #4

Employee's Name
Lisette Cruz

lcruz@recspines.org

Position Title
ELL Lead

Job Duties and Responsibilities

Oversees all ELL students. Assists with the implementation of accommodations and needs of ELL Students.

2. Stakeholder Involvement

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

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

Stakeholders including teachers, school staff, parents, families, students and community stakeholders are all involved in the implementation of the SIP plan development process. Stakeholders are invited to attend in person SAC meetings where they have the ability to provide their input on academic goals, behavior interventions and specific interventions for our subgroups. Stakeholders are provided with opportunities to provide input int he SIP development process by attending/participating in the following -

*Parent Academies (online and in person) - Conducted by the Principal and Assistant Principal. Specific agenda provided that focus on the deficient subgroup area
*Faculty Meeting and Teacher Data Chats - Allow teachers and staff to provide their suggestions and input
*Local Decision Making FORMS QR - Provided in the Weekly Newsletter that allows all stakeholders to provide input, ideas and suggestions for the school to implement in the SIP Plan

3. SIP Monitoring

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

The SIP Plan will be monitored for effective implementation and impact on increasing the achievement of the specific subgroups by the following -

* SIP Plan will be part of the weekly Leadership Meeting (during weekly meetings the specific subgroups will be discussed and review of their progress via progress learning)
* Monitoring student achievement by implementing and reviewing pre and post assessments that take place in progress learning, I ready and other approved mastery assessments. Specific focus will be on our Students with Disabilities
* Interventionists and Curriculum Resources Teachers will monitor pre and post assessments on a live tracking data wall/tracker. This will provide a visual on progression on the specific subgroup Students with Disabilities

Revisions of the plan will be completed by the Leadership Team on a bi weekly basis. Based on the data and growth of the students edits will be made. Revisions will then be brought to the stakeholders

committee and reviewed to ensure all stakeholders understand the revised plan.

C. Demographic Data

2025-26 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**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: B** **2022-23: B** **2021-22: C** **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	118	137	97	125	153	146	180	155	148	1,259
Absent 10% or more school days	18	12	10	20	12	7	15	6	0	100
One or more suspensions	23	7	8	6	3	8	31	24	28	138
Course failure in English Language Arts (ELA)	4	11	9	7	4	6	17	25	28	111
Course failure in Math	4	11	9	7	4	6	40	41	26	148
Level 1 on statewide ELA assessment				21	41	23				85
Level 1 on statewide Math assessment				13	41	32				86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	19	58	57	71	45	41	46	31	34	402
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	11	7	9	7	6	6				46

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	1	8	14	9	3	3	2	1	0	41
Students retained two or more times	0	0	0	1	2	0	0	1	2	6

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										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
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										0

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										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	56	66	61	47	60	58	47	55	53
Grade 3 ELA Achievement	56	65	62	49	62	59	50	58	56
ELA Learning Gains	62	64	61	64	61	59			
ELA Lowest 25th Percentile	59	60	55	75	56	54			
Math Achievement*	54	64	62	54	60	59	45	52	55
Math Learning Gains	51	61	60	64	62	61			
Math Lowest 25th Percentile	30	56	53	66	60	56			
Science Achievement	52	60	57	39	55	54	59	50	52
Social Studies Achievement*		75	74		73	72		68	68
Graduation Rate		68	72		68	71		68	74
Middle School Acceleration		77	75		73	71		72	70
College and Career Acceleration		53	56		49	54		54	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	73	60	61	57	59	59	51	53	55

*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)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	493
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***	**2018-19**
55%	57%	53%	50%	36%		60%

* 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	39%	Yes	1	
English Language Learners	60%	No		
Black/African American Students	47%	No		
Hispanic Students	59%	No		
White Students	65%	No		
Economically Disadvantaged Students	54%	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	56%	56%	62%	59%	54%	51%	30%	52%					73%
Students With Disabilities	37%		53%	47%	33%	36%	16%	31%					55%
English Language Learners	61%	63%	67%	57%	65%	59%	33%	59%					73%
Black/African American Students	50%	55%	56%	58%	43%	41%	26%	47%					
Hispanic Students	58%	54%	68%	60%	61%	62%	38%	52%					74%
White Students	69%		69%		69%	54%							
Economically Disadvantaged Students	56%	56%	62%	58%	54%	52%	29%	51%					72%

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	47%	49%	64%	75%	54%	64%	66%	39%					57%
Students With Disabilities	22%	16%	69%	76%	27%	61%	69%	0%					
English Language Learners	44%	50%	65%	68%	57%	68%	77%	48%					57%
Asian Students	83%				83%								
Black/African American Students	46%	44%	64%	76%	50%	63%	62%	41%					
Hispanic Students	44%	47%	65%	72%	54%	62%	70%	36%					55%
White Students	60%				80%								
Economically Disadvantaged Students	44%	47%	63%	72%	52%	63%	64%	41%					57%

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	47%	50%			45%			59%					51%
Students With Disabilities	24%	40%			33%			42%					
English Language Learners	41%	50%			48%			50%					64%
Black/African American Students	45%	46%			41%			47%					
Hispanic Students	47%	51%			48%			65%					65%
White Students	70%												
Economically Disadvantaged Students	44%	50%			45%			56%					65%

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	54%	61%	-7%	57%	-3%
ELA	4	50%	62%	-12%	56%	-6%
ELA	5	55%	62%	-7%	56%	-1%
Math	3	58%	68%	-10%	63%	-5%
Math	4	48%	69%	-21%	62%	-14%
Math	5	52%	63%	-11%	57%	-5%
Science	5	50%	57%	-7%	55%	-5%

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?

All Sub Groups greatest improvement 3rd Grade ELA. The school took the following specific action in this area:

* Tier 2 Instruction - Teachers were given what to use specifically with their Tier 2 students
* Teacher Retention - This grade level had the most teacher retention from the previous year
* Focus o the Lowest 25% - The school used an interventionist to focus on the Lowest 25% students (this included pull out groups)
* Tutoring - Tutoring program focused on the students in the lowest 25% and students that were close to proficiency

Lowest Performance

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

Math Learning Gains for Lowest 25% had the lowest performance. The contributing factors to the low performance are as follows:

* Lack of curriculum experts in the content area of Math
* No availability for an interventionist to help support Math content
* Less walkthroughs occurred and were logged in SFS during the Math block

Greatest Decline

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

Students with Disabilities that are also in the Learning Gains Lowest 25% for Math - Dropped to 16% from 66%. This following factors contributed to this large decline:

* Lack of professional development in Math
* Lack of tracking data for the lowest 25%
* Lack of proper interventions being in place to help support the subgroup

* Lack of certified teachers in Math

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.

Math Lowest 25% had the greatest gap in comparison to the state with the school at 30% and the state at 53%. The factors that contributed to this gap are the following:

* Lack of professional development in Math
* Lack of tracking data for the lowest 25%
* Lack of proper interventions being in place to help support the subgroup
* Lack of certified teachers in Math

EWS Areas of Concern

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

Based on the EWS, Student Absences and Level 1's in Math are the main potential areas of concern.

Highest Priorities

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

Renaissance Charter School of Pines ranks the highest priorities for school improvement as follows:

Learning Gains for our Lowest 25%
Students with Disabilities with a priority in Math and Science
English Language Learners in Math

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Area of focus for Renaissance Charter School at Pines is ESSA Subgroups specifically relating to students with disabilities in the subject of Math. Students with disabilities are not making a significant amount of growth in the core subject areas specifically, Math. Students with disabilities at Renaissance Charter at Pines are performing lower than the state average in Math.

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.

By the end of the 2025 - 2026 School Year, the percentage of students with disabilities meeting proficiency/scoring a level 3 in Math, specifically the students in the lowest 25% will increase from a 16% to a 40%

Monitoring

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

The area of focus will be monitored by the following individuals/processes-

* Curriculum Resource Teachers (Conduct weekly walkthroughs and documented in the SFS system focusing on the ESE indicators to ensure students with disabilities are receiving the proper accommodations to make growth in the specific subject)
* Curriculum Resource Teachers monitoring lesson plans and review for emphasis on details on how support will be given to students with disabilities, specific to Math
* Lead ESE Teacher will conduct and participate in Data Chats where they will own their student data and track the students data and progress, specific to Math
* Lead ESE Teacher will take Professional Development that will help focus on how to improve in their practices, specific to Math

* Classroom Teacher will take Professional Development on how to implement ESE accommodations for students, specific to Math
* Goalbook - Serve as a primary resource for ESE Teachers. This contains pre and post tests to give ESE students to monitor growth. The program will provide Math resources and manipulatives to be used by the support staff
* Curriculum Resource Teachers and Leadership Team will analyze and monitor growth of the subgroup on the NWEA, Progress Learning, F.A.S.T, I Ready, and any other Benchmark Assessments

Person responsible for monitoring outcome
Ginja Canton

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:
NWEA Benchmark Assessment and NWEA Learning Continuum

Rationale:
Leveled Intervention will be given 3 times per year, program will show if the student is falling on level, below level or above level. Assessments will indicate if the students are making the correct growth throughout the year. Learning Continuum indicates specific standards that the students need to be retaught and are not mastering.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

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

Description of Intervention #2:
Goalbook

Rationale:
Provides resources the ESE Teachers can use with the ESE students to help with growth and master academic goals

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Description of Intervention #3:
F.A.S.T Platform

Rationale:
Use of the F.A.S.T Platform to monitor student scores and growth. Use the reports provided in the F.A.S.T platform to help identify and address the students specific gaps

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

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

Action Step #1
Walkthrough in SFS and Lesson Plans

Person Monitoring:
Natasha Cavell

By When/Frequency:
Bi Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Following up bi weekly on the SFS Platform to ensure walkthroughs are being conducted with an emphasis on the ESE indicators and lesson plans have specifically discussed the plan to help support students with disabilities.

Action Step #2
Data Monitoring of the Students with Disabilities

Person Monitoring:
Ginja Canton and Jennifer Velez

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Following up with the Curriculum Resource Teachers, Classroom Teachers and ESE Lead Teachers to ensure data is being monitored visually. Based on the data that is monitored during PLC's edits to lesson plans or professional development is made.

Area of Focus #2

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

specifically relating to

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.

No Answer Entered

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.

No Answer Entered

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome

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:

Rationale:

Tier of Evidence-based Intervention:

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

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

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

Area of Focus #3

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Area of focus for Renaissance Charter School at Pines is ESSA Subgroups specifically relating to students with disabilities in the subject of ELA. Students with disabilities are not making a significant amount of growth in the core subject areas specifically, ELA. Students with disabilities at Renaissance Charter at Pines are performing lower than the state average in ELA.

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.

By the end of the 2025 - 2026 School Year, the percentage of students with disabilities meeting proficiency/scoring a level 3 in ELA will increase from a 56 % to a 70%, AS that was averaging a 66% and we are falling below the state average.

Monitoring

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

The area of focus will be monitored by the following individuals/processes-

* Curriculum Resource Teachers (Conduct weekly walkthroughs and documented in the SFS system focusing on the ESE indicators to ensure students with disabilities are receiving the proper accommodations to make growth in the specific subject)
* Lead Interventionist will help monitor tier 3 students and their data progression.
* Curriculum Resource Teachers monitoring lesson plans and review for emphasis on details on how support will be given to students with disabilities, specific to ELA
* Lead ESE Teacher will conduct and participate in Data Chats where they will own their student data and track the students data and progress, specific to ELA
* Lead ESE Teacher will take Professional Development that will help focus on how to improve in their practices, specific to ELA
* Classroom Teacher will take Professional Development on how to implement ESE accommodations for students, specific to ELA
* Goalbook - Serve as a primary resource for ESE Teachers. This contains pre and post tests to give ESE students to monitor growth.
* Curriculum Resource Teachers and Leadership Team will analyze and monitor growth of the subgroup on the NWEA, Progress Learning, F.A.S.T, I Ready, and any other Benchmark Assessments

Person responsible for monitoring outcome

Ginja Canton and Caroline Santiago

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:
Reading Horizons

Rationale:
Reading Horizons will serve as our Tier 3 intervention program that will be used by the Reading Interventionist. This will assist in closing learning gaps with students and help increase proficiency scores in students with disabilities that are in Tier 3.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

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

Description of Intervention #2:
FAST Program

Rationale:
Use of the F.A.S.T Platform to monitor student scores and growth. Use the reports provided in the F.A.S.T platform to help identify and address the students specific gaps

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

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

Action Step #1
Schedule Reading Horizons PD

Person Monitoring:
Jessica Rivera

By When/Frequency:
1 Time on a PD Day

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Reading Interventionists and Curriculum Resource Teachers will take part in a Reading Horizons Training. This training will allow them to understand how to properly implement the program with the students

Action Step #2
Implementing Reading Horizons in Tier 3 Intervention

Person Monitoring:
Shannon Kutner

By When/Frequency:
3 Days a Week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Reading Interventionist will implement the Reading Horizons Program during Tier 3 time. The person monitoring will check in and make observations to ensure that the program is being implemented correctly.

Action Step #3
FAST Data Analysis using FAST Portal

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Following up with the Curriculum Resource Teachers, Classroom Teachers and ESE Lead Teachers to ensure data is being monitored visually. Based on the data that is monitored during PLC's edits to lesson plans or professional development is made. Using the FAST Portal will allow the identification of specific gaps

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Student Attendance will be a focus for grades K-5. There is an average of around 13 students per grade level that have missed at least 10% of the school year. This has affected academics and being able to close academic gaps. We are unable to close gaps of students that are falling below grade level if they are not in the building. The school sees a coloration between level 1s and student absences.

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.

The goal for Renaissance Charter at Pines will be for each grade level to have 5 students or less that are absent for over 10% of the school year.

Monitoring

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

Renaissance Charter at Pines will monitor student attendance by -

* Pulling weekly attendance reports
* Calling Parents that have students that appeared in the report as excessive absences

Person responsible for monitoring outcome

Nubaji Merchan and Mariah Ullah

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:

Powerschool Attendance Reports Venture Design - Social Worker (if needed and budget allows) District Attendance letters in Browar Sharepoint

Rationale:

Using the multiple reports, it will allow the school to better track attendance and make follow up meetings with the School Counselor to develop and action plan.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Attendance Monitoring Action Plan

Person Monitoring:

Nubaji Merchan

By When/Frequency:

Weekly

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

* Pulling weekly attendance reports * Calling Parents that have students that appeared in the report as excessive absences * In person meetings with guardians who students have excessive absences * Create action plan and parent-student contract to commit to student attendance

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.

Recspines.org

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)).

The school plans to build positive relationships with parents, families and other community stakeholders to fulfill the schools's mission by conducting the following plan

* Parent Academies - Information for parents to learn how to monitor their child's progress via PowerSchool and all Testing Platforms (monthly)
* Parent Weekly Newsletter - Information for parents on all items going on in the school focusing on academics (weekly)
* PFEP - Found at recspines.org

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)).

Renaissance Charter School at Pines plans to strengthen the academic program in the school with focus on the school's largest gaps, Students with Disabilities with focus on Math and Science that are in the lowest 25% and English Language Learners. To strengthen the academic program the school will focus on the following -

* In depth professional development training on working with students with disabilities
* In depth professional developing training on working with students that are in the Lowest 25% and how to help make learning gains
* Give teachers ability to go on LAB and register for outside school professional development
* Conduct PLC's that focus on how to analyze student data and how to use student data to drive results

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)).

N.A

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)).

Renaissance Charter at Pines is committed to supporting the well-being of all students by providing access to mental health services and a dedicated school counselor. These resources are available to assist students who may need additional support, whether it's related to emotional challenges, academic stress, or personal concerns. Through individualized guidance and referrals, we strive to create a safe and nurturing environment where every student can thrive.

Parents can request services for their child or referrals may be placed by teachers.

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 is Elementary and does not offer Postsecondary Opportunities for the Work Force

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)).

The school implements a school wide behavior program, Kickboard. Kickboard allows teachers to place in positive points into a system as positive incentives. Parents can check the kickboard system to see their child's behavior throughout the day which includes referals.

The **Leader in Me** program is a comprehensive, evidence-based PK–12 educational framework designed to develop leadership and life skills in students. Rooted in Stephen R. Covey's *7 Habits of Highly Effective People*, it promotes a whole-school transformation by:

- **Empowering students** to take initiative, set goals, manage time, and resolve conflicts.
- **Fostering a culture of trust and collaboration** among students, educators, and families.
- **Improving academic performance** by integrating leadership principles into everyday learning.
- **Encouraging personal responsibility and self-confidence**, helping students become proactive and self-reliant.

The program is built on the belief that **every child has unique strengths and the potential to lead**, and it aims to prepare students to thrive in school and beyond.

The school also has a Dean of Students and Behavior Interventionist which helps with intervening early with behavior concerns.

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)).

The school provides PLC's that occur every Wednesday that assists teachers in analyzing school wide data, academic assessments and helps teachers to plan for each individual student needs. The PLC's give teachers the opportunity to properly plan for their students, this includes students with disabilities. Teachers have the ability to sign up for professional development through Broward County Schools to cater to their specific needs to help improve instruction in the classroom. The PLC's are run by the Curriculum Resource Teachers that oversee specific subjects

During the school year the school will conduct professional development on PD Days. The trainings will depend upon what is needed from each teacher and they will receive trainings in small groups.

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)).

The school does not have a VPK Program.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

When school improvement funding is allocated, appropriate resources are reviewed. Resouces being used include I Ready, Goalbook, NWEA Learning Continuum.

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).

Learning Continuum - Pull Learning Continuum reports to identify students with disabilities that are not mastering grade level standards
I Ready - Use I Ready reports to track student usage and monitor mastery of standards
Goalbook - Use Goalbook Resources that align the specific standards that help to reach goals.
F.A.S.T - Use F.A.S.T. Reports to track specific student progress for the students with disabilities. Use reports to help assign assignments on the deficient standards

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

Broward County Public Schools

SANDRA MARIE CURTIS HIGH SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 14

D. Early Warning Systems 15

II. Needs Assessment/Data Review 18

A. ESSA School, District, State Comparison 19

B. ESSA School-Level Data Review 20

C. ESSA Subgroup Data Review 21

D. Accountability Components by Subgroup 22

E. Grade Level Data Review 25

III. Planning for Improvement 26

IV. Positive Learning Environment 42

V. Title I Requirements (optional) 49

VI. ATSI, TSI and CSI Resource Review 54

VII. Budget to Support Areas of Focus 55

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

Our mission statement at Sandra Marie Curtis High School is to provide all students with an innovative, personalized blended learning environment that will ensure our learners fulfill their potential, both academically and socially. Our goal is to motivate, educate and graduate students in order to cultivate lifelong learners.

Provide the school's vision statement

The vision at Sandra Marie Curtis High School is based on all students in our learning community, given the right tools, to be successful as the students succeed and exceed their expectations'. Sandra Marie Curtis High School provides the students with flexibility to adapt and differentiate instruction. We consistently involve students in the learning process and providing them with the hands on strategies to empower them for a successful future.

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

Joseph, Charmayne

cjoseph@smcurtishighschool.com

Position Title

Principal

Job Duties and Responsibilities

• Abides by and assist in implementation of all policies and procedures developed by Edison Learning and the local school district and other governmental agencies.

• Responsible for daily operation, hiring and management of the school staff members.
• Utilizes the strategic plan, district goals, district policy, and the approved school improvement plan to guide both personal leadership and the work of the school staff.
• Abides by and assist in implementation of all policies and procedures developed by Edison Learning.
• Conducts Formal and Informal evaluations based upon job description, goals and objectives specific to the school or the position, student achievement data, and the performance of the Principal.
• Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching. Ongoing collaborative learning and team building strategies with staff members. Professional Development (zoom) to advance learning and safety precautions in our learning environment.
• Leads the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data element.
• Manages the budget and expenditures in cooperation with Edison Learning to meet financial obligations.

Leadership Team Member #2

Employee's Name
Mash, Shanteala

smash@smcurtishighschool.com

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal works closely with the Principal in establishing and maintaining a fiercely positive, warm/strict school culture, creating a college preparatory curriculum for each grade, including the assessments and scope and sequence, and coaching teachers in classroom management and lesson creation and execution. The Assistant Principal operates in accordance with the EdisonLearning Achievement Framework Model, Standard Operating Procedures and the NorthStar Academies Seven Non-negotiables and serves as the second in command of the school. This role works as a part of a team in order to meet the needs of all students. Because building relationships is a critical component of this learning environment, the team works together to identify student needs that may be barriers to success. The principal works collaboratively with team members to implement with fidelity the five domains that are central to EdisonLearning’s Achievement Framework Model and works collectively to develop and enhance systems, processes and practices that are in alignment with the company’s and school’s vision, mission, core values and strategic goals.

Main Responsibilities:
• Assist the Principal with the implementation with fidelity, of all Domains of the EdisonLearning Achievement Framework Model
• Assist with the application and implementation at the school site, all aspects of the school's charter application, chartering agreement and governing board by-laws as required by the school's chartering district
• Ensure that the school is represented at all mandatory ESE Specialist, ESOL Contact and any other mandated district compliance meetings or trainings
• Ensure that the school's ESE Department maintains a compliance status and that Students With Disabilities are provided with the instructional support, interventions, modifications and services in accordance with their IEPs, Eps or 504 plans
• Ensure that the school's ESOL Department maintains a compliance status and that all English Language Learners are provided with the instructional supports in accordance with each student's language proficiency level and their identified instructional needs
• Ensure the approved benchmark assessments are administered and monitor student achievement through ongoing data analysis from multiple sources such as diagnostics, progress monitoring benchmarks, standardized, monthly and formative and summative assessments to inform planning and teaching
• Delegates functions and responsibilities to qualified assistants in such a manner that the school operates effectively and efficiently
• Performs other related duties as directed

Leadership Team Member #3

Employee's Name
Shabazz, Sherece

sshabazz@smcurtishighschool.com

Position Title
ESE/SPED Coordinator

Job Duties and Responsibilities

ESE/SPED Coordinator:
The ESE/SPED Coordinator is responsible for implementing and ensuring compliance to established policies, procedures and/or regulations; and addressing other duties and processes required to maintain the schools program of services. Responsibilities include, but are not limited to: providing student interventions and modifications to the academic program as needed; managing the schools ESE programs and services including students with IEPs, EPs and 504s; developing related goals, objectives and recommending policies; planning, implementing and working with staff in evaluating

the special education programs and services; acting as a liaison with other district staff, serving as a resource of information regarding the ESE programs and services; and ensuring that procedures are appropriate in relation to policies required by state and federal regulatory requirements. Main Responsibilities:

• Serves as the principal's designee for all Exceptional Student Education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo.

• Coordinate and conduct all required ESE Meetings in accordance with the sponsoring district's approved policies and expectations.

• Maintain and secure all ESE program records as required by the sponsoring district and as determined by the School Principal.

• Coordinate the provision of services per the students learning needs and as identified in the student's IEP/EP or 504 Plan.

• Progress monitor all ESE students and assist in the identification and implementation of all instructional interventions as needed, to ensure that students are on target to meet their IEP or EP goals.

• Ensure that all student learning plans adhere to the Least Restrictive Environment (LRE) and Free Appropriate Public Education (FAPE) guidelines as specified in IDEA regulations and state guidelines.

• Ensure that all initial referrals for ESE services are completed within the required timeline and reporting periods as required by the sponsoring district.

• Collaborate with regular education personnel on the Multi-tiered System of Support - Response to Intervention/Comprehensive Student Services initiatives.

• Provide school leadership team regularly with the following: reports on issues regarding ESE services, progress monitoring data, and compliance data.

• Collaborate with school personnel (e.g., administration, regular education teachers, special education coordinators or teachers etc.) on ESE service models (i.e., monitoring; collaboration or consultation; co-teaching or team teaching; facilitated instruction; resource room; direct instruction.).

• Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures.

• Coordinate progress monitoring of ESE students and provide appropriate modifications as needed.

• Communicate effectively and regularly with parents, colleagues and the ESE Director of Specialized Student Services on IDEA, FAPE, LRE, and IEP testing, reporting and compliance successes and challenges at assigned school(s).

• Utilize the district's approved electronic management system to generate ESE documents and upload all ESE related documents as required by the sponsoring district.

• Participate in district and in-house training programs offered to enhance the individual skills and proficiency related to the job responsibilities.

• Utilize facilitative behaviors consistent with the Facilitated IEP/EP or 504 training provided by the

District in order to conduct efficient and productive IEP/EP or 504 meetings, in which all participants feel valued and heard.
• Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs if the student.
• When developing IEPs or EPs, seek and utilize input from instructional and relevant supporting staff and ensure parents receive draft IEPs for all annual reviews.
• Attend all in-house and district ESE Compliance Meetings or achievement related meetings as scheduled by the sponsoring district or the school site.
• Maintain accurate and current inventory on instructional and curriculum resources and materials. Replenish inventory as needed.
• Additional duties as may be assigned by the Principal.

Leadership Team Member #4

Employee's Name
Dora, Yenta

ydora@smcurtishighschool.com

Position Title
ELL Coordinator/English Teacher

Job Duties and Responsibilities

ELL Coordinator:
The English for Speakers of Other Languages (ESOL) Coordinator implements and ensures compliance to established ESOL policies, procedures and/or regulations as determined by the state, district and school site; The ESOL Coordinator implements with fidelity, the school's academic program, collaborates with the Principal, Dean of Academics and instructional staff to develop, implement and monitor each ESOL student's ELL Plan and increases the English Language proficiency level of all English Language Learners (ELL).
The Coordinator will also assess students to determine appropriate program placement and participates in district as well as in-house trainings and Professional Learning Communities. Responsibilities include, but are not limited to: ensuring ELL students receives the appropriate ESOL accommodations, modifications and interventions as needed; managing the school's ESOL programs and services; planning, implementing and working with staff in evaluating the school's ESOL program and services; acting as a liaison with other district staff, serving as a resource of information regarding ELL students and the school's ESOL programs and services; and ensuring that procedures are appropriate in relation to policies required by state and federal regulatory requirements.
The Coordinator works alongside the instructional team in order to meet the needs of the school and for the school to remain compliant by providing consultative and collaborative expert services in support of the instructional program. Because building relationships is a critical component of this

environment, the team works together to identify student needs that may be barriers to success. The coordinator provides training coaching, guidance and assistance to educational staff regarding best practices in assessment, instructional methodologies and strategies and appropriate curriculum for all ELL students.

Main Responsibilities:

• Maintains educational records for ELL students (e.g., evaluation reports, staffing forms, eligibility forms, meeting summary notes, progress reports, etc.) in he district's ESOL Program as well as the school's inhouse SIS system.

• Ensures that all ELL students have current test results and appropriate placement.

• Coordinates the provision of services per the students' ELL Plan in the district's ESOL system and the school's in-house SIS System.

• Ensures that all initial referrals for ESOL services are completed within the required timeline and reporting periods (calendar or school depending on state) from the date the home survey is completed and needs are identified.

• Collaborates with regular education personnel on the school's Multi-tiered System of Support.

• Provides school leadership team regularly with the following: reports on issues regarding ELL and ESOL services, progress monitoring data, and compliance data.

• Collaborates with school personnel (e.g., administration, regular education teachers, special education coordinators or teachers, etc.) on ELL students and ESOL service models (i.e., monitoring; collaboration; co-teaching or team teaching; facilitated instruction; direct instruction.).

• Facilitates and/or support with interventions such as data chats and participates in direct instruction as an intervention to identified students, particularly newcomers and long-term ELL students

• Coordinates the reclassification and monitoring process of ELL students including state testing and ensuring that each ELL Plan is updated based on assessment results and credit completion

• Coordinates with District, County and State levels to ensure alignment of State and Federal requirements

• Attends regularly-scheduled meetings with the chartering district's ESOL Department, and Coordinator of ELL Programs to ensure consistency in the District's ELL Program

• Plans and engages parents of ELL students in data chats related to academic progress and reclassification process

• Works cooperatively with parents, teaching staff and administrators

• Assists in the monitoring and intervention process for all ELL students

• Co-plan, co-teach, and coach teachers to develop and enhance their skills to include Direct Instruction lessons that incorporate differentiated instruction for varied language proficiency levels

• Conducts staff development training in the area of language acquisition and instructional strategies for mastering the various content-area standards

• Maintains accurate and current inventory on instructional and curricular resources and materials and replenish inventory as needed.

Leadership Team Member #5

Employee's Name
Williams, DeMarcus

dwilliams@smcurtishighschool.com

Position Title
Academic Advisor/Graduation Coach

Job Duties and Responsibilities

Job Summary: The Graduation Coach/Academic Advisors' duty is primarily to students who attend the high school. The Graduation Coach/Academic Advisor will have a thorough understanding of the

necessary classes for graduation as well as the implementation and coordination of all required in-house and state standardized assessments.

The role requires the Graduation Coach/Academic Advisor to keep a precise record of a student's academic progress and meet with students and parents periodically to provide feedback and guidance toward successful completion of all Florida Department of Education high school graduation requirement.
Students will seek the help of advisors as they plan for their path to graduation and future careers. Graduation Coach/ Academic Advisor assists incoming and currently enrolled students to evaluate transcripts, determine transferable credits and assign classes as needed.
Essential Graduation Coach/Academic Advisor Job Responsibilities: • Adhere to and promote the implementation of all schoolwide programs;
• Review and evaluate student transcripts;
• Transfer necessary documents to different departments, schools, or districts upon request.
• Develop student schedules based on graduation requirements;
• Review career goals with students and assist them to follow the proper track to meet their goals;
• Review placement test and certification with students to ensure they are fulfilling requirements and are placed in the proper classes; • Manage and act as primary school site contact for internal student information system;
• Manage and host new student orientations;
• Participate in promotional meetings with feeder schools and community stakeholders;
• Ensures that a Graduation Plan is created for each student;
• Ensures that all students are accurately assessed;
• Plan an annual school yearly testing calendar to include in-house benchmarks and state standardized and concordant assessments; • Assist or create as directed, schedules for testing

periods for administrators and proctors to effectively deliver each test;
• Securely coordinate and manage all assigned testing materials and assessment sessions
• Coordinate testing rooms and ensure essential materials and supplies are readied for all testing classrooms;
• Assist with communication to parents and students of upcoming assessments;
• Coordinate and/or deliver snacks needed to support students during testing;
• Attend all state, district and in-house informational and training meetings with relation to all assessments, including state mandated testing, benchmark assessments, concordant testing, state and district assessment correction meetings etc;
• Maintains a high degree of confidentiality with student records;
• Lead in the collection and analysis of student performance data and provide student data to Principal, Dean of Academics, and Director of School Leadership as requested to assist in student services analysis of achievement, performance or utilization;
• Assist students with college application process;
• Assist student development of post-secondary plans, employment and career programs; Creates and maintains a Career Center for college and career preparation;
• Work with and support designated consultants, agencies, and/or support groups;
• Maintain confidentiality in all student and professional matters, and work professionally and cooperatively to achieve duties and responsibilities;
• Maintain consistent contact with staff, teachers, students, families and community agents;
• Market scholarship opportunities to students; initiate partnerships with local high schools, vocational, colleges and universities;
• Schedule conferences with parents and students to discuss graduation track and any other topic that relates to student academic and behavioral progress;
• Provide students with a positive role model and individual mentoring;
• Participates in school based leadership opportunities (i.e. team meetings, MTSS-RTI Meetings, enrollment, attendance and instructional staff meetings, etc.);
• Convenes scheduled meetings with School Administration to discuss individual cases and the wellbeing of the student body;
• All other duties assigned;

Leadership Team Member #6

Employee's Name
Benitez, Celia

cbenitez@smcurtishighschool.com

Position Title
Literacy Coach/MTSS Coordinator

Job Duties and Responsibilities

Job Summary: The Instructional/Literacy Coach is responsible for observing instructional delivery of Literacy and providing feedback that will enhance teacher development and supporting teachers in developing lesson plans, analyzing data and the sharing of best practices.
The Instructional/Literacy Coach will have a hands-on approach to improving instruction and effectiveness, by working at various levels (system-wide, school, classroom, content area, and student), to directly foster teacher development, improve ELA instruction, and increase student learning.
As a member of the instructional and administrative team, the Instructional/Literacy Coach will provide student-centered coaching services and professional development that support the implementation of the school's literacy program. Because building relationships is a critical component of this learning environment, the team works together to identify student needs that may be barriers to success.

The Instructional/Literacy Coach will lead the school's collaborative efforts to consistently analyze student progression data and communicates with students, parents, and other team members about student progress and plans for next steps.

Instructional/Literacy Coach Responsibilities:
• Provide essential supervision to improve literacy through listening, reading, writing, and speaking;
• Identify, implement, and monitor students level of Reading Interventions needed and students' progress toward graduation;
• Implement the school's Multi-tiered System of Support and ensure that students receive appropriately tiered behavioral and instructional support using the identified approved evidenced based curriculum and targeted interventions as needed and in accordance with the school's adopted Reading Plan and the school's Multi-tiered System of Support Plan ;
• Systematically progress monitor students and implement the school's data cycle in accordance with the Multitiered System of Support Plan
• Participate in the school's Professional Learning Communities' Meetings across all NorthStar Academies and in-house as per the school's Multi-tiered System of Support Plan;
• Using the Florida Language Arts BEST Standards and the school's adopted and approved Intensive Reading Curriculum, guide teachers in developing weekly lesson plans that are consistent with all components of the school's standard lesson plan format and the district's approved Reading Plan;
• Ensures that teachers provide small group instruction and "pull-out" reading interventions to students who do not have their reading requirement met.
• Directs and supports the school's "Literacy Across the Curriculum" initiative and consult with other content area teachers, special education teachers, parents and students, advising on strategies and activities that may be used to enhance a student's reading skills

• Assist in the development and implementation of individual education service plans for students; In accordance with the school's reporting policies, keep school administrators informed about the reading programs/strategies, and students' progression.
• Provides professional development on the major reading components as needed, based on an analysis of student performance data, administration analysis of instructional assessment and providing differentiated instruction and intensive intervention;
• Assist in modeling effective instructional strategies for teachers;
• Work with teachers to ensure that the approved evidence-based reading program is implemented with fidelity;
• Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies • Assist teachers in working with students in whole and small group instruction in literacy;
• Work with the school's principal and or designated administrator to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a strategically significant effect on improving student's academic outcomes;
• Prioritize time to those teachers, activities and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms;
• Any other duties assigned by the Principal; Other Responsibilities:

• Present and Participates in regular professional development to improve personal knowledge and skills;
• Maintain ongoing communication with parents, staff, and community as needed;
• Become proficient in the use of computer based instruction and software;
• Maintain students' Tier III MTSS-RTI Instructional Portfolios in a confidential manner;
• Contribute to a culture of professionalism among team members; • Other responsibilities or projects as assigned by the Principal from time to time

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.

At Sandra Marie Curtis High School we host two SIP Review Stakeholder Meetings per year (one in the Fall and one in the Spring), on campus, to review and amend the SIP. These meetings are open

to all stakeholders including the school leadership team, teachers, school staff, parents, students and families, and business or community leaders. The purpose of these meetings are to ensure stakeholders are aware of the school's SIP, the school's goals, and the plans the school has outlined for the meeting of the SIP goals. The leadership team seeks the input of all stakeholders and together we discuss the best courses of action to meet our school's goals. We agree upon suggested amendments via voting and we follow up on the next scheduled meeting to measure progress and enhance our plan of action.

We host a monthly board meeting in which all stakeholders are welcomed to provide input on the SIP development process. Our board meeting info (dates, times, and locations) is displayed on our school's website. We post a notice of our upcoming board meetings on the front door of our school, days prior to the next upcoming meeting, to advertise to our stakeholders. Meetings have a virtual option for those unable to attend in person. All voices are welcomed and appreciated and stakeholders are given the floor to speak during the meeting. The minutes of each meeting are recorded and also posted on the school website for all stakeholders to review.

Another initiative that we have is our monthly Stakeholders Meetings. These meetings are virtual and are hosted by EdisonLearning. All stakeholders are invited and are updated on the most recent developments across our school, our sister schools, and the EdisonLearning company as a whole. Comments and feedback are welcomed and heard.

In addition to this, we also have a VIP Parents program. All parents are invited to join at the time of enrollment as well as various times throughout the year. We have flyers in the front office area where parents can see, and instructions on how to join the VIP parent program are included. The VIP Parents program gives parents a voice at our school. They are connected with our Enrollment Specialist and our Community External Engagement Liaison (CEEL) and are able to give input as well as be invited to special events. Our VIP Parents help with the development of the SIP by providing unique solutions to various issues of concern in our school. They are invested in the development of the school as much as we are and they employ resources that we otherwise would not have access to within the community.

Our CEEL also plays a significant role in the involvement of local business and community leaders. The CEEL is responsible for going to local events held by various business and governing bodies, such as the City of Ft. Lauderdale public meetings, the Chamber of Commerce, etc, and bridging the gap between us and them. They are given our school calendar of events so they know when stakeholder events occur and are encouraged to participate and provide input.

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)).

At Sandra Marie Curtis High School we host two SIP Review Stakeholder Meetings, per year (one in the Fall and one in the Spring), that will be open to the public for all stakeholders, to review and amend the SIP.

In addition to the two SIP Review Stakeholder meetings, the SIP will be regularly monitored in-house, by the Assistant Principal, who will hold a SIP Monthly Monitoring meeting on the 4th Friday of each month at 2:00pm.

During the SIP Monthly Monitoring meeting, the Leadership Team will meet to review progress made towards the accomplishment of SIP goals in academics as well as behavior, as it relates to our school’s ESSA subgroups.

During the monthly SIP meeting the following data for the month will be presented to aide in measuring the effectiveness of all efforts towards increasing the achievement of students in meeting the State's academic standards, particularly for those with the greatest achievement gap, namely, our school’s ESSA subgroups:

• State Standardized Assessments (FAST and BEST EOCs) scores and participation data
• Benchmark Assessments (HMH Read 180, Study Island) scores and participation data
• National Standardized Assessments (SAT and ACT) scores and participation data
• Teacher Data - Quizzes and Exams in Core Competency Courses (English, Algebra 1, Biology, US History, and US Gov. scores and participation data
• Graduation Progress data
• Attendance Data
• Discipline and BTA data

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**ALTERNATIVE EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**15.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
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)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL IMPROVEMENT RATING HISTORY	**2024-25: COMMENDABLE** **2023-24: COMMENDABLE** **2022-23:** **2021-22: COMMENDABLE** **2020-21:**

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					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
	9	10	11	12	
Students with two or more indicators					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	[]	[]	[]	[]	0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	[]	[]	[]	[]	0
Students retained two or more times	[]	[]	[]	[]	0

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	8	62	59	7	57	55	14	50	50
Grade 3 ELA Achievement									
ELA Learning Gains	8	59	58	69	59	57			
ELA Lowest 25th Percentile		59	56		57	55			
Math Achievement*	14	55	49	5	47	45	6	36	38
Math Learning Gains		53	47	60	50	47			
Math Lowest 25th Percentile		59	49		57	49			
Science Achievement	0	74	72	14	66	68	20	60	64
Social Studies Achievement*	15	81	75	6	74	71	16	66	66
Graduation Rate	51	92	92	55	92	90	50	90	89
Middle School Acceleration									
College and Career Acceleration	7	71	69	9	62	67	10	61	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	40	53	52		50	49	17	50	45

*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)	CSI
OVERALL FPPI – All Students	18%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	143
Total Components for the FPPI	8
Percent Tested	94%
Graduation Rate	51%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
18%	28%	19%	21%	16%		19%

* 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	25%	Yes	1	1
English Language Learners	35%	Yes	3	
Black/African American Students	18%	Yes	6	6
Economically Disadvantaged Students	30%	Yes	3	3

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	8%		8%		14%			0%	15%		51%	7%	40%
Students With Disabilities											50%	0%	
English Language Learners											65%	0%	40%
Black/African American Students	6%		10%		14%			0%	12%		54%	7%	40%
Economically Disadvantaged Students											52%	8%	

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	7%		69%		5%	60%		14%	6%		55%	9%	
Students With Disabilities											67%	14%	
English Language Learners											48%	8%	
Black/African American Students	8%		71%		10%	60%		10%	7%		57%	7%	
Hispanic Students											50%		
White Students											47%		
Economically Disadvantaged Students	0%		60%		9%				10%		54%	3%	

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	14%				6%			20%	16%		50%	10%	17%
Students With Disabilities					0%						95%	6%	
English Language Learners											17%		
Black/African American Students	20%				7%			19%	6%		46%	2%	
Hispanic Students											69%	45%	
Economically Disadvantaged Students					0%				0%		52%	6%	

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	10	0%	61%	-61%	58%	-58%
ELA	9	5%	58%	-53%	56%	-51%
Biology		12%	77%	-65%	71%	-59%
Algebra		26%	61%	-35%	54%	-28%
Geometry		7%	60%	-53%	54%	-47%
History		13%	76%	-63%	71%	-58%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		17%	24%	-7%	16%	1%
Geometry		13%	31%	-18%	23%	-10%
History		20%	59%	-39%	48%	-28%
Biology		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		7%	30%	-23%	29%	-22%
Algebra		18%	25%	-7%	18%	0%
Geometry		7%	16%	-9%	19%	-12%
History		6%	28%	-22%	33%	-27%

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?

Most Improvement:

When reviewing Sandra Marie Curtis High's school, district, and state comparison, the data component that showed the most improvement was:

• 2025 Accountability Components by Subgroups data shows a 9% Math Achievement increase for all students as well as a 9% increase in Social Studies Achievement. This is an increase from the 2024 Accountability Components by Subgroups data in which the school had 5% in Math Achievement for All Students and 6% in Social Studies Achievement for All Students. The Grade Level Data Review for State Assessments (2023-24 Winter Administration window) shows that at our school 19% of students had a score of 3 or higher in Algebra 1, which was on par, or equivalent to, the state percentage of 16% for the same testing window.

• The actions that our school took in this area was we provided intensive and intentional support to our Social Studies Teacher, Mr. Grimes. We provided him with immediate access to administrators. Our Vice President of School Operations set up a 2nd headquarters in the vicinity of the Social Studies classroom for quicker access, providing a fast response time. We then decided to team him up with our VP, who provided targeted interventions on a weekly basis. The consistent feedback that he received proved to be effective.

• In addition to this, the school implemented a targeted approach to Math direct instruction by hiring a certified Virtual Math instructor to teach our Math Direct Instruction courses, which were facilitated by our in-house Academic Coach, and monitored for fidelity by our Assistant Principal. These courses were instrumental in the learning gains seen in Math across all students and especially those of the Black/African American subgroup. We offered boot camp academic programs to help students with test preparation and we also offered after school tutoring. These numbers were also consistent with the 3 subgroups: English Language Learners, Black/African American Students, and Economically Disadvantaged Students.

Lowest Performance

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

While reviewing Sandra Marie Curtis High School's Accountability Components by Subgroup data for the 2025 SY, the data component that showed the lowest performance was the Science Achievement score for All Students, in which the data shows that 0% scored at a proficient level. When looked at more closely, that number is dropped from 14% in the prior year.

Contributing Factors - The main contributing factor was that we lost our Science DI Instructor to another school, to join a thriving STEM program at an elementary school near her home in the 2025 SY. Prior to that, Ms. Louis, was our Biology DI Instructor in the 2023 & 2024 SY. She held daily Science interventions across all grade levels and subgroups. During these years she ensured that she utilized weekly daily progress monitoring for the students in her DI classes. She used various forms of data in her courses such as informal assessments, in class projects, group assignments, quizzes, tests, and unit reviews of course content. She used this data to differentiate her instruction according to deficiencies and achievement levels. Students were empowered and engaged when they attended Ms. Louis's Science DI and appeared confident during test time. Ms. Louis also utilized a PBIS reward system to encourage growth and development in the subject matter.

Due to us losing her as our in-house Science teacher, we short a in instructor who could provide intensive Tier 2 and Tier 3 Science intervention. Our resident Science teacher, Mr. Suarez, contributed to facilitating the overall Master Classroom, which operates as in a predominately Tier 1 setting. Despite his best efforts, he was unable to provide the same level of attention that was necessary.

Ms. Louis also served as a role model for STEM careers as she was previously a scuba instructor. She had a background in Marine Biology and would often share anecdotes of her experience with aquatic wildlife, her favorite being her shark encounters. When she left it left a void. We later found that a lack of mentorship and role models in STEM fields can limit students' ability to envision themselves in science-related careers, reducing motivation to excel in science coursework.

Our school, throughout the year refreshed our Job Posting for a Science Teacher, and continued to interview as qualified applicants became available. Ultimately we needed to put a hiring freeze in place due to budget restraints. However, due to the school being unable to fill the position, we suffered in that area.

We've since then been able to restructure our budget AND hire an additional Science teacher, Mr. Brooks, for the 2026 school year.

Greatest Decline

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

While reviewing Sandra Marie Curtis High School's Accountability Components by Subgroup data for the 2023-2024 SY, the data component that showed the lowest performance was the ELA Learning Gains of All Students, in which the data shows that 8% scored at a proficient level. When looked at more closely, that number is showing a 61% drop from the previous year, in which ELA Learning gains were at 69% for all students.

Contributing Factors to This Need for Improvement - Overall, background knowledge and vocabulary knowledge and skills are lacking throughout all grade levels, especially among the Black/African American subgroup, creating a deficit in reading comprehension as shown on the FAST ELA Reading Item Performance charts. Another contributing factor for needing improvement is that our 12th graders were not motivated to use the HMH program with fidelity compared to the other grade levels as our seniors were focused on FAST, SAT, and/or ACT, and completing their credits for graduation. Most students, including 9th-12th graders prefer to work with the live teachers and find online learning monotonous. Some remedies to motivate and show the effectiveness of the program are to explicitly explain how the program works, provide incentives like celebrating HMH Top Readers and offering ESW credit for assignments.

Sandra Marie Curtis High School has a high population of ELL students that need foundational reading skills and language acquisition. Our ELL students lack background knowledge of many concepts and topics, vocabulary, and reading strategies. Although our ELL students utilize HMH System 44 to gain foundational reading skills, most ELL students are not using the bilingual dictionaries, and HMH workbooks are not translated in Creole language which is a need at our school. Also, most programs that our school purchases like NewsELA also does not provide Creole translations. To remedy this, our Acton Plan shows that our school will purchase Creole – English dictionaries and the Reading Direct Instruction class will provide additional language support. Moreover, most of our lowest performing students have had literacy deficiencies throughout their educational careers and have not been given intensive remediation to close the learning gap, and need individualized goals to focus on their needs. As our Item Performance data shows for both FAST ELA Reading and HMH, more than the majority of our students are not performing proficiently on almost every reading skill. Our plan of action to assist will closing the learning gap for our lowest performing students is to continue implementing MTSS/RTI with fidelity at the start of the school year. Placing students in their prospective tiers of intervention early and providing them with small group instruction with skills they lack should eliminate some barriers and improve our students' reading

comprehension by providing them the tools and strategies they need.

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.

While reviewing Sandra Marie Curtis High School's ESSA School, District, and State comparison of it's Accountability Components, the data component that showed the greatest gap is once again, our Science Achievement. In 2025 the state is showing a 72% proficiency rate, whereas our school showed a 0%. A 72% decline in Science achievement at an urban high school serving predominantly marginalized student populations reflects a complex interplay of systemic, institutional, and resource-based factors. Understanding these contributing elements is essential for developing effective interventions.

Contributing Factors-

- Resource and Infrastructure Challenges:

At SMC we endured inadequate funding, which often translated into outdated science equipment, insufficient laboratory materials, and limited access to technology. SMC lacks proper lab facilities, making hands-on experimentation and inquiry-based learning challenging. Without modern equipment and materials, students miss crucial opportunities to engage with scientific concepts through direct experience.
Staffing issues compound these problems. High teacher turnover rates, difficulty attracting qualified science teachers, and large class sizes all impacted instruction quality.

- Language and Communication Barriers:

For English Language Learners, Science presents a dual challenge: mastering complex academic vocabulary while simultaneously learning content. Scientific terminology, abstract concepts, and text-heavy assessments can create significant barriers. SMC's ELL students may understand scientific concepts but struggle to demonstrate their knowledge on standardized assessments. Assessment methods that don't account for diverse learning styles and language proficiency levels may not accurately reflect student understanding. Additionally, high-stakes testing environments can create anxiety that particularly affects ELL students who have experienced academic struggles.

- Socioeconomic Factors:

Our students from economically disadvantaged backgrounds often face challenges outside school that impact academic performance. Food insecurity, housing instability, and family financial stress can affect concentration and attendance. Limited access to educational resources at home, including internet connectivity for research or completion of digital assignments, creates additional obstacles. Many students may need to work part-time jobs or care for family members, reducing time available

for studying. The absence of science-related experiences outside school—such as museum visits, science camps, or educational trips—can limit exposure to real-world applications of scientific concepts.

- Students with Disabilities & Special Education Considerations:

In the 2025 SY, Sandra Marie Curtis did not have a solely dedicated ESE Specialist, instead we had our Assistant Principal, Ms. Mash, in a dual role: Assistant Principal/ESE Specialist. Although Ms. Mash is certified in ESE, and has an ESE background due to her serving as our school's ESE Specialist in prior years, it still did not close the gap in Science for these students. The abstract nature of many scientific concepts can be particularly challenging for students with learning disabilities. Without proper support services and individualized instruction strategies, these students may have struggled to achieve at the proper pace.

Students with Disabilities is one of our identified 2025 ESSA subgroups, with a show of 25% achievement in the Federal Percent Points Index. This data reflects not growth or stagnation, but unfortunately regression from the previous year in which our SWD subgroup achieved beyond the minimum 41% and was not identified as an ESSA subgroup for the 2024 year.

We know that students with disabilities must receive appropriate accommodations or modifications in Science classes, which takes a Specialist to identify. Thankfully we were able to hire Ms. Shabazz, an ESE Specialist, for the 2026 SY who's sole role is ESE and 504.

Addressing the Decline -
For 2026 , SMC plans to implement effective interventions to address multiple factors simultaneously. This includes investing in proper resources, providing targeted professional development for teachers, implementing culturally responsive pedagogy, ensuring appropriate language support, and creating wraparound services to address socioeconomic challenges.

Trends -
An identified trend while reviewing the data is the correlation between SMC's loss of key staffing and the direct drop in achievement that corresponds with that data point. As we lost a Science teacher, our Science Achievement plummeted. As we lost an ESE Specialist, our Students With Disabilities achievement dropped and is now again one of our ESSA subgroups.

Inversely, when we hire a team member and provide them with support, the score and achievement in that area goes up, as shown in Social Studies, with Mr. Grimes, and in Math with Mr. Cook.

All in All, decreasing the turnover rate is a critical component and recruiting staff to fill these roles

when they become vacant, as quickly as possible is, plays a critical role in impacting our ESSA subgroups positively.

EWS Areas of Concern

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

Early Warning Systems Indicators, potential area of concern:

- Absent 10% or more school days

Highest Priorities

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

Our highest priorities for school improvement in the upcoming school year are as follows, for all four of our ESSA subgroups:

1. ELA Achievement
2. Science Achievement
3. Attendance

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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.

Focus Description: Increasing the Black/African American Students subgroup's Science Achievement for grades 9-12 is an Area of Focus. This element was identified as a crucial need from the data reviewed in the accountability components by subgroups provided by the FDOE.

In grade 9 & 10, the focus shall be in coursework such as Physical Science and Earth & Space Science, this affects student learning by helping to create a foundation for later Science courses, and more specifically Biology, that are at a higher level.

In grades 11-12 Biology instruction will take precedence, with aim to prepare students to attempt more rigorous coursework such as Chemistry and Anatomy & Physiology. This affects student learning by preparing students to qualify to enroll in opportunities that we offer at our school such as our CTE Nursing program.

Rationale: In the 2025 SY, the Black student subgroup showed 18% proficiency in the Federal Index, making this subgroup our lowest performing. Additionally, this is our largest population in our school. When combined with the fact that our school's greatest gap was in Science Achievement, it made sense to combine these 2 elements as an area of focus. We expect to see improvements in all both areas by focusing on the Black/African American subgroup in Science.

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.

By May 31, 2026, the Black/African American Student subgroup at Sandra Marie Curtis High School will show a percentage point of at least 41% proficient in Science Achievement as evidenced by the Spring 2026 Biology EOC for Grades 9 - 12.

Monitoring

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

This area will be monitored by testing students in the Fall Biology EOC Assessments, the Winter Biology EOC Assessments, and the Spring Biology EOC Assessments. The Assessment Coordinator will track and report test participation of the students to the Attendance Clerk to ensure that students who need to test, test. During test administration windows, admin will monitor score reports daily and provide scores to teachers so they may advise students.

This ongoing monitoring will impact student achievement outcomes by increasing the percent of students tested, thereby increasing the data that we have available to provide a more comprehensive and targeted approach to instruction, as well as provide for data to drive the appropriate MTSS interventions to meet individual student needs.

Person responsible for monitoring outcome

Shanteala Mash

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 evidence-based intervention practice being implemented for this area of focus will be including daily Direct Instruction (DI) in Science for low performing students. The evidence-based intervention program being implemented is HMH Read 180.

Rationale:

Rationale for Direct Instruction: The Effectiveness of Direct Instruction: A Meta-Analysis of a HalfCentury of Research (2018) published by The Review of Education Research and authored by Jean Stockard, Tim Wood, Cristy Coughlin and Caitlin Rasplica Khoury. The meta-analysis examines the research published from 1961-2016 on the effectiveness of Direct Instruction. Analyses were based on 318 studies involving 431 study designs and almost 4000 effects. Among the findings, the abstract for the article reports, "All of the estimated effects were positive and all were statistically significant except results from metaregressions involving affective outcomes. Effects showed little decline during maintenance, and effects for academic subjects were greater when students had more exposure to the programs." Comprehensive School Reform and Student Achievement (2003), a meta-analyses of 29 Comprehensive School Reform models conducted by Dr. Geoffrey Borman (U WisconsinMadison) and colleagues. Direct Instruction was one of only three models found to have the “strongest evidence of effectiveness.” The rationale for Read 180 is that it is in alignment with our local district’s K-12 Reading Plan.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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
Review assessment data and determine tiered interventions needed.

Person Monitoring:
Shanteala Mash

By When/Frequency:
By August 11, 2025 & Monitored Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Assistant Principal, with the assistance of the MTSS Coordinator/Literacy Coach, will together pull and review all assessment data, place students into tiers, and determine the tiered interventions needed. The school will monitor the impact of this action step by revisiting students' updated test data at the following SIP monthly meeting, and making adjustments as necessary.

Action Step #2
Creation of DI classes and rostering of students in their respective DI class

Person Monitoring:
Shanteala Mash

By When/Frequency:
By August 11, 2025 & Monitored Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Assistant Principal, with the assistance of the MTSS Coordinator/Literacy Coach, will create the DI classes and roster students in their respective DI class. The school will monitor the impact of this action step by revisiting DI class rosters at the following SIP monthly meeting, and making adjustments as necessary.

Action Step #3
Ongoing progress monitoring of student learning outcomes and their response to intervention provided.

Person Monitoring:
Shanteala Mash

By When/Frequency:
Ongoing & Monitored Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Assistant Principal, with the assistance of the MTSS Coordinator/Literacy Coach and the Assessment Coordinator will provide ongoing progress monitoring of student learning outcomes and their response to intervention provided. The school will monitor the impact of this action step at each of the SIP monthly meetings.

Area of Focus #2

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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.

Focus Description: Increasing the 9-12 grade band of ELL Student subgroup's learning gains in Reading Achievement is an Area of Focus. This element was identified as a crucial need from the data reviewed in the accountability components by subgroups provided by the FDOE. This requires fidelity in the ELL program.

Rationale: The number of consecutive years the ELL Subgroup was below 41% is 3. If not improved, this would trend to 4 consecutive years, reflecting a stagnation.

Furthermore, ensuring that ELLs are receiving services as documented in their ELL Plans and mandated by the META Consent Decree and aligned with the state approved District ELL Plan is a focus area. Parents of ELL students shall be included in all activities as well as provided with information in their heritage language.

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.

By May 31, 2026, ELL Student subgroup at Sandra Marie Curtis High School will show a percentage point of at least 41% proficient in Reading Achievement as evidenced by the Spring 2026 FAST ELA for Grades 9 - 10 and ELA Retake assessments for grades 11-12.

Monitoring

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

This area of focus will be monitored using our MTSS Progress Monitoring, Focus Calendars, Benchmark, and State Assessments. This ongoing monitoring will impact student achievement outcomes by increasing the percent of students tested, thereby increasing the data that we have available to provide a more comprehensive and targeted approach to instruction, as well as provide for data to drive the appropriate MTSS interventions to meet individual student needs.

WIDA Online ACCESS assessment scores and proficiency levels will also be used as part of the goals and progress monitoring. These scores are essential for tracking language development across the four domains (listening, speaking, reading, and writing) and should be used to set measurable growth targets. Incorporating WIDA data will help ensure alignment between ELA instruction and language proficiency development.

Person responsible for monitoring outcome

Yenta Dora

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Our evidenced based MTSS tiered intervention will be implemented using the following curriculum; Reading - Read 180 and Systems 44. Math - Study Island and online Harris Learning (formally eSW) curriculum. Heritage language dictionaries and content-area glossaries. The use of the Broward County ESOL Instructional Strategies Matrix is implemented into lesson plans to support the development of academic and oral language skills of ELLs.

Rationale:
Using the MTSS tiered intervention plan and by opting into the district's Reading plan, students will be able to benefit from research based instructional strategies and interventions.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

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

Description of Intervention #2:
The Broward County ESOL Instructional Strategies Matrix

Rationale:
The use of the Broward County ESOL Instructional Strategies Matrix is implemented into lesson plans to support the development of academic and oral language skills of ELLs.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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
Implementation of the MTSS plan (with a targeted ELL focus).

Person Monitoring:
Shanteala Mash

By When/Frequency:
By August 11, 2025 & Monitored Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implementation of the MTSS plan - The Literacy Coach/MTSS Coordinator will develop and implement the MTSS plan. This will be overseen by the Assistant Principal. This action step encompasses many steps, all outlined in the school's MTSS plan. The school will monitor the impact of this action step at each of the MTSS monthly meetings led by the MTSS Coordinator, and overseen by the Assistant Principal.

Action Step #2

Identify and purchase curriculum, dictionaries, and glossaries needed.

Person Monitoring:
Yenta Dora

By When/Frequency:
By August 11, 2025 & Monitored Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The ELL Coordinator, by researching the best evidenced-based materials, will Identify and purchase curriculum, dictionaries, and glossaries needed. Enough will be purchased so that there is a class set in each classroom. The school will monitor the impact of this action step at the weekly ELL meeting, held in-house, in which the ELL coordinator meets with administration to provide updates to the status of the schoolwide ELL program.

Action Step #3
Provide instructional staff with training on the following: -Implementation of the curriculum with fidelity -ESOL strategies

Person Monitoring:
Yenta Dora

By When/Frequency:
By August 12, 2024 & Monitored Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The ELL Coordinator, by researching the best evidenced-based resources, will provide instructional staff with training on the following: -Implementation of the curriculum with fidelity -ESOL strategies The school will monitor the impact of this action step at the weekly ELL meeting, held in-house, in which the ELL coordinator meets with administration to provide updates to the status of the schoolwide ELL program.

Action Step #4
Ongoing progress monitoring of student learning outcomes, language proficiency levels, and their response to intervention provided.

Person Monitoring:
Yenta Dora

By When/Frequency:
Starting August 11, 2025, & Ongoing and Monitored Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The ELL Coordinator will conduct ongoing progress monitoring of student learning outcomes, language proficiency levels, and their response to intervention provided. The school will monitor the impact of this action step at the weekly ELL meeting, held in-house, in which the ELL coordinator meets with administration to provide updates to the status of the schoolwide ELL program.

Area of Focus #3

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Focus Description - The SWD subgroup was identified as one of our ESSA subgroups for the 2025 SY. This element was identified as a crucial need from the data reviewed in the accountability components by subgroups provided by the FDOE.

Rationale - SWD had a performance of 25% in the Federal Percent of Points Index for the 2025 SY in grade band 9-12. In 2024, SWD was not identified as one of our subgroups as we were at 69% in this area, reflecting a 44% drop. This affects student learning in numerous ways, most importantly a focus in this area will address multiple deficiencies in all areas such as Reading, Math, Science, and Social Studies.

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.

In 2024, SWD performed at 69%, in 2025 SWD performed at 25% reflecting a 44% drop.

By May 31, 2026, the SWD Student subgroup at Sandra Marie Curtis High School will show a percentage point of at least 41% proficient in Reading Achievement as evidenced by the Spring 2026 FAST ELA for Grades 9 - 10 and ELA Retake assessments for grades 11-12.

Monitoring

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

This area of focus will be monitored using our Weekly ESE Meetings, MTSS Progress Monitoring, Focus Calendars, Benchmark, and State Assessments. This ongoing monitoring will impact student achievement outcomes by enabling staff to use the data to drive SWD instruction and inform our ESE Specialist with the data needed to assign effective and appropriate accommodations to students with disabilities.

Increasing the data that we have available, along with sharing it among key staff on an ongoing basis, will provide a more comprehensive and targeted approach to instruction, as well as provide for data to drive the appropriate SWD interventions to meet individual student needs.

Person responsible for monitoring outcome

Shanteala Mash

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Our evidenced based MTSS tiered intervention will be implemented using the following curriculum; Reading - Read 180 and Systems 44. Math - Study Island and online Harris Learning (formally eSW) curriculum.

Rationale:
Using the MTSS tiered intervention plan and by opting into the district's Reading plan, students will be able to benefit from research based instructional strategies and interventions.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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
Fostering a robust ESE Program, embedded and ingrained throughout the organization.

Person Monitoring:
Shanteala Mash

By When/Frequency:
August 11, 2025 / Ongoing Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. The ESE Specialist will ensure that all ESE students remain in compliance through the year, this will be monitored weekly as an agenda item during one-on-one meetings with the Assistant Principal. 2. The ESE Specialist will ensure that teachers have their students' updated IEPs, schedule and plan IEP meetings with stakeholders, and track IEP goals. This will be monitored weekly as an agenda item during one-on-one meetings with the Assistant Principal. 3. The ESE Specialist will provide support to students in the classroom (push ins) as well as out side of the classroom (pull outs) to provided targeted interventions that are then monitored consistently, using the date to inform decision making and planning. This will be monitored weekly as an agenda item during one-on-one meetings with the Assistant Principal.

Area of Focus #4

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

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)

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.

Focus Description - The Economically Disadvantaged Students (FRL) subgroup was identified as one of our ESSA subgroups for the 2025 SY. This element was identified as a crucial need from the data reviewed in the accountability components by subgroups provided by the FDOE.

Rationale -FRL had a performance of 30% in the Federal Percent of Points Index for the 2025 SY in grade band 9-12. In 2024, FRL was at 23% reflecting a 7% increase. This affects student learning in numerous ways, most importantly a focus in this area will address multiple deficiencies in all areas such as Reading, Math, Science, and Social Studies.

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.

2025 data shows the FRL subgroup performing at 30%. In 2024, FRL was at 23% reflecting a 7% increase.

By May 31, 2026, the FRL Student subgroup at Sandra Marie Curtis High School will show a percentage point of at least 41% proficient in Reading Achievement as evidenced by the Spring 2026 FAST ELA for Grades 9 - 10 and ELA Retake assessments for grades 11-12.

Monitoring

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

This area will be monitored by testing students in the Fall FAST ELA and ELA Retake Assessments, the Winter FAST Assessments, and the Spring FAST ELA and ELA Retake Assessments and ELA.

The Attendance Clerk will track and report test participation of the students to the Assessment Coordinator to ensure that students who need to test, test. During test administration windows, admin will monitor score reports daily and provide scores to teachers so they may advise students.

Person responsible for monitoring outcome

Shanteala Mash

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Our evidenced based MTSS tiered intervention will be implemented using the following curriculum; Reading - Read 180 and Systems 44. Math - Study Island and online Harris Learning (formally eSW)

curriculum.

Rationale:
Using the MTSS tiered intervention plan and by opting into the district's Reading plan, students will be able to benefit from research based instructional strategies and interventions.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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
Needs Assessment and Goal Setting

Person Monitoring:
Shanteala Mash

By When/Frequency:
August 11, 2025 / Ongoing Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Conduct a comprehensive needs assessment: Identify the specific challenges and barriers faced by economically disadvantaged students in the school. Monitored at monthly at MTSS meetings with the MTSS Coordinator. 2. Establish measurable goals: Based on the results of the needs assessment, set clear and specific objectives for improving academic outcomes, social-emotional well-being, and postsecondary readiness for FRL students. Will be monitored quarterly with the Academic Coach.

Action Step #2
Implementing evidence-based interventions

Person Monitoring:
Shanteala Mash

By When/Frequency:
August 11, 2025/ Ongoing Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Select appropriate interventions: Choose strategies and practices supported by strong evidence of effectiveness for raising student performance and closing achievement gaps. To be monitored at weekly faculty meetings on Fridays. Examples: -High-quality professional development for teachers focused on culturally responsive pedagogy, trauma-informed practices, and effective instructional strategies for students in poverty. -High-quality professional development for teachers focused on culturally responsive pedagogy, trauma-informed practices, and effective instructional strategies for students in poverty. -Social-emotional learning (SEL) programs: Teaching students skills like self-management, relationship building, and responsible decision-making to improve academic performance and overall well-being. -Tutoring and academic support programs. -Summer programs and extended learning opportunities. -Parent and family engagement initiatives.

Action Step #3
Targeted support and progress monitoring

Person Monitoring:
Shanteala Mash

By When/Frequency:
August 11, 2025 / Ongoing Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Differentiate support: Provide targeted interventions and accommodations based on individual student needs. 2. Regular progress monitoring: Collect and analyze data to track student progress and adjust interventions as needed. 3. Collaborate with families: Involve parents and guardians in the intervention process and communicate regularly about student progress. To be monitored at weekly faculty meetings on Fridays.

Action Step #4
Ongoing evaluation and improvement

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Addressing resource inequities: - Identify and address resource inequities: Ensure equitable access to resources, including qualified teachers, instructional materials, technology, and support staff. - Explore funding opportunities: Leverage Title I funds, state grants, and other resources to support intervention efforts. 2. Ongoing evaluation and improvement: -Periodically review and revise the action plan: Continuously evaluate the effectiveness of interventions and make necessary adjustments to maximize student outcomes. -Seek technical assistance: Collaborate with State Education Agencies (SEAs) and other organizations to gain insights and expertise on evidence-based practices and school improvement efforts. To be monitored at quarterly faculty meetings on Fridays.

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.

An Area of Focus for the school, as it pertains to maintaining a positive culture and environment, is student attendance.

A school with good attendance and a positive culture can be described as a culture of non-judgmental acceptance, help for all, compassion, caring, understanding and support. A school with a positive environment can be described as one with regular praise and recognition for positive behavior, an expectation of achievement given with grace, and a place where all voices are heard, considered, and employed towards the overall betterment of the school environment. These elements and more affect student learning by meeting a human’s basic needs to feel safe and cared for. Basic needs must be met before a student can begin to learn.

Student attendance becomes a factor in the school’s culture and environment in various ways.

Increasing student attendance will help to reinforce the importance of school to all students and stakeholders. The more students attend, the more it validates the idea that school is worth attending. Additionally, the more students attend, the more they can add to the amount of students that can create a richer learning experience for all others involved, as the group groups in numbers, it grows in diversity, and individual contributions, which all affect climate and culture. Regular attendance for all students is the goal, however, for each grade level regular attendance is crucial in for for students to be able to:

• 9th - Establish a good GPA foundation through course completion.
• 10th - Increase the likelihood that students will earn passing scores on state tests, on the first try.
• 11th - Explore career paths, get back on track/position oneself for a successful senior year, and Pass any outstanding graduation tests requirements.
• 12th - Meet all graduation requirements and finalize post-secondary plans.

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.

The specific measurable outcome that the school plans to achieve is as follows: By June 4, 2026, students at Sandra Marie Curtis High School will show a 15% percentage point increase in views towards SMCHS, as evidenced by the pre and post Student Climate Survey, as it being a place where students feel that the people there care about them, feel valued, and recognized, and overall feel positively towards the culture and environment.

A snippet of last year's data from the Student Climate Survey revealed the following sentiments towards how student felt in our school, and it showed the following:

When asked to finish the phrase, "My school is where…"
• 42% responded with - "I feel people care about me."
• 26% responded with - "I am valued as an individual"
• 5% responded with - "I want to be recognized"
• 2% responded with - "I want to blend in"
• 24% responded with - "I want to be left alone"
• 1% responded with - "I don't want to be"

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.

Climate Survey

The Academic Advisor will be responsible for administering the pre and post Student Climate Survey to all students. The pre survey will be administered to all current and incoming students during the 1st, 2nd, and 3rd 9 weeks of school. The post survey will be administered during the 4th 9th weeks. Data will be disaggregated by the Academic Advisor and shared with all stakeholders.

Attendance Strategies

We will be using www.attendanceworks.org as a resource for improving our attendance efforts. In looking at the "Key Ingredients for Systemic Change - Take a Data Driven Systemic Approach" page on the AttendanceWorks website, we will prioritize the following elements: Capacity Building, [Collecting] Actionable Data, Positive Engagement, Strategic Partnerships, Adequate/Equitable Resources, and Shared Accountability. From these elements, is in which the following strategies will be based.

The school year of 2025-2026 starts on Monday August 11th, 2025. As far as attendance is concerned, the main goal for this school year 90% attendance. We aim to bring in as many students as possible into the establishment in order for them to acquire the knowledge they will need to obtain their high school diploma. In order for us to meet that goal, the attendance clerk along with the collaboration of the entire staff will motivate the students and their parents and remind them that for us to accomplish our mission as a school, it is a must that every student comes to school every day: that shows that they are helping us take care of their success.

Here is the attendance plan for the school year 2025-2026:

● Attendance Matters Presentation The attendance clerk will create a presentation that will be presented on the first day of school in each classroom. The purpose of this presentation will be to train the students on how to properly insert their name in the different sign-in sheets, tips on how to remember to sign-in, their option to work online as well as explain to them why their attendance into the building is mandatory especially during testing periods. Additionally, important information will be given about Florida’s laws concerning attendance. This presentation will be available in writing so that any student can go through it whenever they need to.

● Recording Attendance

- The attendance clerk will report attendance regularly. That way, it is easier for the Data Owner to enter them into the district platform so that it can be shown in their virtual counselor.
- The attendance clerk will make sure they get to know as many students as they can not only to

familiarize with them but more importantly to have a better understanding of their attendance status for one day or another.
- The attendance clerk will check that the front desk and every single classroom has a sign-in sheet. They will make sure that every student that walks in signs their name properly.
- Sign-out sheets will be put inside each classroom so that every student that has stayed until dismissal time can sign. That strategy can provide clarity about who leaves early. Those sheets will be collected by the attendance clerk after post at 1300.
- Early sign-out sheets will be placed at the front desk as well. Any students that leave early will need to sign it and the time the student leaves needs to be recorded.
Reminder: Teachers contribute greatly in attendance recording by submitting their attendance every day.

● Data
- The attendance rate goal for this school year is 90%.
- All data must always be up-to-date.
- Certain data must be kept confidential. It is the responsibility of the attendance clerk to make sure none of these pieces of information are not known by individuals who are not concerned about them.
- An attendance binder will be built up as the school year goes along and must be kept in intact and up-to-date.

● Online Attendance
In order to ensure that 90% goal is met, online attendance will be recorded as promptly as in-person attendance. Although some students will be exempted from coming to school on a daily basis, we are not an online school. That option is available for students that are in actual need of it. Any student that does not fall into that category will need to provide an account for any absences.

● Testing Days
Attendance during testing days is crucial. The steps below will be followed by the attendance clerk in order to make sure that every student that needs a test, will be present the day that test is provided.
- Parents will be informed of every test coming up whether it is the F.A.S.T, the BEST End of Course assessments, the SAT, or the ACT 4 weeks prior to the test.
- If one month prior to a testing period a student (that does not have attendance accommodation) has a record of at least 3 tardies and/or absences per week, this student and their parents will be convened on a conference with the attendance clerk and/or admin.

● Recognitions
Most students love when they are recognized for their accomplishments. In that perspective, we will

take the initiative to award students for their attendance.
- Every first Friday of the month, certificates are given to students that have an attendance rate of 80 to 90%. Those students will need at first to be in the building but as well they have to complete at least 10 assignments per day and complete at least 2 credits for the month with a passing grade. The prize of the following month will be announced during the same Friday. This will start in October.
- Students that have an attendance rate of 100% will receive a certificate. If they get the same attendance rate during 3 consecutive months they will receive a medallion. These students will at first need to be in the building but as well they have to complete at least 10 assignments per day or finish 2.5 credits per month with a passing grade.
- At the end of the year, a senior will be nominated for the attendance award either during prom night, during senior brunch, and/or during graduation.
- Any student that receives at least 2 medallions will get the end of the year Grand Prize.

● Communications with Parent
Parents will be contacted for:
1. Chronic Absenteeism
2. Unexcused Tardy
3. Poor Attendance Rate for the month
4. Students not attending their Direct Instruction
5. Permission to let a student leave early
6. Unexcused absences
7. Absences during a test day
8. Students trying to avoid the learning environment.

● Direct Instruction
Attendance to direct instructions will be monitored by the attendance clerk as well. Every student that requires further guidance (especially those that need to pass their state requirements) needs to attend direct instruction. Any time a student misses a class without a clear and valid explanation, their guardian/parent(s) will be notified.

● Events
At least once a month, extracurricular activities will be held at SMC High within school hours. We will collaborate with our strategic partnerships to enhance this effort. Attendance rate is expected to be higher during those days. Flyers need to be out a week in advance.

Person responsible for monitoring outcome
DeMarcus Williams

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 Interventions: - Hiring Staff (filling all open positions) - Ongoing family and community engagement. - Routinely examining our policies (i.e at board meetings, etc.) - Regular staff trainings to ensure staff know how to build and maintain relationships with students, their families, and our community partners. - Regularly review disaggregated school climate and discipline data (including discipline referrals or incident reports) The above evidence-based interventions listed are evidenced in the National Center for Safe and Supportive Learning Environments, 2023

Rationale:
"Students who attend schools with a positive school climate have been found to have increased self esteem and self-concept, decreased absenteeism, reduced behavioral issues and disciplinary actions, and increased school completion." "Addressing school climate is key to eliminating the disproportionate use of exclusionary discipline. Research shows that suspensions and expulsions have negative impacts on student outcomes, and the victims of these practices are disproportionately students of color. Improving school climate is key to alleviating these problems." “A positive school climate is the product of a school’s attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community no matter the setting —from pre-K/elementary school to higher education.” – National Center for Safe and Supportive Learning Environments, 2023

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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
Administer the pre-survey for Student Climate

Person Monitoring:
DeMarcus Williams

By When/Frequency:
By the 3rd 9 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Academic Advisor will administer the pre-survey for Student Climate by the 3rd 9 weeks of school, to all students, grades 9-12.

Action Step #2
Creation and implementation of a Culture and Climate calendar

Person Monitoring:
Melissa Tirado

By When/Frequency:
By August 11, 2025 & Ongoing Monthly

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

Our School Assessment Coordinator, overseen by the Assistant Principal, will create and implement a Culture and Climate calendar and students display in a high traffic area, in which we will focus on one of our 9 Core Values each month. The 10th month will repeat the first Core Value. Our 9 Core Values are: Wisdom, Hope, Responsibility, Compassion, Justice, Respect, Courage, Resilience, and Integrity.

Action Step #3
Administer the post-survey for Student Climate.

Person Monitoring:
DeMarcus Williams

By When/Frequency:
By the end of the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Academic Advisor will Administer the post-survey for Student Climate. He will then gather the data to disseminate to all stakeholders for review, reflection, and re-strategizing.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

Sandra Marie Curtis High School offers an array of services:

Counseling services:
• On-site Academic Advisor: Provides academic, college, and career counseling.
• On-site Certified Professional School Counselor: Provides personal and social counseling.

School-based mental health services:
• Contracted School Psychologist: Provides therapy and ongoing counseling
• On-site Certified Professional School Counselor: Conducts SRAs and referrals to mental health services.

Specialized Support Services:
• On-site Academic Coach - Assists students with test registration for national assessments and assists in goal setting.
• ESE Specialized Support Services - Provide services as specified in the IEP (i.e Speech/ Language pathology sessions)

Mentoring Services:
• Peer Mentoring/Student Ambassadors - High achieving students assist those with the greatest needs.
• Teacher and Staff Mentoring - Each student is assigned to a teacher or staff for mentorship.

Other strategies to improve students skills outside the academic subject areas:
• Referrals to social services - Provided by the School Counselor and/or the administration on an as needed basis.

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)).

Sandra Marie Curtis High School Partners with the Broward College TRIO outreach program.
• TRIO sends mentors (that are employed with Broward College) to our school campus once a week, each Wednesday, to provide college and career planning services to all students.
• They are available by appointment on days other than Wednesday.
• Each year, TRIO sponsors an all expense paid trip to our students, twice a year, to go on a college tour.
• TRIO awards full scholarships to students at the end of the year for high scholastic achievement.
• This will be our school's 5th year in partnership with TRIO of Broward College.

Sandra Marie Curtis High School offers the following CTE programs:
• Barbering
• Nursing Assistant
• Gaming Design

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)).

Sandra Marie Curtis High School has implemented the local school district's PBIS (Positive Behavior Intervention & Supports) system., schoolwide.

Positive behavioral interventions and supports (PBIS) is a schoolwide systems approach aimed at establishing positive student culture and individualized behavior supports necessary to create a safe and effective learning environment for all students (Sugai & Horner, 2009).

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)).

Sandra Marie Curtis High School is one of 7 NorthStar Academies, under EdisonLearning, an FDOE educational services provider.

One of EdisonLearning's "non-negotiables" is:
-Yearlong Professional Development and Professional Learning Communities in all schools and across all NorthStar Academy Schools that utilize district and Achievement Framework PDs.

To meet this requirement we attend the following:
• ELDA (EdisonLearning Leadership Development Academy)
• Monthly EdisonLearning PLCs
• Local school district meetings and trainings
• Career Fairs (local and distant)

Additionally, SMCH creates and implements an in-house Professional Development calendar to meet the unique needs of the school.

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Funding allocations are used to fund the following:

• Hire and retain additional highly qualified employees that will be utilized to facilitate our school's progress towards meeting our SIP's goals.

• Curriculum - Read 180, Systems 44, eSchoolware, WriteScore, Newsela, Study Island

• Programs - CTE (Nursing, Barbering, and Gaming)

• Community Support - TRIO (College Assistance Program), Mentoring, Clinicals, Community Outreach

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).

Additionally, funding will be allocated to the provisioning of student's need for student materials such as technology and other study materials.

VII. Budget to Support Areas of Focus

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

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

Broward County Public Schools

SOMERSET ACADEMY CHARTER HIGH SCHOOL MIRAMAR



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 7

D. Early Warning Systems 8

II. Needs Assessment/Data Review 11

A. ESSA School, District, State Comparison 12

B. ESSA School-Level Data Review 13

C. ESSA Subgroup Data Review 14

D. Accountability Components by Subgroup 15

E. Grade Level Data Review 18

III. Planning for Improvement 19

IV. Positive Learning Environment 37

V. Title I Requirements (optional) 43

VI. ATSI, TSI and CSI Resource Review 46

VII. Budget to Support Areas of Focus 48

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

Somerset Academy Miramar High School promotes a culture that maximizes excellence in student achievement and fosters the development of responsible, respectful, self-directed life-long learners in a safe and enriching environment.

Provide the school's vision statement

Somerset Academy Miramar High School is dedicated to providing equitable, high–quality education.

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

Athena Guillen

aguillen@somersetcentral.org

Position Title

Principal

Job Duties and Responsibilities

Oversee the functionalities of Somerset Academy Miramar High School and ensure the implementation and review of the action plans as per the School Improvement Plan.

Leadership Team Member #2

Employee's Name
Erika Mincey

emincey@somersetcentral.org

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal (AP) works collaboratively with the school principal to lead and nurture all members of the school faculty and support the curricular and operational needs of the school. The AP has a proven success record in student performance, parental satisfaction, curriculum innovation, community partnership, and budgeting.

Leadership Team Member #3

Employee's Name
Morgan Moore

mmoore@somersetcentral.org

Position Title
ELA Curriculum Coach

Job Duties and Responsibilities

Mentor classroom teachers and oversee, model and provide feedback to instructional strategies utilized in the classroom and oversee the execution of the plan of action as part of the School Improvement Plan.

Leadership Team Member #4

Employee's Name
Deanna Mesadieu

dmesadieu@somersetcentral.org

Position Title
Math & Science Curriculum Coach

Job Duties and Responsibilities

Mentor classroom teachers and oversee, model and provide feedback to instructional strategies utilized in the classroom and oversee the execution of the plan of action as part of the School Improvement Plan.

Leadership Team Member #5

Employee's Name
Samantha Franconeri

sfranconeri@somersetcentral.org

Position Title
School Support Specialist

Job Duties and Responsibilities

Create, implement and monitor IEP accommodations for students with disabilities as per their Individualized Educational Plan or their 504. Mentor teachers in the implementation of such accommodations. Assist general education teachers in modifying curriculum and teaching strategies to meet the diverse needs of students with disabilities. Work closely with teachers, parents, administrators, and other specialists to ensure the execution of the School Improvement Plan.

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.

Somerset Academy Miramar High School is committed to involving community and school stakeholders in the development and oversight of our School Improvement Plan (SIP) through active collaboration with the School Advisory Council (SAC). The committee meets monthly to discuss priorities and student performance standards on Florida standardized assessments, which inform our guiding principles.

During these monthly SAC meetings, stakeholders receive updates on the SIP's progress and are presented with student data. To ensure effective communication and accountability, we assign a specific point of contact for each component of the SIP. These individuals regularly attend Leadership meetings to discuss and review the Plan's progress, ensuring continuous improvement and stakeholder engagement.

The development of the SIP begins with forming a representative committee that includes all key stakeholders. Ongoing Needs Assessments are conducted to identify the school's strengths and

areas for improvement. Stakeholders are provided with surveys or questionnaires, and the collected data is evaluated to identify key focus areas for the SIP. The school leadership team, along with representatives from each stakeholder group, collects and analyzes data to initiate the drafting of the SIP. This process involves setting goals, formulating strategies to achieve those goals, selecting appropriate metrics for progress evaluation, and allocating responsibilities. Once the SIP draft is prepared, it is shared with all stakeholders for review. The draft is presented during SAC meetings, allowing stakeholders to express opinions, provide feedback, or raise concerns. After carefully considering the collective feedback, the SIP is refined to ensure it reflects the needs and expectations of all parties involved, and the final SIP is then implemented. Somerset's stakeholders play a crucial role in tracking the plan's progress and assessing its effectiveness through regular meetings or updates and sharing relevant data.

The SIP and the budget are communicated to our stakeholders in September during the school's first SAC meeting scheduled for September 9, 2025. Families, students, school staff, leadership, local businesses, and organizations are all encouraged to attend. Additionally, this information is made available through our school's webpage.

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 Somerset Academy Central Miramar School Improvement Plan is regularly monitored through various measures to ensure its effectively implemented and positive impacts student achievement, especially focusing on those with the greatest achievement gaps, like Students with Disabilities (SWD). According to the 2025 FAST PM3 results, our SWD subgroup demonstrated proficiency rates of 32% in reading and 28% in math. This subgroup has been the lowest performing for six consecutive years, falling below the Federal Index threshold of 41% and therefore qualifying for Comprehensive Support and Improvement (CSI). For the 2025-2026 academic year, the school will prioritize targeted interventions for this subgroup. Additionally, based on the SWD PM3 Science data for Biology, there is a significantly low performance with only a 20% proficiency rate.

The school makes it a priority to consistently analyze students' performance data on a weekly basis. This analysis helps identify areas where students are struggling, allowing the school to implement personalized interventions and programs to bridge any existing academic gaps. The school monitors regular early warning system indicators, report cards, and progress monitoring data to track student

progress over time. Professional Learning Communities, or PLCs, meet regularly to review student data, share best practices, and make instructional adjustments as needed.

The school's Response to Intervention (MTSS/RtI) Plan will be reviewed often to ensure that students with disabilities who need extra academic or behavioral support are identified early and receive the right interventions. Additionally, the Social Emotional Learning (SEL) Plan and the School-Wide Positive Behavior Plan will be monitored to foster a positive and inclusive school environment that supports learning.

To support continual growth, the school will actively seek feedback from key stakeholders, including families and community members, to continue fostering strong relationships and enhance family involvement. This includes sharing the school's mission and vision statement, and keeping parents updated on their child's progress through various methods. These methods include progress monitoring conducted three times annually, weekly or quarterly academic progress reports, behavioral updates as needed, updates via the school website, social media, and the Remind App about upcoming events, and parent surveys to gauge their comfort in contacting teachers and administrators.

The school will create multiple ways for parents and teachers to connect, such as face-to-face meetings, email exchanges, and notes in student agendas. The principal and admin team will hold quarterly parent meetings and send out regular newsletters. Teachers will also maintain a record of positive interactions with families. Communication and support will be available through the school's email system and Instagram page. Additionally, Parent University sessions will be offered for hands-on tutorials to help parents who are new to educational tools like the Focus portal. These sessions will also cover important information about Florida's statewide testing to help parents understand the assessments their children will take throughout the year. The school will also hold informational sessions about advanced programs like AP, SAT/ACT, Dual Enrollment, and Career and Technical Education programs to ensure that high school students are well-prepared for college and career opportunities.

Volunteer opportunities and academic celebrations will be available year-round for our students. Additionally, character education and achievement celebrations will be provided as students demonstrate consistent academic progress and learning growth, based on ongoing progress monitoring data, to include incentives and rewards. We will continue working together with local community organizations like the Homeless Education Assistance Resource Team, the City of Miramar, and mental health services provided by local agencies and our school's social workers, to support our families and continue building positive relationships.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**59.6%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: B** **2022-23: B** **2021-22: B** **2020-21:**

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					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
	9	10	11	12	
Students with two or more indicators					0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	99	85	58	65	307
One or more suspensions	20	12	11	25	68
Course failure in English Language Arts (ELA)	10	6	3	9	28
Course failure in Math	13	12	9	1	35
Level 1 on statewide ELA assessment	3	4	7	6	20
Level 1 on statewide Algebra assessment	26	18			44

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
	9	10	11	12	
Students with two or more indicators	31	34	7		72

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
	9	10	11	12	
Retained students: current year					0
Students retained two or more times	30	23	9	10	72

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	64	62	59	73	57	55	56	50	50
Grade 3 ELA Achievement									
ELA Learning Gains	58	59	58	80	59	57			
ELA Lowest 25th Percentile	53	59	56	77	57	55			
Math Achievement*	44	55	49	42	47	45	34	36	38
Math Learning Gains	37	53	47	42	50	47			
Math Lowest 25th Percentile	45	59	49	42	57	49			
Science Achievement	50	74	72	57	66	68	75	60	64
Social Studies Achievement*	77	81	75	63	74	71	76	66	66
Graduation Rate	100	92	92	97	92	90	98	90	89
Middle School Acceleration									
College and Career Acceleration	58	71	69	52	62	67	51	61	65
Progress of ELLs in Achieving English Language Proficiency (ELP)		53	52		50	49	28	50	45

*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)	CSI
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	586
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
59%	63%	65%	59%	49%		56%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	34%	Yes	6	
English Language Learners	45%	No		
Black/African American Students	59%	No		
Hispanic Students	59%	No		
Economically Disadvantaged Students	59%	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	64%		58%	53%	44%	37%	45%	50%	77%		100%	58%	
Students With Disabilities	32%		37%	40%	28%	33%	50%	20%					
English Language Learners	45%		43%		40%	48%		50%					
Black/African American Students	66%		61%	54%	41%	34%	41%	45%	81%		100%	68%	
Hispanic Students	57%		38%		53%	48%		65%	69%		100%	42%	
Economically Disadvantaged Students	62%		54%	59%	45%	38%	50%	47%	73%		100%	59%	

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	73%		80%	77%	42%	42%	42%	57%	63%		97%	52%	
Students With Disabilities	33%		72%	69%	6%	24%		7%					
English Language Learners	43%		75%		38%	40%		67%					
Black/African American Students	76%		82%	79%	45%	49%	52%	57%	62%		96%	46%	
Hispanic Students	59%		81%		38%	29%		58%	64%				
Economically Disadvantaged Students	74%		81%	77%	44%	46%	42%	60%	59%		96%	47%	

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	56%				34%			75%	76%		98%	51%	28%
Students With Disabilities	28%				11%								
English Language Learners	45%				10%								
Black/African American Students	56%				34%			76%	76%		97%	51%	
Hispanic Students	58%				39%			65%	73%				
Economically Disadvantaged Students	52%				31%			71%	77%		98%	50%	

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	10	62%	61%	1%	58%	4%
ELA	9	65%	58%	7%	56%	9%
Biology		50%	77%	-27%	71%	-21%
Algebra		43%	61%	-18%	54%	-11%
Geometry		33%	60%	-27%	54%	-21%
History		74%	76%	-2%	71%	3%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		9%	24%	-15%	16%	-7%
Biology		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		25%	25%	0%	18%	7%

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement was the proficiency rate on the **PM3 US History End-of-Course exam**. It improved from 63% proficiency in the 2023-2024 academic year to 77% proficiency in the 2024-2025 academic year, which is a 14-point increase.

To achieve this, the Teacher implemented effective strategies and resources to teach social studies skills, including techniques for differentiated instruction. Project-based learning helped students connect with the material on a deeper level by exploring real-world applications. Analyzing primary sources and engaging in inquiry-based discussions also encouraged critical thinking. To meet diverse learning needs with the subgroups of (SWD, ELL and Economical Disadvantage students), often use of differentiated instruction techniques like flexible grouping, scaffolding to build upon what students already know, and creating tiered assignments that match different skill levels. Visual aids, graphic organizers, and digital tools also help keep students engaged and make complex concepts easier to understand. Regular formative assessments, like short quizzes or exit tickets, help the teacher track progress and adjust instruction as needed. Providing extra resources, like online practice tests using or study groups, support students who needed more help while challenging those ready for advanced material.

For students requiring additional support, Tier 2 and Tier 3 interventions in social studies are provided three times a week, with each session lasting approximately 30 minutes. These interventions focus on reinforcing core concepts, building critical thinking skills, and developing academic vocabulary. Our Certified social studies teacher and instructional support staff delivered these interventions. They work closely with students in small groups or one-on-one settings through push-in and pullouts sessions to ensure targeted instruction and monitor progress regularly. This comprehensive approach ensures that all students have the opportunity to succeed in social studies. Students needing additional support attended morning tutoring and US History Boot Camp review sessions. These actions contributed significantly to the improvement.

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 latest PM3 B.E.S.T Math Assessment data shows that mathematics achievement had the lowest performance compared to other components, and it also fell behind the state and district average. Overall proficiency for PM3 Math was 42% in 2023-2024 and rose slightly to 44% in 2024-2025, reflecting just a 2-point increase.

When we break it down further, Algebra proficiency went from 39% in 2023-2024 to 45% in 2024-2025. In contrast, Geometry proficiency dropped from 45% to 34% over the same period. Although Algebra showed some improvement this year, increasing from 39% to 45%, Geometry actually declined, dropping from 45% to 34%. This decline in Geometry likely offset the gains in Algebra, resulting in only a slight overall improvement of 2 points. The trend suggests that while Algebra instruction may be improving, Geometry remains a challenge and needs more focus.

Based on the analysis of data for ESSA subgroups, mathematics remains an area of concern. In the 2023-2024 school year, the proficiency rate for students with disabilities in mathematics was 6%, making them the lowest performing subgroup. By 2024-2025, their proficiency rate improved significantly to 28%. English Language Learners had a proficiency rate of 38% in 2023-2024, which increased slightly to 40% in 2024-2025. Black American students showed a slight decline, with proficiency dropping from 45% in 2023-2024 to 41% in 2024-2025. Hispanic students demonstrated strong improvement, increasing from 38% in 2023-2024 to 53% proficiency in 2024-2025. Economically disadvantaged students saw a slight increase in proficiency, from 44% in 2023-2024 to 45% in 2024-2025. Overall, some subgroups showed notable improvement, while others require continued attention.

Based on the data from the 2024-25 school year; the subgroup of SWD had a 1% decrease from the previous school year in ELA Achievement moving from 33% down to 32%. Learning gains in ELA decreased from 72% to 37% and the lowest 25th percentile from 69% to 40%. Based on the lack of focused instruction during core lessons and insufficient tailored support in small groups caused the SWD subgroup to regress.

The data in the category of Mathematics from the 2024-25 school year; the subgroup of SWD had an increase of 28% achievement, which is a 22% increase from 2023-24. With the increase in achievement; there was not a significant decrease in learning gains for the area of Mathematics. Overall, in Mathematics, the learning gains increased to 33% from 24% in 2023-24. The lowest 25th percentile had 50% learning gains; where in 2023-24, there was not enough data to determine this group of students. Based on the increase of focused small group instruction in the Algebra I and Geometry courses; SWD made significant improvements in the area of Mathematics.

By grade level; 9th grade had 12 SWD students that all tested in Reading , Algebra I, and Geometry. In Reading, 42% of 9th grade SWDs scored proficient. For Algebra I, 10 of the 12 SWD students scored 40% proficient. The two students that were enrolled in Geometry, scored 50% proficiency. For grade 10; there were 8 SWD students that all tested in Reading and Geometry. In order to collect additional data to support individualized instruction, SWD students who did not meet criteria for the Algebra I requirement were administered the Fall and Winter EOC Retake Assessments. For Reading, 13% of SWD students were proficient. In the area of Geometry, 0 out of the 7 enrolled in the course (10th grader has met the Algebra I EOC requirement and was enrolled in Algebra 2 for the 2024-25 school year).

For students who are learning English as a new language, we noticed a small increase from 38% to 40%, which shows a bit of growth. Our main focus should be on improving how they learn the language while also learning math. To track progress, we will aim for 45% proficiency by the end of the next school year. To help this group of students, we will use methods like sheltered instruction, vocabulary support, and teaching approaches that reflect the students' own cultures. We will regularly check their data for progress in both language skills and math.

For Black American students, the data revealed a decline in math proficiency, so the priority will be targeted support in mathematics. A measurable outcome will be increase proficiency by at least 5 percentage points in the next academic year. Interventions include tailored tutoring programs, culturally responsive teaching methods, and additional family engagement to support learning at home. Monitoring will involve regular assessment checks and progress tracking throughout the year. Action steps include providing professional development for teachers on differentiated instruction and ensuring the curriculum is both accessible and relevant.

For Hispanic students, the data revealed significant improvement, so the priority is to maintain and build on that progress. A measurable outcome will be to sustain or increase proficiency by another 5 percentage points. Intervene by continuing successful instructional strategies and offering enrichment opportunities like advanced math clubs or peer mentoring and enrichment tutoring. Monitoring progress will involve ongoing feedback loops with both teachers and students. Action steps include recognizing and celebrating success to keep motivation high through game truck incentives, pizza and ice cream celebrations.

For students from economically disadvantaged backgrounds, there is a small improvement in their proficiency levels, but we need to accelerate their growth. The main focus is to ensure equal access to resources and support. A concrete goal is to achieve at least 50% proficiency by next year. Steps to reach this goal include offering additional instruction time and providing access to online tools like IXL and i-Ready Math to help address students' areas of weakness.

Greatest Decline

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

The data component that showed a notable decline from the previous year was in ELA among several ESSA subgroups from the 2023-2024 school year to the 2024-2025 school year. For example, students with disabilities saw their proficiency rate drop from 72% to 37%. Similarly, English Language Learners went from 75% to 43%. Black American students dropped from 82% to 61%. However, Hispanic students showed an improvement from 38% to 53%. Economically Disadvantaged Students also experienced a decrease, from 81% to 54%. Overall, the data indicates a mixed trend, with most subgroups experiencing significant declines in proficiency, except for Hispanic students, who demonstrated improvement.

A review of the 2024-20245 accountability components by subgroup data chart reveals critical deficiencies in SWD student performance across two core subjects. English Language Arts (ELA) showed an achievement level of 32% with learning gains at 37% and learning gains of the lowest 25% at 40%. In contrast, Mathematics presented a particularly concerning achievement level of just 28%, with learning gains at a 33% proficiency rate and learning gains of the lowest 25% at 50%. These figures point to an urgent need for strategic interventions to bridge the achievement gap for SWD students. Instructional efforts from teachers focused on accelerating higher-performing students, which helped them excel but may have unintentionally left SWD without the targeted support needed to maintain their standing. One factor that caused a significant decrease in ELA learning gains was shift in instructional focus toward higher-performing students, unintentionally neglecting the specific needs of struggling learners, including SWD students. Additionally, frequent staffing changes and the lack of professional development in differentiated instruction methods played a role. All these factors suggest that a more comprehensive, student-centered approach is needed to address the deficiencies in ELA for SWD students and improve their learning gains.

Based on the data showing a decline in English Language Arts proficiency for several subgroups under the Every Student Succeeds Act, our school will consider a few targeted interventions.

For students with disabilities, we will increase individualized support, such as more specialized instructional strategies and co-teaching models.

For English Language Learners, we will enhance language support by integrating more culturally responsive texts and increasing small-group instruction focused on both language development and literacy skills.

For Black American and Economically Disadvantaged students, we will consider mentoring programs

and targeted tutoring that address both academic gaps and provide additional socio-emotional support.

Since Hispanic students showed improvement, we will analyze what specific strategies contributed to their success and see if any of those approaches can be adapted for the other subgroups.

Finally, ongoing professional development for educators that focuses on differentiated instruction and equity-based practices will be key in reversing these trends. The goal is to create an inclusive environment where each subgroup feels supported in their learning journey.

At the start of the school year, the school will gather baseline data to identify and monitor students who are struggling, especially those with disabilities or in the lowest 25th percentile. Weekly assessments used will track their progress and adjust instruction accordingly. Targeted small-group instruction will be provided based on specific student needs. Progress will be monitored monthly, with instructional plans adjusted as needed. Quarterly meetings with teachers and support staff will take place to review student progress. Teachers will receive ongoing professional development focused on strategies to support struggling students. Bi-weekly classroom walkthroughs by administration will help ensure instructional alignment with the action plan. Regular communication with stakeholders, such as parents and school leadership, is key. The plan will be reviewed and adjusted mid-year if necessary. At the end of the year, a final data analysis will take place to determine if goals were met and to identify areas for improvement for the next year to close any achievement learning gaps in ELA.

Greatest Gap

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

The data components with the largest gap compared to the state average were Math and Science over the past two years.

For Math Achievement, in the 2023-2024 school year, the school's overall proficiency was 42%, while the state average was 45%. In 2024-2025, the school's overall proficiency rose slightly to 44%, but the state average increased to 49%.

For Science, in 2023-2024, the school's overall proficiency was 57%, compared to the state average of 68%. In 2024-2025, the school's overall proficiency dropped to 50%, while the state average rose to 72%.

A key factor contributing to the achievement gaps among SWD, ELL, Economically Disadvantaged

and General Education students is the lack of focused instruction during core lessons and insufficient tailored support in small groups. This year, we will train general education teachers to analyze data more effectively for improved small group instruction and targeted support. In Math and Science, we will adopt Progress Learning with bi-weekly progress monitoring checks and consistently implement the SAVVAS core program to bridge achievement gaps. The Intensive Math Teacher will focus on strengthening foundational math skills, using IXL Math and reinforcement of SAVVAS tailored to additional extra personalized practice and remediation. In addition to general classroom instruction, the school will offer a push-in support model for ESE students in their core content courses of English and Mathematics courses. Based on IEP goals, ESE students will be scheduled into the Learning Strategies course to provide specific support strategies that they will implement to be used with meeting their annual goals. This approach provides personalized instruction to reinforce or enhance specific standards or benchmarks. Additionally, we will offer tutoring services before and after school to further close the achievement gaps for all subgroups and general education students in Algebra I, Geometry and Biology EOC courses.

EWS Areas of Concern

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

Attendance is not an Early Warning System (EWS) concern for our students with disabilities. They are we're not identified as chronically absent for the 2024-2025 school year.

Highest Priorities

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

1. SWD Math Achievement

2.SWD ELA Achievement

3.Science Achievement

4.Increasing Above Standard Performance in 9th Grade Reading Informational Text

Although the percentage of students scoring *below the standard* dropped significantly (from 16% to 6%) and those *at/near the standard* increased (from 60% to 71%), the percentage of students scoring *above the standard* remained nearly flat (24% to 23%). This indicates a need to better challenge proficient students and push more into advanced performance levels.

5.Expanding Use of Data-Driven Small Group Instruction

The strongest gains were observed in areas where targeted interventions were implemented following PM1. To replicate this success, structured small group instruction, grounded in progress monitoring

data, should be further embedded into the instructional model across all reading domains and grade levels.

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Area of Focus: SWD Reading

Based on the data from the 2024-25 school year; the subgroup of SWD had a 1% decrease from the previous school year in ELA Achievement moving from 33% down to 32%. Learning gains in ELA decreased from 72% to 37% and the lowest 25th percentile from 69% to 40%. Based on the lack of focused instruction during core lessons and insufficient tailored support in small groups. caused the SWD subgroup to regress.

9th grade had 12 SWD students that all tested in Reading ,Algebra I, and Geometry. In Reading, 42% of 9th grade SWDs scored proficient. For grade 10; there were 8 SWD students that all tested in Reading and Geometry For Reading, 13% of SWD students were proficient

Measurable Outcome

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

By the end of the 2025–26 school year, the percentage of Students with Disabilities (SWD) achieving proficiency in ELA will increase from **32% to at least 40%**, and ELA learning gains will increase from **37% to at least 55%**, with the lowest 25th percentile increasing from **40% to at least 55%**, as measured by state assessment data. This improvement will result from implementing targeted small-group instruction, differentiated support during core lessons, and weekly progress monitoring using formative assessments.

Monitoring

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

In the area of ELA:

Establish Baseline Data (August–September 2025)

- Collect and analyze baseline reading and ELA assessment data (e.g., diagnostic assessments, iReady, Reading Plus, or other school-adopted tools).
- Identify SWD students below proficiency and within the lowest 25th percentile.

2. Implement and Track Weekly Formative Assessments

- Use weekly standards-based formative assessments to monitor student understanding.
- Analyze data during PLCs (Professional Learning Communities) to identify trends, skill gaps, and needed instructional adjustments.

3. Deliver Targeted Small-Group Instruction (Ongoing)

- Schedule dedicated intervention blocks within or outside of core ELA instruction.
- Use data to group students by specific skill deficits.
- Ensure fidelity of intervention using walkthroughs and observation checklists.

4. Monitor Progress Monthly

- Review student progress monthly using interim benchmark data (e.g., progress monitoring tools or district interim assessments).
- Track learning gains and adjust instructional plans for students not showing expected progress.

5. Conduct Quarterly Data Chats (Each Quarter)

- Meet with ELA teachers and ESE support staff quarterly to review subgroup progress.
- Use data chats with students (when appropriate) to set individual goals and promote ownership of learning.

6. Provide Ongoing Professional Development

- Offer targeted PD on strategies for differentiated instruction, small-group management, and accommodations for SWD.
- Monitor implementation through classroom observations and coaching sessions.

7. Use Walkthroughs to Monitor Instructional Fidelity

- Conduct bi-weekly classroom walkthroughs with a focus on:
    - Evidence of small-group instruction.
    - Use of accommodations and modifications.
    - Student engagement and task alignment.

8. Communicate Progress with Stakeholders

- Share subgroup performance data regularly with leadership teams, parents, and district staff.
- Include updates in School Advisory Council (SAC) meetings and school newsletters.

9. Evaluate and Adjust (Mid-Year and Spring)

- Conduct a mid-year review in January 2026 to assess if the school is on track.
- Adjust interventions, grouping, or instructional approaches as needed based on data.

10. End-of-Year Review (May–June 2026)

- Analyze final assessment data to determine whether the SMART goal was met.
- Reflect on successes and areas for improvement to inform next year's plan.

Person responsible for monitoring outcome
Samantha Franconeri

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 use of Explicit Instruction the the General Education Classroom. The teacher will need to: Clear Learning Objectives (Daily) Post and state the standard and “I can” statement at the start of each lesson. Example: Standard: RI.1.2 – Determine the central idea of an informational text. “I can” Statement: "I can find the central idea of a nonfiction article and explain it using details." 2. Teacher Modeling (I Do) Use think-a louds to demonstrate reading comprehension strategies. Highlight key vocabulary and text structure while modeling annotation and question-answering strategies. Example: “I’m reading this paragraph and I notice the author repeats the word problem. That tells me it might be part of the central idea. Let’s underline that…” 3. Guided Practice (We Do) Work through an example with the class using scaffolded questions and prompts. Use visual organizers (e.g., main idea/ supporting detail charts). Prompt students to verbalize their thinking: “Why do you think that’s the main idea? What sentence helped you decide that?” 4. Collaborative Practice (You Do Together) Pair or group students strategically (including SWD and general ed peers). Provide leveled reading passages for practice with scaffolds like sentence starters and graphic organizers. Teacher circulates to support, correct misconceptions, and gather formative data. 5. Independent Practice (You Do Alone) Assign tasks that mirror the guided practice but increase rigor. Provide accommodations based on IEPs (e.g., text-to-speech, sentence stems, extra time). Collect work for formative assessment to guide next steps. 6. Formative Assessment and Feedback Use exit tickets, short responses, or digital tools (e.g., Nearpod, Google Forms). Provide timely feedback, reteaching where necessary. Track data weekly in a formative assessment tracker by subgroup. 7. Small-Group Instruction (Focused Intervention) Use formative data to create skill-based small groups for targeted support. Schedule groups at least 3x per week during intervention or ELA block. Use evidence-based programs or standards-aligned materials with explicit routines: Re-teach using modeling → guided → independent format. Include repeated reading, vocabulary practice, and comprehension strategy drills. 8. Differentiated Core Instruction (Tier 1) Implement Universal Design for Learning (UDL) strategies during whole-class lessons. Use scaffolded texts, sentence frames, and flexible grouping. Monitor SWD engagement and participation using checklists. 9. Progress Monitoring (Weekly & Monthly) Weekly: Conduct brief skill-based checks (e.g., reading fluency, comprehension quizzes). Monthly: Use interim assessments to evaluate growth toward proficiency. Adjust instruction based on trends (e.g., reteach specific standards or regroup students). Supports and Tools Graphic organizers Leveled readers or adapted texts Anchor charts and word walls Audio versions of texts Reading strategy cue cards Reflection and Adjustments Analyze student work and assessment data weekly in

PLCs. Adjust pacing, materials, or groupings based on data trends. Use classroom observations and student feedback to fine-tune instruction.

Rationale:
Explicit instruction is a structured, systematic, and effective method for teaching academic content. It involves clear modeling of skills and concepts, guided practice with feedback, and independent application. This approach is especially effective for students who struggle with grade-level reading and writing, including those with disabilities. 1. Addresses Specific Learning Gaps in SWD Students with Disabilities often require direct, scaffolded instruction to build foundational literacy skills. The 2024–25 ELA data showed declines in proficiency and learning gains for SWD, indicating a need for more targeted and systematic teaching strategies. 2. Builds Skill Mastery Through Structure High school ELA content is complex and abstract (e.g., analyzing tone, evaluating arguments, drawing inferences). Explicit instruction breaks down these tasks into manageable steps, improving comprehension and writing fluency. 3. Supports Differentiation in Diverse Classrooms Teachers can easily adapt explicit instruction to meet individual needs, providing visual aids, sentence frames, and modeling appropriate for students at different reading levels. 4. Promotes Student Confidence and Independence Through guided practice and clear expectations, students develop confidence in applying strategies independently — a key skill for success on state assessments and post-secondary readiness. 5. Backed by Research and Best Practices Research from the National Reading Panel and What Works Clearinghouse supports explicit instruction as a high-yield practice, particularly for struggling readers. It is a core feature of effective Tier 1 and Tier 2 instruction in Multi-Tiered Systems of Support (MTSS).

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Description of Intervention #2:
Differentiated instruction is an evidence-based intervention that involves tailoring teaching methods, materials, and learning activities to accommodate students' individual needs, learning styles, readiness levels, and interests. In the high school ELA classroom, differentiated instruction supports students with disabilities by providing multiple avenues for accessing content, engaging in learning, and demonstrating understanding. Here's how it can be implemented: . Content Differentiation Text Complexity Options: Provide texts at varying reading levels or use audio versions to ensure SWD can access the core content. For example, when studying a Shakespeare play, offer adapted versions alongside the original text. Vocabulary Support: Pre-teach key vocabulary using visuals, graphic organizers, and interactive activities. Use of Scaffolds: Incorporate anchor charts, sentence stems, and guided reading questions to build comprehension. 2. Process Differentiation Flexible Grouping: Group students by interest, skill level, or learning style for discussion and peer collaboration. Rotate groupings as needed. Varied Activities: Allow students to process content through different modes such as discussion, journaling, digital tools, or hands-on projects. Task Analysis: Break complex tasks (e.g., essay writing) into manageable steps with checklists and modeling to support executive functioning. 3. Product Differentiation Choice in Output: Let students demonstrate understanding through a variety of formats (e.g., essays, visual presentations, podcasts, or storyboards). Modified Rubrics: Use rubrics that reflect individualized goals from IEPs, focusing on growth and effort alongside academic benchmarks. 4. Learning Environment Assistive Technology: Integrate tools such as speech-to-text, audiobooks, and graphic organizer apps to support reading and writing tasks. Safe and Supportive Atmosphere: Encourage self-advocacy and provide consistent routines and expectations, which benefit SWD. Example Application in an ELA Unit: During a unit on persuasive writing, a teacher might: Offer choice of topics that are personally relevant to the student. Provide

exemplar essays at varied levels and formats. Use graphic organizers and guided peer editing to structure the writing process. Allow final products to be submitted as written essays, audio recordings, or visual arguments.

Rationale:
By using differentiated instruction, high school ELA teachers can promote access, engagement, and achievement for students with disabilities. It ensures that instruction is responsive to diverse learning needs while maintaining high expectations and aligning with grade-level standards.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

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

Action Step #1
Establishing Baseline Data ELA

Person Monitoring:
Samantha Franconeri

By When/Frequency:
September 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Establish Baseline Data (August–September 2025) Collect and analyze baseline reading and ELA assessment data (e.g., diagnostic assessments, FAST PM 1, Achieve 3000, or other school-adopted tools). Identify SWD students below proficiency and within the lowest 25th percentile.

Action Step #2
Implement Weekly and Biweekly Formative Assessments

Person Monitoring:
Samantha Franconeri

By When/Frequency:
October 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement Weekly and Biweekly Formative Assessments Use curriculum-aligned exit tickets, quizzes, or digital tools to monitor mastery of specific math standards. Review results in weekly PLCs to track student progress and identify misconceptions. Use the data to regroup students for small-group intervention.

Action Step #3
Deliver Targeted Small-Group Instruction (Ongoing)

Person Monitoring:
Samantha Franconeri

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Deliver Targeted Small-Group Instruction (Ongoing) Schedule dedicated intervention blocks within or outside of core ELA instruction. Use data to group students by specific skill deficits. Ensure fidelity of intervention using walkthroughs and observation checklists.

Action Step #4

Building Capacity: General Education Teachers Who Service SWD

Person Monitoring:
Samantha Franconeri

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To build capacity among general education teachers who serve students with disabilities (SWD), a structured and strategic approach is needed. This includes focused professional development (PD) and a deep understanding of how different disability eligibilities affect instructional approaches. Here's a breakdown of the actions to be taken and their possible impacts: Actions to Build Capacity in General Education Teachers 1. Ongoing Professional Development (PD) Provide consistent, high-quality training that focuses on: Evidence-Based Interventions: Teach how to select and implement Tier 1 and Tier 2 interventions effectively. Differentiated Instruction: Equip teachers with strategies to modify content, process, and product based on student readiness, interests, and learning profiles. Universal Design for Learning (UDL): Emphasize proactive planning to meet the needs of all learners. Behavior Management and Social-Emotional Support: Support students with behavioral and emotional disabilities through trauma-informed practices and Positive Behavioral Interventions and Supports (PBIS). Collaborative Practices: Foster effective co-teaching models, consultation, and shared planning with special education staff. 2. Job-Embedded Coaching and Mentorship Pair general educators with experienced special educators or instructional coaches for hands-on support in the classroom. Use observation-feedback cycles and peer learning communities to support implementation fidelity. 3. Data-Informed Instruction Train teachers to use formative assessment data, progress monitoring tools, and IEP goals to tailor instruction. Emphasize the use of data to evaluate the effectiveness of accommodations and modifications. 4. Accessible Curriculum and Materials Ensure that materials are available in multiple formats (digital, audio, visual supports). Teach general educators how to use assistive technology and accessibility features to support SWD. 5. Cultural Competency and Disability Awareness Promote understanding of the diverse backgrounds and needs of students with disabilities.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Area of Focus: SWD Math

Based on the data from the 2024-25 school year; the subgroup of SWD had an increase of 28% achievement, which is a 22% increase from 2023-24. With the increase in achievement, there was not a significant decrease in learning gains for the area of Mathematics. Overall, in Mathematics, the learning gains increased to 33% from 24% in 2023-24. The lowest 25th percentile had 50% learning gains; where in 2023-24, there was not enough data to determine this group of students. Based on the increase of focused small group instruction in the Algebra I and Geometry courses, SWD made

significant improvements around Mathematics.

By grade level, 9th grade had 12 SWD students that all tested in Reading ,Algebra I, and Geometry. For Algebra I, 10 of the 12 SWD students scored 40% proficiency. The two students that were enrolled in Geometry scored 50% proficiency. For grade 10; there were 8 SWD students that all tested in Reading and Geometry. In the area of Geometry, 0 out of the 7 enrolled in the course(1 10th grader has met the Algebra I EOC requirement and was enrolled in Algebra 2 for the 2024-25 school year).

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.

By the end of the 2025–26 school year, the percentage of Students with Disabilities (SWD) achieving proficiency in Mathematics will increase from 28% to at least 40%, and overall learning gains will improve from 33% to at least 50%. The learning gains of students in the lowest 25th percentile will increase from 50% to at least 60%, as measured by state assessments. This growth will be supported by continued implementation and refinement of focused small-group instruction in Algebra I and Geometry, ongoing use of data-driven interventions, and monthly progress monitoring.

Monitoring

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

In the area of Mathematics:

Establish Baseline Data (August–September 2025)

- Administer beginning-of-year diagnostic assessments in Algebra I and Geometry (e.g., iReady, MAP, or district benchmarks).
- Identify SWD students' proficiency levels and those in the lowest 25th percentile.
- Create individual student data profiles.

2. Implement Weekly and Biweekly Formative Assessments

- Use curriculum-aligned exit tickets, quizzes, or digital tools to monitor mastery of specific math standards.
- Review results in weekly PLCs to track student progress and identify misconceptions.
- Use the data to regroup students for small-group intervention.

3. Deliver and Document Small-Group Instruction (Ongoing)

- Provide consistent, targeted small-group instruction during core instruction and designated intervention time.
- Focus on skill gaps specific to Algebra I and Geometry standards.
- Maintain instructional logs to document frequency, content focus, and student participation.

4. Conduct Monthly Progress Monitoring

- Use progress monitoring tools (e.g., iReady, ALEKS, or other adaptive programs) to track growth.
- Analyze monthly data for proficiency, learning gains, and 25th percentile performance.
- Use results to adjust instruction and interventions.

5. Facilitate Quarterly Data Reviews

- Conduct quarterly reviews with math teachers, ESE specialists, and administrators to:
    - Review subgroup progress toward proficiency and learning gains.
    - Identify instructional areas needing additional support or coaching.
    - Revise student groupings or strategies as needed.

6. Conduct Instructional Walkthroughs (Twice Monthly)

- Use a walkthrough tool focused on:
    - Evidence of small-group instruction.
    - Use of data-driven practices.
    - Student engagement and math discourse.
- Provide targeted feedback and coaching to teachers.

7. Provide Ongoing Professional Learning

- Offer regular PD on:
    - Differentiated instruction in math for SWD.
    - Use of manipulatives, technology, and visual supports.
    - Effective math intervention strategies.
- Monitor implementation through observations and post-PD reflections.

8. Engage in Student Data Chats (Quarterly)

- Hold one-on-one data chats with SWD students to:
    - Review personal progress toward goals.
    - Set individual math achievement and growth targets.
    - Build student ownership of learning.

9. Communicate Progress with Stakeholders

- Update leadership teams, families, and district support staff on progress using:
    - Quarterly reports or dashboards.
    - Parent-teacher conferences and IEP meetings.
    - SAC (School Advisory Council) and school newsletters.

10. Conduct End-of-Year Evaluation (May–June 2026)

- Analyze final state assessment data to determine if proficiency, learning gains, and lowest 25th

percentile targets were met.

- Document successes and gaps to inform adjustments for the next school year's improvement plan.

Person responsible for monitoring outcome
Samantha Franconeri

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:
Explicit instruction is a structured, systematic, and effective methodology for teaching academic content. For high school students with disabilities in mathematics, this approach involves clearly modeling skills, providing guided practice with immediate feedback, and gradually releasing responsibility to students. It is especially beneficial for SWD because it reduces cognitive load, emphasizes mastery, and builds conceptual understanding alongside procedural fluency. How It Can Be Used in Math: Clear Learning Objectives: Begin each lesson by stating the specific math skill or concept (e.g., "Today we are going to learn how to solve linear equations using the distributive property."). Objectives are written, read aloud, and repeated throughout the lesson. Teacher Modeling ("I Do"): The teacher demonstrates problem-solving steps aloud while writing them visually on the board or screen. During modeling, the teacher verbalizes thought processes (e.g., "First, I distribute the 2 to both terms inside the parentheses..."). Use of visual supports like color coding or diagrams enhances understanding. Guided Practice ("We Do"): Students solve problems alongside the teacher with scaffolded support. The teacher provides prompts, checks for understanding, and gives immediate corrective feedback. This stage includes frequent checks for accuracy and comprehension, such as choral responses, thumbs-up/down, or mini-whiteboard answers. Independent Practice ("You Do"): Students practice the skill independently after successful guided practice. Assignments are structured to include problems of increasing complexity, allowing for differentiation. The teacher circulates to monitor progress, provide individual feedback, and offer reteaching as needed. Cumulative Review and Practice: Incorporate regular review of previously taught skills to promote retention and fluency. This is especially effective for SWD who benefit from repetition and distributed practice over time. Progress Monitoring: Use quick formative assessments (exit tickets, quizzes, math journals) to monitor student understanding and adjust instruction.

Rationale:
Explicit instruction benefits the SWD population: Breaks down complex skills into manageable steps. Reduces ambiguity and provides predictable structure. Reinforces conceptual understanding through repetition and scaffolding. Allows for frequent interaction and immediate feedback. Builds student

confidence and independence with consistent success experiences.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Description of Intervention #2:
Differentiated instruction is a proactive approach that tailors content, process, product, and learning environment based on students' readiness levels, learning preferences, and interests. For SWD, it ensures access to rigorous math content with appropriate support, scaffolding, and challenge. Tiered Assignments Design lessons and tasks with varying levels of complexity based on student skill level. Example – Geometry: Tier 1: Identify and describe basic geometric shapes using visuals. Tier 2: Calculate angles or solve problems using formulas with guided prompts. Tier 3: Solve multi-step proofs with minimal scaffolding. 2. Flexible Small Groups (Ongoing Based on Data) Use formative and diagnostic assessments to group SWD by skill needs. Rotate groups every 2–3 weeks based on progress. Provide targeted instruction in: Foundational concepts (e.g., number sense, fractions). Core course content (e.g., linear equations, functions). 3. Choice in Process and Product Allow students to demonstrate understanding in different ways. Solve problems using manipulatives, graphic organizers, or digital tools. Explain a math concept through a visual model, oral explanation, or written reflection. 4. Scaffolds and Supports for SWD Use accommodations and modifications based on IEPs, such as: Visual aids and anchor charts Step-by-step checklists Chunked assignments with reduced problem sets Text-to-speech and speech-to-text tools Incorporate math strategy cue cards for solving multi-step problems. 5. Co-Teaching and Push-In Support Implement co-teaching models (e.g., station teaching or parallel teaching) in Algebra I and Geometry classes. ESE teachers and general education teachers collaboratively plan and deliver instruction. Provide small-group reteach and enrichment within the general education classroom. 6. Differentiated Use of Technology Assign adaptive programs based on student level (e.g., ALEKS, SAVVAS, Khan Academy). Use real-time data from digital tools to adjust instruction weekly. Pair technology with teacher-facilitated small-group instruction for deeper understanding. 7. Ongoing Progress Monitoring and Instructional Adjustment Conduct monthly reviews of: SWD learning gains Lowest 25th percentile subgroup data Adjust groups, assignments, and supports based on trends. Use this data in PLC meetings to plan targeted mini-lessons and re-teaching. Examples of Differentiated Learning in Algebra I and Geometry Skill Area Differentiation Example Solving Equations Use balance scales (concrete), visual diagrams (representational), and algebra tiles or abstract notation depending on student level. Graphing Linear Functions Scaffold with tables of values for some students, provide graphing calculators or Desmos simulations for others. Area and Volume (Geometry) Use 3D models and manipulatives for hands-on learners, assign complex word problems to advanced students.

Rationale:
Differentiated instruction ensures that all SWD receive appropriate support to access high school math content. By adjusting the level of support, challenge, and mode of learning, we can better engage students, close gaps, and help them meet or exceed the SMART goal targets by the end of the 2025–26 school year.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

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

Action Step #1
Establishing Baseline Data in Mathematics

Person Monitoring:
Samantha Franconeri

By When/Frequency:
September 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Establish Baseline Data (August–September 2025) Collect and analyze baseline Mathematics assessment data (e.g., diagnostic assessments, FAST PM 1, SAVVAS , or other school-adopted tools). Identify SWD students below proficiency and within the lowest 25th percentile.

Action Step #2
Implement Weekly and Biweekly Formative Assessments

Person Monitoring:
Samantha Franconeri

By When/Frequency:
October 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Use curriculum-aligned exit tickets, quizzes, or digital tools to monitor mastery of specific math standards. Review results in weekly PLCs to track student progress and identify misconceptions. Use the data to regroup students for small-group intervention.

Action Step #3
Deliver Targeted Small Group Instruction(Ongoing)

Person Monitoring:
Samantha Franconeri

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Schedule dedicated intervention blocks within or outside of core Mathematics instruction. Use data to group students by specific skill deficits. Ensure fidelity of intervention using walkthroughs and observation checklists.

Action Step #4
Building Capacity of General Education Teachers Who Service SWD

Person Monitoring:
Samantha Franconeri

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ongoing Professional Development (PD) Provide consistent, high-quality training that focuses on: Evidence-Based Interventions: Teach how to select and implement Tier 1 and Tier 2 interventions effectively. Differentiated Instruction: Equip teachers with strategies to modify content, process, and product based on student readiness, interests, and learning profiles. Universal Design for Learning (UDL): Emphasize proactive planning to meet the needs of all learners. Behavior Management and Social-Emotional Support: Support students with behavioral and emotional disabilities through trauma-informed practices and Positive Behavioral Interventions and Supports (PBIS). Collaborative Practices: Foster effective co-teaching models, consultation, and shared planning with special education staff. 2. Job-Embedded Coaching and Mentorship Pair general educators with experienced

special educators or instructional coaches for hands-on support in the classroom. Use observation-feedback cycles and peer learning communities to support implementation fidelity. 3. Data-Informed Instruction Train teachers to use formative assessment data, progress monitoring tools, and IEP goals to tailor instruction. Emphasize the use of data to evaluate the effectiveness of accommodations and modifications. 4. Accessible Curriculum and Materials Ensure that materials are available in multiple formats (digital, audio, visual supports). Teach general educators how to use assistive technology and accessibility features to support SWD. 5. Cultural Competency and Disability Awareness Promote understanding of the diverse backgrounds and needs of students with disabilities.

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

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.

Somerset Academy Charter High School aims to support teachers through mentoring programs to improve teacher retention. During the 2024-2025 school year, our school retained 96% of its high school teachers, compared to the 99% retention rate in the 2023-2024 school year. Teacher retention is vital, as experienced educators bring stability and expertise to the school which is directly related to student success. When experienced educators stay, they contribute to a positive and supportive school environment. They can mentor new teachers, participate in leadership roles, and help create a sense of community among staff. Additionally, research has shown that teacher experience and expertise positively impact student achievement. Experienced teachers tend to have a better grasp of effective teaching strategies and can tailor their instruction to meet the diverse needs especially to our students with disabilities.

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.

By the end of the 2025-2026 school year, Somerset Academy Miramar High School aims to have 100% of the current instructional staff committed to returning for the 2026-2027 school year.

Monitoring

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

Throughout the course of the 2025-2026 school year, teachers will participate in the school's

mentorship program and/or the new teacher support program known as NESS. These programs will be monitored on a monthly basis to ensure that teachers are receiving ongoing support and professional development. Additionally, teachers will complete a climate and culture survey in December 2025 and again in June 2026.

Ongoing monitoring of these initiatives will allow school leaders to track progress, identify areas needing improvement, and provide timely interventions. This consistent monitoring is expected to positively impact student achievement outcomes by ensuring teachers feel supported and effective in their roles, which in turn creates a more positive and productive learning environment for students.

Person responsible for monitoring outcome
Erika Mincey (emincey@somersetcentral.org)

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:
A Teacher mentorship program for teachers is an evidence-based intervention that can have significant positive impacts on the professional development and overall effectiveness of educators. Research consistently shows that mentorship programs enhance teaching quality. Experienced teachers serving as mentors can provide guidance, share effective teaching strategies, and offer constructive feedback to their mentees. This support helps novice teachers improve their instructional skills, classroom management, and pedagogical techniques. The New Educator Support System (NESS) program is also conducted at our campus. This allows for new teachers to become a community of beginning teachers, where they have the opportunity to share their experiences, while being mentored by their Team Leader. The program focuses on providing the new teachers with some extra assistance, as they begin to build their own routines and comfort level with anything from conducting parent/teacher conferences, to completing accident reports or writing an email to a parent. The Somerset Leadership Cohort is a mentoring program for those aspiring to be future leaders. Part of the process is to attend monthly meetings, where current administrators present common, interesting topics to the group. The teachers participating in this cohort are also asked to shadow principals from other schools to learn about the variety of leadership styles.

Rationale:
The rationale for implementing the New Educator System(NESS) and the Somerset Leadership Cohort at our campus is to cultivate a robust pipeline of future leaders and ensure the success and retention of new educators. By offering these structured programs, we aim to address several critical needs. The NESS program fosters a sense of belonging among new teachers by creating a supportive community where they can share experiences and challenges. This camaraderie is vital in reducing feelings of isolation often faced by newcomers in the education field. The Leadership Cohort offered at Somerset Academy High School provides potential leaders exposure to diverse leadership styles. Through shadowing principals from other schools, aspiring leaders gain first-hand experience and insights into various leadership approaches. This broadens their understanding and equips them with the adaptability needed to manage different school environments effectively.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

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

Action Step #1
Somerset plans to support our teachers through mentoring programs to enhance teacher retention by pairing new teachers with experienced mentors to provide them with guidance, advice, and continuous support especially with our Students with Disabilities. In addition, our school administration will engage in mentorship with teachers by establishing a structured program where administrators will offer guidance and support to newer or less experienced teachers. These intervention will make new teachers and veteran teachers feel valued and less likely to leave the profession.

Person Monitoring:
Erika Mincey (emincey@somersetcentral.org)

By When/Frequency:
August 2025 - June 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will implement a teacher mentoring program where experienced educators specializing in special education will guide and support our teachers. These mentors will assist teachers in creating methods for differentiated instruction, fostering inclusive classroom settings, and providing personalized student support to achieve their learning goals and objectives. To monitor the impact of this program, we will conduct regular observations and feedback sessions, review student progress data, and gather feedback from both teachers and students to ensure that this mentorship leads to improved teaching practices and a more inclusive school culture. Our mentors will guide a teacher in 9th grade to focus on helping students with disabilities transition into a high school environment by establishing clear routines, offering visual supports, and promoting self-advocacy skills. In 10th grade, the mentor will help the teacher refine differentiated instruction techniques, ensuring that content is accessible while maintaining academic rigor. For 11th grade, the mentor will emphasize collaboration strategies with special education staff and guide the teacher in incorporating more student-centered accommodations as students begin thinking about post-secondary plans. By 12th grade, the mentor can help teachers focus on transition planning, ensuring that students with disabilities have the support and resources they need for life beyond high school, whether it's college, vocational training, or employment. The school’s administration team will also conduct on-going informal observations on Teacher and provide regular feedback. Our mentoring program will assure our Teachers receive regular feedback during meetings and common planning where teachers can discuss their progress, challenges, and areas for improvement. This encourages a culture of growth and development. Frequent meetings with Mentors and Mentees will allow for ongoing support and the strengthening of relationships, providing teachers with a sense of community and lessening feelings of isolation.

Area of Focus #2

Other: Professional Development

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.

Our area of focus for professional development across grades 9 through 12 is enhancing personalized learning strategies. We identified this as a crucial need based on the 2024-2025 data, which showed that students who had more tailored learning experiences showed greater engagement and higher achievement across subjects.

For professional development, teachers will be trained on using data analytics to better understand individual student strengths and needs. They will also receive training on implementing flexible learning pathways that can adapt to different learning styles and paces. This affects student learning by ensuring that each learner is met where they are and provided with the right tools and support to thrive.

The reason for this focus is evident from our previous year's data, which showed that our students with disabilities subgroup achieved 27% proficiency in English Language Arts and 23% proficiency in Math on the 2024-2025 PM3 Assessments ranking the lowest performing subgroup. We observed that the students who struggled the most were often those whose learning styles hadn't been properly supported in general education classes. By concentrating on personalized learning through push in and pullout services, we aim to bridge those gaps and improve outcomes for all students.

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.

By the end of the 2025-2026 school year, the reading proficiency on ELA PM3 for Students with Disabilities will increase from 27% from the prior year to 32%, and math proficiency will increase from 23% to 28%. This growth will be driven by teachers participating in professional development focused on small group instruction tailored to individual SWD learning needs.

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.

This area of focus will be monitored through regular classroom observations by administrators and curriculum coaches, on-going data analysis of student performance, and feedback sessions with the teachers. By tracking progress on a regular basis, this will ensure that instructional strategies are being effectively implemented and identify areas for improvement. The ongoing monitoring will help tailor the professional development for teachers, ensuring they have the skills and tools to address the unique learning needs of students with disabilities in math and reading. This continuous feedback

aims to boost student achievement outcomes by adjusting instruction as needed based on real-time insights and student data.

The school organizes an awards ceremony to honor high school students and teachers who excel on their on-going progress monitoring and statewide assessments. At this event, both students and teachers are presented with personalized certificates, prizes, and enjoy music and food celebrations. In addition, the school holds motivational assemblies full of shout-outs, student performances, and speeches from community leaders or alumni. Students who achieve honor roll status are recognized every quarter with certificates, snack incentives, luncheon, to a game truck day experience. Additionally, students receive gift cards as tokens of recognition.

Person responsible for monitoring outcome
Erika Mincey, Assistant Principal

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Our school will implement instructional coaching and modeling to support teachers in enhancing their teaching practices and improving learning outcomes for students with disabilities. The intervention effectiveness will be measured through regular classroom observations and feedback sessions. Additionally, a data-driven approach will be implemented, where teachers utilize student performance data to guide their instructional methods. The progress and impact of these strategies will be assessed through regular team meetings involving teachers, curriculum coaches, and ESE specialists, ensuring instruction is continuously adjusted and improved. These methods are research-based and aim to ensure continuous enhancement of teaching quality and student learning outcomes.

Rationale:
The rationale for implementing instructional coaching and modeling is grounded in the goal of providing continuous and personalized professional development for teachers. By having experienced coaches observe and provide feedback on classroom practices, teachers can refine their skills, adopt new strategies, and ultimately improve outcomes for all students, especially those with disabilities. Using a data-driven approach ensures that instructional methods are not based on assumptions, but on actual student performance data, allowing teachers to tailor their instruction to meet the specific needs of their students. Regular team meetings involving teachers, curriculum coaches, and specialists ensure that there is a collaborative and ongoing reflection on progress, allowing adjustments to be made in real time. This continuous improvement cycle is essential for creating a school culture focused on enhancing teaching quality and student learning outcomes over time.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

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

Action Step #1
Establishing Small Groups for Differentiated Instruction

Person Monitoring:
Erika Mincey, Assistant Principal

By When/Frequency:
On going throughout the 2025-2026 School Year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our school will implement instructional coaching and modeling to support teachers in enhancing their teaching practices and improving learning outcomes for students with disabilities. The effectiveness of intervention will be measured through regular classroom observations and feedback sessions. Additionally, a data-driven approach will be implemented, where teachers utilize student performance data to guide their instructional methods. The progress and impact of these strategies will be assessed through regular team meetings involving teachers, curriculum coaches, and ESE specialists, ensuring instruction is continuously adjusted and improved. These methods are research-based and aim to ensure continuous enhancement of teaching quality and student learning outcomes. To implement professional development focused on small group differentiated instruction to support students with disabilities in grades 9 through 12, our school's Professional Development Coordinator will oversee and organize the following: 1. Identify specific training needs through a survey of the teachers and staff. 2. Develop a training plan based on those needs, including professional development sessions on differentiated instruction, assistive technology, or inclusive classroom practices. 3. The Professional Development Coordinator will also schedule and oversee ongoing follow-up sessions to reinforce learning and allow teachers to share their experiences.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

To review the use of resources to meet SWD students' needs, we first identify the Broward County School district-approved resources for each subject. The school submits annually the District's K-12 Comprehensive Evidence-Based Reading Plan Addendum listing evidence-based curriculum materials and progress monitoring assessments. By opting into the district's Comprehensive Evidence-Based Reading Plan and Opting into District CERP for the 2025-2026, we support students with disabilities by ensuring they have access to specialized and aligned resources. We make sure teachers and curriculum coaches use the resources according to the district's guidelines, and any supplemental materials are from approved vendors and aligned with Florida's standards. This ensures that all students' educational needs, including those of students with disabilities, are effectively met.

Funding and resources for the 2025-2026 school year will be used to provide Students with Disabilities with interventions based on the school's Formative Assessment data and FAST PM1 and PM2 data. Funding requests are brought to School Advisory Council (SAC) meetings and discussed. Rationales for the requests and supports are provided at the meeting. The council has open discussions about the requests, then vote to approve or deny the funding requests. Somerset Academy Miramar High School Leadership Team, Comprehensive Needs Assessment Team and the School Advisory Council (SAC) continue to disaggregate multiple data sources to ensure resources are allocated based on needs. ESSER, Title II and Title IV funds are used to support instructional personnel, supplemental curriculum (Read180/The Code, Achieve300, SAVVAS (Math); Into Lit (ELA); Phonics Reading Program (Intensive Reading), Progress Learning, tutoring resources (student workbooks) and parental resources to support learning at home (instructional family nights).

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).

According to the 2025 FAST PM3 results, our students with disabilities achieved proficiency rates of 32% in reading and 28% in math. Since these rates fall below the Federal Index threshold of 41%, our school will prioritize targeted interventions for this subgroup to enhance their performance.

To meet these needs, we will employ a combination of evidence-based programs and resources. For

ELA, we will implement Read180/The Code and Achieve3000 to improve comprehension and vocabulary, along with an Intensive Phonics Reading Program to bolster foundational skills. For math, we will utilize SAVVAS for core instruction and i-Ready in our Intensive Math classes to provide targeted interventions based on individual student data. The rationale for using these resources is that the data indicates students require both foundational skills and higher-level comprehension and problem-solving support.

Diagnostic and progress monitoring assessments will be conducted three times a year, using the F.A.S.T, Read180, Achieve3000, IXL, and SAVVAS to establish a baseline for each student's proficiency in reading and mathematics. Our MTSS Team will meet bi-weekly to discuss student progress based on assessment data. Based on data results, our ESE Specialist will develop individualized objectives and goals for each SWD's IEP. This information will be shared with the General Education teachers to align resources and tailor instruction to meet individual student needs, making adjustments to instructional strategies as necessary.

Frequent progress review meetings will be held with the ESE Specialist, ESE Teacher, General Education Teachers, and parents to discuss SWD students progress and make any necessary modifications to action plans. Ongoing progress monitoring will continue to assess growth, with instructional goals being revised as necessary. By the mid-year point, we will review SWD students' progress to make sure they're on track to surpass that 41% threshold for students with disabilities by the end of PM2 FAST assessment.

Specialized ESE instruction will be put in place. This will include an extra 30 minutes of focused support within intensive reading and math classes, all tailored to address each student’s unique learning objectives and goals.

We will adopt a tiered 2 and 3 level approach to ensure that all students receive the right level of support based on their individual needs with small group interventions for differentiated instruction. The school will rely on ongoing IEP goal monitoring and data collection, as well as the use of MTSS and RTI frameworks, which are grounded in evidence-based practices. These strategies will help us track and align student progress toward proficiency, as outlined by the RTI guidelines.

In mid-May, the FAST ELA Reading and Math PM3 assessments will be administered to obtain a final diagnostic evaluation, measuring overall growth for our SWD population for the school year.

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

Broward County Public Schools

SOMERSET ACADEMY KEY CHARTER HIGH SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 3

C. Demographic Data 10

D. Early Warning Systems 11

II. Needs Assessment/Data Review 14

A. ESSA School, District, State Comparison 15

B. ESSA School-Level Data Review 16

C. ESSA Subgroup Data Review 17

D. Accountability Components by Subgroup 18

E. Grade Level Data Review 21

III. Planning for Improvement 22

IV. Positive Learning Environment 28

V. Title I Requirements (optional) 32

VI. ATSI, TSI and CSI Resource Review 39

VII. Budget to Support Areas of Focus 40

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

Somerset Academy Key High School sets high academic and social expectations that together lead to the successful development of our students and provide each child the opportunity to be prepared to become leaders in an ever-changing society.

Somerset Academy Key Middle School agrees to: be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures by this definition: Parent involvement means the participation of parents in regular two-way and meaningful communication involving student academy learning and other school activities ensuring:

• Parents play an integral role in assisting their child’s learning.
• Parents are encouraged to be actively engaged in their child’s education at school.
• Parents are full partners in their children’s education and are included, as appropriate, in decision-making and on advisory committees to assist in their children's education.
• The carrying on of other activities, such as those described in Section 1118 of ESE, involves the parents of children served in Title I, Part A in decisions about how Title I, Part A funds for parental involvement are spent.

Somerset Academy Key High School will:

• Jointly develop and revise, with the parents, the school's parental involvement plan for the local community. Additionally, Somerset Academy Key Middle School will conduct with the involvement of parents, an annual evaluation of the content, and the effectiveness of the school’s parental involvement policy.
• Use the findings of the parental involvement policy evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy.
• Inform parents and parental organizations of the purpose and existence of Parental Information and Resource Centers (PIRC) in Florida (i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at the University of South Florida (USF)).

Provide the school's vision statement

Somerset Academy Key High School maintains a vision of "Empowering students to explore global learning opportunities to promote and enrich their communities and the communities we serve".

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

Dennis Mulrooney

dmulrooney@somersetkey.com

Position Title

Principal

Job Duties and Responsibilities

The School Principal will effectively perform the performance responsibilities using the following knowledge, skills, and abilities to provide instructional leadership for all educational programs at the school; prepare and manage the school's budget; manage and inventory the school's assets; read, interpret, follow, and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem-solving skills; maintain sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through the use of technology; and analyze and use data.

Leadership Team Member #2

Employee's Name

Orkisha Edmond

oedmond@somersetkey.com

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant School Principal will effectively perform responsibilities using the their ability to

demonstrate the knowledge and practice of current educational trends, research, and technology; understand the unique needs, growth problems, and characteristics of school students; read, interpret, and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and Federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will also need to demonstrate effective communication and interaction skills with all stakeholders, use group dynamics within the context of cultural diversity, and be Knowledgeable of Florida educational reform, accountability, and effective school concepts.

Leadership Team Member #3

Employee's Name
Judith Young

jyoung@somersetkey.com

Position Title
Literacy Curriculum Coach

Job Duties and Responsibilities

The Literacy Coach will provide ongoing (literacy) support that is based on the identified needs of individual teachers and differentiated supports that fosters the professional growth and development of teachers.. In addition to strategic content-focused mentoring, coaches will support teachers in developing skills in critical areas such as establishing a positive classroom culture and climate, implementing instructional strategies and assessments, analyzing student performance data, differentiating instruction and interventions, supporting the implementation of school wide achievement initiatives, and supporting English Language Learners, ESE and Gifted students.

Leadership Team Member #4

Employee's Name
Melissa Castro

mcastro@somersetkey.com

Position Title
Math and Science Curriculum Coach

Job Duties and Responsibilities

The Math and Science Coach will provide ongoing (math and science) support that is based on the identified needs of individual teachers and differentiated supports that fosters the professional growth and development of teachers.. In addition to strategic content-focused mentoring, coaches will

support teachers in developing skills in critical areas such as establishing a positive classroom culture and climate, implementing instructional strategies and assessments, analyzing student performance data, differentiating instruction and interventions, supporting the implementation of school wide achievement initiatives, and supporting English Language Learners, ESE and Gifted students.

Leadership Team Member #5

Employee's Name
Kersha Grandison

kgrandison@somersetkey.com

Position Title
ESE Specialist

Job Duties and Responsibilities

The ESE Specialist serves as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually.

The ESE Specialist will coordinate required ESE meetings; provide information to school-based personnel on a variety of topics to include updating staff on policy changes; assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals; assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews; meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities; provide explanations to parent(s) of the procedural safeguards as well as the availability of resources within the District to meet the unique needs of the student; utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard; assist in identifying, reporting and correcting IDEA compliance concerns identified internally; report all compliance concerns directly to the school- based leadership; correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures; communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity; utilize the electronic management system to generate IEP documents; perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida; participate in training programs offered to enhance the individual skills and proficiency related to job responsibilities; review current developments, literature and technical sources of information related to job responsibilities; ensure adherence to safety rules and procedures; follow federal and state, as well as School Board policies; perform other duties as assigned by the immediate supervisor

or designee.

Leadership Team Member #6

Employee's Name
Courteria Reid

creid@somersetkey.com

Position Title
School Counselor

Job Duties and Responsibilities

The School Counselor implements a process to help students discover and develop their best talents for personal happiness and social usefulness; attend monthly guidance directors' meetings; coordinate the school-level pupil personnel services with community services; coordinate the school standardized testing program, orientation program for new students, school surveys, the School Counselor will implement a process to help students discover and develop their best talents for personal happiness and social usefulness; attend monthly guidance directors' meetings; coordinate the school level pupil personnel services with community services; coordinate the school standardized testing program, orientation program for new students, school surveys, graduation requirements and articulation programs; administer evaluation instruments to research the effectiveness of an ongoing guidance program; administer a guidance counselor work schedule with facilitates parents, student and teacher conferences; select,distribute and provide in-service materials to teachers and guidance counselors for use in group guidance activities; act as a resource person to all curriculum areas, including career education and drug education; organize a guidance counseling schedule which provides for educational counseling for course selection by students; assemble and maintain up-to-date information concerning educational and occupational possibilities; publish a curriculum guide for all students and parents on course selections; administer the College Night Program (High Schools); provide in-service training for the register; coordinate the exceptional education program regarding staffing and placement of students; perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida; participate in training programs offered to enhance the individual skills and proficiency related to job responsibilities; review current developments, literature and technical sources of information related to job responsibilities; ensure adherence to safety rules and procedures; follow federal and state, as well as School Board policies; perform other duties as assigned by the immediate supervisor or designee.

Leadership Team Member #7

Employee's Name
Judith Young

jyoung@somersetkey.com

Position Title
ESOL Coordinator

Job Duties and Responsibilities

The ESOL Coordinator plays a pivotal role in ensuring that English Language Learners (ELLs) receive equitable access to high-quality instruction and support services. At the heart of this position is a commitment to advocacy, compliance, and instructional excellence. The ESOL Coordinator oversees the identification, placement, and progress monitoring of ELL students, ensuring that all state and federal regulations are met, including adherence to the English Language Proficiency standards. This includes coordinating language proficiency assessments, maintaining accurate student records, and ensuring appropriate accommodations are provided during instruction and standardized testing.

In collaboration with teachers, administrators, and support staff, the ESOL Coordinator facilitates professional development to build instructional capacity and cultural competence across the school. They provide coaching and resources to help educators implement effective strategies for scaffolding instruction, differentiating lessons, and supporting students at varying levels of English proficiency. The coordinator also serves as a liaison between the school and families, helping to foster strong home-school connections through translated communications, parent meetings, and culturally responsive engagement practices. Ultimately, the ESOL Coordinator ensures that the needs of ELLs are met with intentionality and care, empowering them to succeed academically while developing English language proficiency.

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.

Somerset Academy Key prepares a needs assessment committee based on the administrative team, department chairs, athletic department, parents, students, and school community stakeholders to address the current needs to improve the school for the 2024-2025 school year. Following an analysis of the data collected, the committee will be able to:

• Find the gaps between the current school rating and what the desired outcome needs to be.
• Prioritize the order of needs and gaps in proficiency.
• Implement strategies, practices, and evidence-based interventions aligned with the students' needs.
• Target resources to address the needs of targeted subgroups.

The multi-language needs assessment survey is delivered to all stakeholders through the utilization of various communication channels including an online survey that is made available on the school's website as well as sent to school families, faculty, and staff via email. Requests to complete the survey along with a direct link to the electronic survey are also posted on all of the school's social media platforms. Additionally, a limited amount of paper-based surveys are made available to families that do not have immediate access to technology and can be obtained from the school's main office.

Once survey data is collected and analyzed, feedback is shared with school faculty and staff during a scheduled meeting dedicated to the review of the survey results followed by an open discussion forum. A School Advisory Committee (SAC) meeting is also held, where parents, students, staff, and, community stakeholders are invited to share these insights and begin the process of developing an action plan for continuous improvement.

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)).

Somerset Academy Key will collect and analyze student data regularly to track student progress against targets and goals. Student data is collected through FAST PM 1 (fall), PM2 (winter), and PM3(spring), EOC exams, PSAT, SAT, ACT, CLT, Access for ELL 2.0, and iXL. Upon review of the data, students who are performing below the achievement level are placed in small group interventions during the school day through their English Language Arts, Reading, and Mathematics courses. Students are also given access to enrichment programs that offer academic support such as tutoring, homework help, and other skill building activities. This includes students who have not met

the required proficiency for graduation/promotion in the areas of reading and/or math.

Students with disabilities participate in both an inclusion model of intervention with the opportunity for pull-out services as needed. Current push-in interventions promote collaboration between the special education and general education teacher, and creates a more integrated learning environment for the students. In addition to small group instruction within the general education content area classes, English Language Learners are scheduled into a Developmental Language class. In this class, ELL students receive targeted instruction to develop their English language skills, including speaking, listening, reading, and writing. The focus is on helping students achieve proficiency in English so they can succeed in general education classes.

The school will review data quarterly to compare academic grades, intervention data, and assessments to see how well the interventions are working. If there are students who are not making progress, their intervention group and time in the group will be adjusted, or more targeted instruction and support will be student growth.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**62.4%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: C** **2022-23: C** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment	94	59	58	72	283
Absent 10% or more school days	1				1
One or more suspensions	5	4		2	11
Course failure in English Language Arts (ELA)	5	3	6	2	16
Course failure in Math	15	1	5	0	21
Level 1 on statewide ELA assessment	23	11	19	16	69
Level 1 on statewide Algebra assessment	29	14	28	24	95

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
	9	10	11	12	
Students with two or more indicators	17	3	6	2	28

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
	9	10	11	12	
Absent 10% or more school days	2			2	4
One or more suspensions					0
Course failure in English Language Arts (ELA)		4	4	4	12
Course failure in Math	3	1	4	1	9
Level 1 on statewide ELA assessment	29	20	24	20	93
Level 1 on statewide Algebra assessment	33	19	33	26	111

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
	9	10	11	12	
Students with two or more indicators	2	4	6	3	15

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
	9	10	11	12	
Retained students: current year	7				7
Students retained two or more times	5	1	2	2	10

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	47	62	59	35	57	55	47	50	50
Grade 3 ELA Achievement									
ELA Learning Gains	63	59	58	47	59	57			
ELA Lowest 25th Percentile	66	59	56	65	57	55			
Math Achievement*	26	55	49	29	47	45	19	36	38
Math Learning Gains	29	53	47	45	50	47			
Math Lowest 25th Percentile	44	59	49	58	57	49			
Science Achievement	35	74	72	47	66	68	35	60	64
Social Studies Achievement*	56	81	75	64	74	71	50	66	66
Graduation Rate	83	92	92	100	92	90	82	90	89
Middle School Acceleration									
College and Career Acceleration	15	71	69	16	62	67	24	61	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	58	53	52	42	50	49	33	50	45

*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)	CSI
OVERALL FPPI – All Students	47%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	522
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	83%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
47%	50%	41%	42%	37%		41%

* 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	36%	Yes	6	
English Language Learners	44%	No		
Black/African American Students	44%	No		
Hispanic Students	45%	No		
White Students	47%	No		
Economically Disadvantaged Students	46%	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	47%		63%	66%	26%	29%	44%	35%	56%		83%	15%	58%
Students With Disabilities	18%		62%	60%	8%	43%	45%	13%					
English Language Learners	47%		67%	56%	19%	33%	50%	21%			77%	10%	58%
Black/African American Students	56%		78%		17%	27%		36%	38%		84%	19%	
Hispanic Students	38%		56%	67%	29%	31%	50%	26%	58%		85%	7%	52%
White Students	57%		57%		30%	27%			64%				
Economically Disadvantaged Students	47%		60%	63%	24%	29%	43%	37%	52%		82%	12%	60%

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	35%		47%	65%	29%	45%	58%	47%	64%		100%	16%	42%
Students With Disabilities	12%		38%		16%	48%	67%	30%					
English Language Learners	25%		61%	63%	35%	48%	58%	27%	27%		100%	8%	42%
Black/African American Students	26%		45%		25%	55%		39%	81%		100%	14%	
Hispanic Students	36%		51%	57%	32%	42%	53%	58%	57%		100%	7%	47%
White Students	38%		40%		27%	41%		27%	53%				
Economically Disadvantaged Students	40%		53%	75%	30%	47%	70%	50%	63%		100%	15%	

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	47%				19%			35%	50%		82%	24%	33%
Students With Disabilities	14%				10%			26%					
English Language Learners	29%				17%			25%			64%		32%
Black/African American Students	47%				18%			28%	47%		91%	10%	
Hispanic Students	48%				15%			33%	48%		73%	16%	25%
White Students	46%				31%			47%			92%	45%	
Economically Disadvantaged Students	50%				21%			33%	46%		85%	18%	

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	10	53%	61%	-8%	58%	-5%
ELA	9	40%	58%	-18%	56%	-16%
Biology		34%	77%	-43%	71%	-37%
Algebra		33%	61%	-28%	54%	-21%
Geometry		20%	60%	-40%	54%	-34%
History		56%	76%	-20%	71%	-15%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		13%	24%	-11%	16%	-3%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		9%	25%	-16%	18%	-9%

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?

Analysis of the ESSA data collected from the 2023- 2024 review compared to the 2024-2025 data indicated an overall school-wide increase in ELA achievement of 35% to 47% an increase in the lowest 25th percentile of 1%.

When reviewing the targeted subgroup, the data component that showed the most improvement was SWD students with a proficiency percentage in ELA of 12% in 2023-2024 compared to 18% in 2024-2025. That is an increase of 6%

Improving the SWD subgroup's math proficiency was a combination of instructional strategies, supportive learning environments, and targeted interventions. Classroom teachers provided clear, direct teaching of mathematical concepts, procedures, and problem-solving strategies as well as tailoring instruction to meet the diverse needs of the students. Students were also provided targeted interventions in small groups that offered additional practice or alternative explanations. Regular formative assessments provided the data needed to analyze the effectiveness of interventions and strategies and make adjustments based on student progress and feedback.

Additionally, teachers received ongoing professional development and opportunities for explicit planning. Led by their department chair, math curriculum coach, the ESE Specialist the middle school math team worked collaboratively to improve their pacing guide with increased interventions through the curriculum-based programs, Read180/System 44, IXL and other supplemental instruments. By tailoring instruction to meet individual student needs and promoting best practices, the team was able to help boost overall math performance and foster a deeper understanding of math concepts among students.

Lowest Performance

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

Analysis of the ESSA data collected from 2023-2024 review compared to 2024-2025 data indicated

the overall school-wide lowest performing data component was in the area of Math with a decline of 3%; going from 29% in 2023-2024 to 26% in 2024-2025.

When reviewing the targeted subgroup, the data component that showed the lowest performance was SWDL students with a proficiency percentage in Science going form 30% in 2023-2024 to 13% in 2024-2025.

A failure to differentiate instruction and implement appropriate language acquisition intervention to meet the needs of diverse learners can result in some students falling behind which is an indication that focused and purposeful professional development for teachers may be needed to eliminate inconsistent or ineffective instructional practices. Additionally, low attendance at extended learning opportunities was also contributing factors to the decline in proficiency. Other contributing factors include the absence of hands-on learning activities to reinforce the theoretical concepts taught during the daily lessons and a lack of intrinsic motivation for students to perform well on the Science exam.

Greatest Decline

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

Analysis of the ESSA data collected from 2023-2024 review compared to 2024-2025 data indicated the overall school-wide greatest decline data component was in the area of Science going form 30% in 2023-2024 to 13% in 2024-2025.

When reviewing the targeted subgroup, the data component that showed the lowest performance was SWDL students with a proficiency percentage in Science going form 30% in 2023-2024 to 13% in 2024-2025.

A failure to differentiate instruction and implement appropriate language acquisition intervention to meet the needs of diverse learners can result in some students falling behind which is an indication that focused and purposeful professional development for teachers may be needed to eliminate inconsistent or ineffective instructional practices. Additionally, low attendance at extended learning opportunities was also contributing factors to the decline in proficiency. Other contributing factors include the absence of hands-on learning activities to reinforce the theoretical concepts taught during the daily lessons and a lack of intrinsic motivation for students to perform well on the Science exam.

Greatest Gap

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

The greatest gap when compared to the state average was found to be in College and Career Acceleration with a difference of 54%.

Contributing factors and trends to this gap include students who enter the high school with academic gaps that require remediation rather than acceleration. There is a lack of early identification processes to recognize students ready for acceleration. Another contributing factor is the conservative criteria used to place students into accelerated tracks compared to statewide practices, which potentially excludes students who could be successful with support. Finally, the higher proportion of SWD students require more foundational instruction before accessing accelerated coursework.

EWS Areas of Concern

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

Two potential areas of concern on the Early Warning Systems data are the number of students scoring a Level 1 on statewide ELA and Mathematics Assessments as well as the number of students absent from school due to one or more suspensions. The total number of students in grades 9 - 12 scoring a Level 1 on the ELA assessment was 65 for the 2024-2025 school year. The total number of students in grades 9-12 scoring a Level 1 on the Mathematics assessment was 95 for the 2024-2025 school year. Additionally, 11 students were identified as having four or more suspensions for the school year.

Highest Priorities

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

- Increase in levels of Proficiency in Reading for SWD for all grade levels (9 - 12)
- Increase in levels of Proficiency in Math for SWD for all grade levels (9 - 12)

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

SWD students at Somerset Academy Key have performed below 41% over the past six years. This subgroup shows limited learning gains in student growth. Based on the scores of the Spring 2025 FAST assessment, the category of SWD students earned a 18% proficiency in ELA. Although the proficiency rate increased by 6% ELA/Reading is still a critical area of focus. More specifically, targeted reading interventions that strengthen foundational reading skills. Students also require explicit reading comprehension strategies, such as summarizing, questioning, predicting, and inferring. Additionally, there needs to be a focus on improving reading fluency through repeated reading, guided oral reading, and the use of reading materials that are both engaging and appropriately challenging. Building vocabulary through direct instruction of high frequency and academic words as well as using texts and real-life contexts to help students understand and use new words must be included in the priorities of increasing proficiency.

In the area of math, only 8% students showed proficiency on the 2025 FAST PM3. Overall the this is 8% decrease from the 2024 assessment which indicates significant gaps in foundational math skills, which can hinder a student's ability to engage with more complex math concepts. Without a strong foundation, students may struggle with higher-order thinking and problem-solving. The focus in this area should be on addressing foundational math skills, providing targeted interventions, and utilizing differentiated instruction to improve their proficiency address gaps in understanding, and support their overall learning. There must be an emphasis on the reasoning and concepts behind math procedures rather than just the rote memorization of rules. This can include using real life examples and hands-on activities to make abstract concepts more concrete. Teachers must provide explicit instruction on problem-solving strategies, such as understanding the problem, devising a plan, carrying out the plan, and evaluating the solution.

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.

- By the end of the 2025-2026 school year, the percentage of Students with Disabilities meeting proficiency/scoring a minimum of Level 3 on PM3 ELA FAST assessment will improve from 18% to 28%.
- By the end of the 2025-2026 school year, the percentage of Students with Disabilities meeting proficiency/scoring a minimum of Level 3 on PM3 Math FAST assessment from 8% to 18%.

Monitoring

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

Somerset Key will continue to conduct regular formative assessments, such as quizzes, short tests, and progress checks, allowing teachers to assess student understanding and proficiency in real-time. These assessments can be integrated into daily instruction and tailored to each of the specific focus areas of reading, math, and science. Additionally, teachers and school leaders will analyze assessment data to identify trends, patterns, and areas of concern. the information will be used to group students for differentiated instruction, provide targeted interventions, and monitor the effectiveness of instructional practices.

Regular progress monitoring will help identify students who may not be making adequate progress, allowing for timely interventions. For students who need additional support, creating Individualized Learning Plans will help set specific, measurable goals. Student plans will be regularly reviewed and adjusted based on student progress.

Additionally, Teachers will receive in-depth training on reading, interpreting, and implementing the goals, accommodations, and modifications outlined in students' IEPs. This includes understanding the legal responsibilities and compliance aspects of providing accommodations. Teachers will also be trained in instructional strategies that allow them to differentiate content, process, and product based on students' readiness levels, interests, and learning profiles. This includes tiered assignments, flexible grouping, and scaffolding techniques.

Person responsible for monitoring outcome

Curriculum Coaches, ESE Specialist, Assistant Principal

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:
Using data-driven instruction in ELA/Reading through the RTI process with grades 6- 8 will provide increasingly intensive levels of intervention based on student progress. Progress will be monitored through frequent assessments that track students' reading fluency, comprehension, and decoding skills. Teachers will adjust instruction based on data, and students move through tiers as needed. Additionally, the utilization of the Read 180/System 44 program will provide explicit, systematic, and multi-sensory instruction while using regular assessments of decoding, fluency skills, and comprehension. Cognitive Guided Instruction with grade 6 specifically, will focus on developing students' understanding of mathematical concepts through problem-solving and reasoning. The addition of adaptive math programs like iReady and iXL in grades 6-8 that provide personalized instruction based on student responses. Addressing the gaps in Science proficiency can be addressed through project-based learning and inquiry based instruction. PBL allows students to engage in real-world, meaningful projects that require critical thinking, collaboration, and problem solving. Inquiry-based instruction encourages students to explore scientific concepts through experimentation, questioning, and discovery.

Rationale:
Somerset Key's SWD students' FAST scores in Mathematics, Science, and ELA are below the District and State averages for the past three-plus years. RTI allows for early detection and intervention, preventing students from falling too far behind. With an emphasis on conceptual understanding rather than rote memorization, students will be able to improve long-term math achievement. The selected math programs are ideal for addressing students' needs because of their ability to meet students where they are and provide targeted instruction to fill gaps in understanding. Project-based learning in Science will help students develop a deep understanding of scientific concepts, and improve science achievement, especially when integrated with hands-on activities and inquiry-based learning.

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
Individualized Instruction

Person Monitoring:
Curriculum Coaches, ESE Specialist, Assistant Principal

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will tailor lessons to accommodate various learning styles and needs. They will use multisensory approaches (e.g., visual aids, hands-on activities, and auditory supports) to help SWD access and engage with the content. They will also provide students with opportunities to work in small groups where they can receive more focused attention and practice skills in a supportive environment. This will be monitored through the use of observation checklists and providing feedback to teachers, focusing on student engagement, differentiation, and instructional quality.

Action Step #2

Explicit Instruction

Person Monitoring:
Curriculum Coaches, ESE Specialist, Assistant Principal

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will implement structured a literacy program which focus on phonemic awareness, phonics, and decoding skills in a systematic and explicit manner. They will also regularly model reading and writing strategies, followed by guided practice sessions where students receive immediate feedback and support. They will use repeated reading and guided oral reading strategies to help students improve reading fluency, a critical factor in overall reading comprehension. This will be monitored through lesson plan checks and the use of observation checklists and providing feedback to teachers, focusing on student engagement, differentiation, and instructional quality.

Action Step #3
Teacher Professional Development

Person Monitoring:
Curriculum Coaches, ESE Specialist, Assistant Principal

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will be provided with ongoing professional development for teachers on strategies for differentiating instruction and creating inclusive classrooms that support SWD. They will also engage in regular collaboration between general education teachers and special education staff to share best practices and coordinate efforts as well as meeting regularly to review and analyze data, and student progress and adjust interventions as necessary. This can be monitored by evaluating the effectiveness of professional development through teacher surveys, classroom observations, and student performance data.

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

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

Early warning indicators signs play a crucial role in identifying and addressing learning challenges in low-proficient students. They help identify students at risk of poor academic performance, allowing for timely interventions. In the 2024- 205 school year, a total of 28 students were identified as having two or more indicators. There were 17 students in grade 9, 3 students in grade 10, 6 students in grade 11 and 2 students in grade 12. This is a significant concern because it signals that a substantial group of students are at risk of not graduating on time or not meeting academic and behavioral expectations.

These indicators are strong predictors of future academic failure, dropout, or disengagement. When multiple indicators are present in a single student, the risk compounds, making early and effective intervention crucial. Additionally, such a number may reflect systemic issues that need addressing, such as insufficient support structures, inconsistent Tier 2/Tier 3 interventions, or school-wide climate and culture challenges. Monitoring and supporting these students is essential to improving outcomes and ensuring equity and success for all learners.

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.

By June 2026 Somerset Academy Key will reduce the number of students identified with multiple Early Warning signs from 28 students to 10 students.

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.

Monitoring of all early warning indicators will occur in various ways. Academic performance will be monitored through tracking students' grades, test scores, and performance on standardized assessments. this will help identify those who are consistently underperforming and allow for interventions and additional support to be implemented early. Since absenteeism and tardiness are significant early warning indicators, attendance reports will be generated to identify students with excessive absences, tardies or suspensions based on a benchmark set by school leaders. Academic progress, attendance, and behavior can all be monitored and tracked through FOCUS, the district's student information system.

Person responsible for monitoring outcome

Curriculum Coaches, School Counselor, Assistant Principal

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:

To address early warning signs in Somerset Academy Key students, evidence-based interventions that focus on improving academics will be implemented. These interventions include tiered instruction through RTI, small group interventions, and extended learning opportunities. Ongoing progress monitoring and academic tracking using the school SIS system ensures that interventions are effective and allow for timely adjustments. Additionally, interventions will be monitored using regular progress reports that outline student progress, achievements, and areas for improvement.

Rationale:

These evidence-based practices are designed to support students who show signs of being at risk of academic failure or disengagement. Each allows for targeted support that can be adjusted based on the student's needs. The tiered approach ensures that all students receive the right level of intervention. Additionally, a combination of academic, behavioral, and social-emotional interventions ensures that all aspects of a student's development are addressed, therefore providing a holistic approach to increase the likelihood of improving overall student outcomes.

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

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

Description of Intervention #2:
To address students indicated with multiple early warning signs at Somerset Academy Key, evidence based interventions that focus on improving behavioral outcomes will be implemented. These interventions include support, social-emotional learning, and positive behavior interventions. Ongoing progress monitoring and behavioral tracking using the school SIS system ensures that interventions are effective and allow for timely adjustments. Additionally, interventions will be monitored using regular progress reports that outline student progress, achievements, and areas for improvement.

Rationale:
These evidence-based practices are designed to support students who show signs of being at risk of academic failure or disengagement. Each allows for targeted support that can be adjusted based on the student's needs. The tiered approach ensures that all students receive the right level of intervention. Additionally, a combination of academic, behavioral, and social-emotional interventions ensures that all aspects of a student's development are addressed, therefore providing a holistic approach to increase the likelihood of improving overall student outcomes.

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
Identification of Target Students

Person Monitoring:	**By When/Frequency:**
Curriculum Coaches, School Counselor, Assistant Principal	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Using data from assessments, attendance records, discipline logs, and other relevant sources, the administration will to identify students who are at risk of academic failure. They will crreate a list of students who show early warning signs, such as low grades, chronic absenteeism, or behavioral issues.

Action Step #2
Establish a Multi-Tiered Support System

Person Monitoring:
Curriculum Coaches, School Counselor, Assistant Principal

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The administration will choose interventions that are backed by research and proven to be effective for addressing the specific needs of non-proficient students. These interventions will include: -differentiated instruction -tutoring programs -literacy interventions -math/science support-interventions -PBIS, - SEL - attendance interventions.

Action Step #3
Teacher Professional Development

Person Monitoring:
Curriculum Coaches, School Counselor, Assistant Principal

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and staff will be trained in implementing selected evidence-based interventions. Teachers and interventionists will be provided with ongoing professional development to equip them with the skills and knowledge needed to effectively support target students with multiple early warning indicators.

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.

School staff and parents/guardians jointly develop the plan. It includes yearly objectives and activities that will be implemented at the school level. The plan can be accessed electronically at https://www.somersetkey.com/

The plan is shared annually at the SAC meetings. (Fall and Winter) for parent feedback and revisions if needed. Community members include but are not limited to the City of Deerfield Beach employees, and surrounding businesses that are partners with the school and are invited to these meetings via email, flyer or telephone call within a 10-day window. Hard copies of the plan are made available in the main office and are translated into Spanish, Portuguese and Haitian Creole for families that speak a second language.

When requesting feedback from parents regarding the SIP, the school sends home flyers encouraging parents to attend SAC meetings in addition to parent Links. Parents who cannot attend can submit their feedback through email, telephone call, or unperson conference with any member of the administrative team. The teachers also assist with parent email blasts, notifications through digital apps, and phone calls encouraging families to share feedback at the SAC meetings and other school events.

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)).

Somerset Academy Key High School will engage parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of programs this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school's program is exempt from statutory or regulatory provisions, the school may use that process, if such process includes an adequate representation of parents of participating children [Sections1116(c)(3), 114(b)(2), and 1116(a)(2)(B)].

Somerset Key will coordinate and integrate parental involvement activities through the School Advisory Council where parents and families can gain insight and information on various Title I activities happening at the school and throughout the county. Parents and families will also be encouraged to provide input as to how Title I funding is used in the implementation of Title I Parent and Family Engagement Activities. Parents will also complete an annual evaluation of the Title I Parent and Family Engagement Program at the school.

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)).

Somerset Key will adjust the delivery of push-in and pull-out services for SWD and ELL students. In addition to the small groups within the classrooms, the ESE teachers and content area interventionists will work with small groups of students to support specific areas in both math and reading.

This additional time with specific grade-level benchmarks and skills will allow students to receive customized support toward provide in mastering the fundamentals necessary for on-grade level work. Somerset Academy Key will have 95% improvement in attendance, behavior encouragement, and sense of belonging. The implementation of PBIS emphasizes the importance of involving families in promoting good behavior and attendance. By focusing on positive behavior, PBIS reduces the use of exclusionary discipline practices, such as suspensions, which can contribute to absenteeism and low academic performance.

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)).

Title I Part A funds will be used within our school to provide parent programs, additional classroom support through interventions as well as student incentives. Services will be coordinated through the administrative team with the support of classroom teachers.

Title I part C funds will be used within our school to provide parent and student support for families in transition from non-US countries to become established within the community. Additional classroom support through bilingual resources and forms provided in their home language will be available for both parents and students.

Title I Part D funds will be used within our school to provide parent and student resources for counseling and mental health referrals to attempt to resolve non-attendance issues and family conflicts. Free and Reduced Meal programs and enrollment, as well as uniforms and school supplies, will be included in this support program.

Title III ESOL funds will be used with our school to provide parent and student support for families in transition from non-US countries to become established within the community. Additional classroom support through bilingual resources and forms provided in the home language are available for both parents and students.

Title X Homeless funds will be used with our school to provide parent and student resources for counseling and mental health referrals to attempt to resolve non-attendance issues as well as family conflicts. Free and Reduced Meal programs and enrollment, uniforms, and school supplies will be included in this support area. Families may be referred to the HEART program within Broward County.

Supplemental Academic Instruction funds will be used within our school to provide student support within classrooms through intervention programs. Interventions will be provided in both mathematics and reading classrooms based on student needs to attain proficiency. Services will be provided through interventionists within the classrooms. Violence Prevention funds will be used with our school to provide parent and student resources for counseling and mental health referrals to attempt to resolve student and family issues and conflicts. Awareness assemblies will be presented school-wide bi-quarterly.

Title I Part D funds will be used within our school to provide parent and student resources for counseling and mental health referrals to attempt to resolve no-attendance issues and family conflicts. Free and Reduced Meals and the School Lunch Application for enrollment are part of Somerset Academy Key's Nutrition Program.

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)).

The school counselor at Somerset Academy Key works with staff and the community to provide support for students, ensuring they are safe and healthy and promoting life skills such as education, character development, social skills, making friends, alternatives to peer pressure, and managing stress.

The school counselor leads the Peer Counseling course which provides high school students to act as mentors to middle school students who are struggling and in need of peer support. This course allows
high school students to:
• demonstrate knowledge of the functions and responsibilities of peer facilitators
• demonstrate awareness of varied behavioral responses to situational, environmental, and chemical
• elements; and the impact of subsequent decision-making on self and others.
• demonstrate knowledge of basic human needs (e.g., food, clothing, shelter, recognition, development,
• security, identity) and how they can be met while developing group cohesion.
• demonstrate the use of basic facilitative communication skills (e.g., listening, questioning, feedback,
• paraphrasing, nonverbal communication, nonjudgmental response).
• identify own feelings and needs and positively communicate them.
• demonstrate awareness of leadership styles (e.g., authoritarian, democratic, permissive).
• demonstrate awareness of methods for dealing with conflict (e.g., communication, assertion, avoidance, aggression) and steps to resolution (i.e., set rules, gather perspectives, identify needs and goals, create and evaluate options, and generate agreement)
• make inferences and justify conclusions from sample surveys, experiments, and observational studies.

In addition, the school counselor holds quarterly workshops by grade level to ensure that all middle school students are on track for high school promotion and to ensure that students understand what their expectations are for post secondary success.

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 counselor at Somerset Academy Key utilizes resources such as guest speakers in the areas of career development and post-secondary learning to provide students with hands-on lessons and strategies to help students understand the relationship between personal qualities, education and training, and the world of work.

Through individual meetings with the students in grades 9-12, the school counselor reviews and advises what level of progress the student is at towards graduation. Based on their progress and interests, she can advise and provide resources on career awareness and exploration, goal setting, high school graduation facts, scholarship opportunities, and the use of future-planning tools.

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)).

Somerset Academy Key uses the MTSS, Response to Instruction and Intervention (RtI), and Positive Behavioral Interventions and Supports (PBIS) frameworks to align support for students who need additional supports within their academic day to systematically address their needs.

MTSS encompasses all the academic, behavioral, and social-emotional demands of learning. The MTSS team meets monthly to review students who are performing below grade level with interventions to determine if they need additional support. By collaborating in best efforts to support all learners and ensure equitable access to a robust, high-quality education. MTSS provides the structure for the school to prioritize the academic and behavioral needs of all students, including our Students with Disabilities (SWDs), students with advanced learning needs, and English Language Learners (ELL).

Following the identification of instructional or behavioral needs, the school proposes increased levels of instructional intensity and time. The MTSS team applies and implements through teachers and interventionists, the integration of a student support framework into one coherent system. This includes high-quality, standards-based instruction and intervention that is matched to students'

academic, behavioral, and social needs to maximize the impact on student outcomes.

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)).

Somerset Academy Key participates in Title II Professional Development Plans annually through the Doral Leadership Institute supported through Academia networks. This provides all teachers, administrators, and support staff the opportunities to earn professional development points towards certification.

In addition, the teachers can register in PD courses at Doral Leadership Institute or Doral College to earn their endorsements in Reading, ESOL, and Gifted.

Somerset Academy Key provides additional on-site opportunities for Professional Learning to support teachers in their content areas. Through the guidance of the literacy and mathematics coaches, teachers work with the instructional coaches on best practices on strategies for remediation. The instructional coaches deliver monthly professional development in the areas of data, student accountability, differentiated instruction, classroom management, and school/home relationship building.

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)).

Non-applicable, Somerset Academy Key serves grades 6-8 and does not have a Head Start component on the campus.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The process for reviewing math and reading intervention resources typically involves several key steps to ensure that the resources are effective, evidence-based, and aligned with educational standards. Materials are regularly monitored for student progress and the effectiveness of the resources. And adjustments are made as needed based on ongoing data and feedback.

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).

Addressing reading and math deficiencies in students requires a combination of targeted resources, effective strategies, and support systems. Diagnostic assessments such as NWEA, iXL, and PM1 identify specific areas of weakness in reading and math (ie phonemic awareness, reading fluency, number sense, or problem-solving skills). Progress Monitoring assessments track student progress and adjust instruction as needed. The addition of educational software like Read 180 coupled with small group and explicit instruction addresses specific learning gaps.

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

Broward County Public Schools

SOMERSET ACADEMY KEY MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 3

C. Demographic Data 10

D. Early Warning Systems 11

II. Needs Assessment/Data Review 14

A. ESSA School, District, State Comparison 15

B. ESSA School-Level Data Review 16

C. ESSA Subgroup Data Review 17

D. Accountability Components by Subgroup 18

E. Grade Level Data Review 21

III. Planning for Improvement 22

IV. Positive Learning Environment 31

V. Title I Requirements (optional) 34

VI. ATSI, TSI and CSI Resource Review 41

VII. Budget to Support Areas of Focus 42

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

Somerset Academy Key Middle School sets high academic and social expectations that together lead to the successful development of our students and provide each child the opportunity to be prepared to become leaders in an ever-changing society.

Somerset Academy Key Middle School agrees to: be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures by this definition: Parent involvement means the participation of parents in regular two-way and meaningful communication involving student academy learning and other school activities ensuring:

• Parents play an integral role in assisting their child’s learning.
• Parents are encouraged to be actively engaged in their child’s education at school.
• Parents are full partners in their children’s education and are included, as appropriate, in decision-making and on advisory committees to assist in their children's education.
• The carrying on of other activities, such as those described in Section 1118 of ESE, involves the parents of children served in Title I, Part A in decisions about how Title I, Part A funds for parental involvement are spent.

Somerset Academy Key Middle School will:

• Jointly develop and revise, with the parents, the school's parental involvement plan for the local community. Additionally, Somerset Academy Key Middle School will conduct with the involvement of parents, an annual evaluation of the content, and the effectiveness of the school’s parental involvement policy.
• Use the findings of the parental involvement policy evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy.
• Inform parents and parental organizations of the purpose and existence of Parental Information and Resource Centers (PIRC) in Florida (i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at the University of South Florida (USF)).

Provide the school's vision statement

Somerset Academy Key Middle School maintains a vision of "Empowering students to explore global learning opportunities to promote and enrich their communities and the communities we serve".

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

Dennis Mulrooney

dmulrooney@somersetkey.com

Position Title

Principal

Job Duties and Responsibilities

The School Principal will effectively perform the performance responsibilities using the following knowledge, skills, and abilities to provide instructional leadership for all educational programs at the school; prepare and manage the school's budget; manage and inventory the school’s assets; read, interpret, follow, and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem-solving skills; maintain sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through the use of technology; and analyze and use data.

Leadership Team Member #2

Employee's Name

Orkisha Edmond

oedmond@somersetkey.com

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant School Principal will effectively perform responsibilities using the their ability to demonstrate the knowledge and practice of current educational trends, research, and technology; understand the unique needs, growth problems, and characteristics of school students; read, interpret, and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and Federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will also need to demonstrate effective communication and interaction skills with all stakeholders, use group dynamics within the context of cultural diversity, and be Knowledgeable of Florida educational reform, accountability, and effective school concepts.

Leadership Team Member #3

Employee's Name
Judith Young

jyoung@somersetkey.com

Position Title
Literacy Curriculum Coach

Job Duties and Responsibilities

The Literacy Coach will provide ongoing (literacy) support that is based on the identified needs of individual teachers and differentiated supports that fosters the professional growth and development of teachers.. In addition to strategic content-focused mentoring, coaches will support teachers in developing skills in critical areas such as establishing a positive classroom culture and climate, implementing instructional strategies and assessments, analyzing student performance data, differentiating instruction and interventions, supporting the implementation of school wide achievement initiatives, and supporting English Language Learners, ESE and Gifted students.

Leadership Team Member #4

Employee's Name
Melissa Castro

mcastro@somersetkey.com

Position Title
Math and Science Curriculum Coach

Job Duties and Responsibilities

The Math and Science Coach will provide ongoing (math and science) support that is based on the identified needs of individual teachers and differentiated supports that fosters the professional growth and development of teachers.. In addition to strategic content-focused mentoring, coaches will support teachers in developing skills in critical areas such as establishing a positive classroom culture and climate, implementing instructional strategies and assessments, analyzing student performance data, differentiating instruction and interventions, supporting the implementation of school wide achievement initiatives, and supporting English Language Learners, ESE and Gifted students.

Leadership Team Member #5

Employee's Name
Courteria Reid

creid@somersetkey.com

Position Title
School Counselor

Job Duties and Responsibilities

The School Counselor implements a process to help students discover and develop their best talents for personal happiness and social usefulness; attend monthly guidance directors' meetings; coordinate the school-level pupil personnel services with community services; coordinate the school standardized testing program, orientation program for new students, school surveys, the School Counselor will implement a process to help students discover and develop their best talents for personal happiness and social usefulness; attend monthly guidance directors' meetings; coordinate the school level pupil personnel services with community services; coordinate the school standardized testing program, orientation program for new students, school surveys, graduation requirements and articulation programs; administer evaluation instruments to research the effectiveness of an ongoing guidance program; administer a guidance counselor work schedule with facilitates parents, student and teacher conferences; select,distribute and provide in-service materials to teachers and guidance counselors for use in group guidance activities; act as a resource person to all curriculum areas, including career education and drug education; organize a guidance counseling schedule which provides for educational counseling for course selection by students; assemble and maintain up-to-date information concerning educational and occupational possibilities; publish a curriculum guide for all students and parents on course selections; administer the College Night Program (High Schools); provide in-service training for the register; coordinate the exceptional education program regarding staffing and placement of students; perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida; participate in training programs offered to enhance the individual skills and proficiency related to job responsibilities; review current developments, literature and technical

sources of information related to job responsibilities; ensure adherence to safety rules and procedures; follow federal and state, as well as School Board policies; perform other duties as assigned by the immediate supervisor or designee.

Leadership Team Member #6

Employee's Name
Kersha Grandison

kgrandison@somersetkey.com

Position Title
ESE Specialist

Job Duties and Responsibilities

The ESE Specialist serves as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually.

The ESE Specialist will coordinate required ESE meetings; provide information to school-based personnel on a variety of topics to include updating staff on policy changes; assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals; assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews; meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities; provide explanations to parent(s) of the procedural safeguards as well as the availability of resources within the District to meet the unique needs of the student; utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard; assist in identifying, reporting and correcting IDEA compliance concerns identified internally; report all compliance concerns directly to the school- based leadership; correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures; communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity; utilize the electronic management system to generate IEP documents; perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida; participate in training programs offered to enhance the individual skills and proficiency related to job responsibilities; review current developments, literature and technical sources of information related to job responsibilities; ensure adherence to safety rules and procedures; follow federal and state, as well as School Board policies; perform other duties as assigned by the immediate supervisor or designee.

Leadership Team Member #7

Employee's Name
Judith Young

jyoung@somersetkey.com

Position Title
ESOL Coordinator

Job Duties and Responsibilities

The ESOL Coordinator plays a pivotal role in ensuring that English Language Learners (ELLs) receive equitable access to high-quality instruction and support services. At the heart of this position is a commitment to advocacy, compliance, and instructional excellence. The ESOL Coordinator oversees the identification, placement, and progress monitoring of ELL students, ensuring that all state and federal regulations are met, including adherence to the English Language Proficiency standards. This includes coordinating language proficiency assessments, maintaining accurate student records, and ensuring appropriate accommodations are provided during instruction and standardized testing.

In collaboration with teachers, administrators, and support staff, the ESOL Coordinator facilitates professional development to build instructional capacity and cultural competence across the school. They provide coaching and resources to help educators implement effective strategies for scaffolding instruction, differentiating lessons, and supporting students at varying levels of English proficiency. The coordinator also serves as a liaison between the school and families, helping to foster strong home-school connections through translated communications, parent meetings, and culturally responsive engagement practices. Ultimately, the ESOL Coordinator ensures that the needs of ELLs are met with intentionality and care, empowering them to succeed academically while developing English language proficiency.

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.

Somerset Academy Key prepares a needs assessment committee based on the administrative team, department chairs, athletic department, parents, students, and school community stakeholders to address the current needs to improve the school for the 2024-2025 school year. Following an analysis of the data collected, the committee will be able to:

• Find the gaps between the current school rating and what the desired outcome needs to be.
• Prioritize the order of needs and gaps in proficiency.
• Implement strategies, practices, and evidence-based interventions aligned with the students' needs.
• Target resources to address the needs of targeted subgroups.

The multi-language needs assessment survey is delivered to all stakeholders through the utilization of various communication channels including an online survey that is made available on the school's website as well as sent to school families, faculty, and staff via email. Requests to complete the survey along with a direct link to the electronic survey are also posted on all of the school's social media platforms. Additionally, a limited amount of paper-based surveys are made available to families that do not have immediate access to technology and can be obtained from the school's main office.

Once survey data is collected and analyzed, feedback is shared with school faculty and staff during a scheduled meeting dedicated to the review of the survey results followed by an open discussion forum. A School Advisory Committee (SAC) meeting is also held, where parents, students, staff, and, community stakeholders are invited to share these insights and begin the process of developing an action plan for continuous improvement.

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)).

Somerset Academy Key will collect and analyze student data regularly to track student progress against targets and goals. Student data is collected through FAST PM 1 (fall), PM2 (winter), and PM3(spring), EOC exams, Access for ELL 2.0, and iReady. Upon review of the data, students who are performing below the achievement level are placed in small group interventions during the school day through their English Language Arts, Reading, and Mathematics courses. Students are also given access to enrichment programs that offer academic support such as tutoring, homework help, and other skill building activities. This includes students who have not met the required proficiency for

graduation/promotion in the areas of reading and/or math.

Students with disabilities participate in both an inclusion model of intervention with the opportunity for pull-out services as needed. Current push-in interventions promote collaboration between the special education and general education teacher, and creates a more integrated learning environment for the students. In addition to small group instruction within the general education content area classes, English Language Learners are scheduled into a Developmental Language class. In this class, ELL students receive targeted instruction to develop their English language skills, including speaking, listening, reading, and writing. The focus is on helping students achieve proficiency in English so they can succeed in general education classes.

The school will review data quarterly to compare academic grades, intervention data, and assessments to see how well the interventions are working. If there are students who are not making progress, their intervention group and time in the group will be adjusted, or more targeted instruction and support will be student growth.

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	**71.4%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
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)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: C** **2022-23: D** **2021-22: C** **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							92	137	132	361
Absent 10% or more school days							0	0	0	0
One or more suspensions							10	12	4	26
Course failure in English Language Arts (ELA)							1	0	0	1
Course failure in Math							1	1	0	2
Level 1 on statewide ELA assessment							17	40	38	95
Level 1 on statewide Math assessment							17	37	29	83
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	20	11	43
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0	0	0	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							4	9	3	16

Current Year 2025-26

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

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

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								1		1
One or more suspensions										0
Course failure in English Language Arts (ELA)								4		4
Course failure in Math								10		10
Level 1 on statewide ELA assessment							23	42	41	106
Level 1 on statewide Math assessment							32	47	53	132
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								9		9

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									1	1
Students retained two or more times							2	1	3	6

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	49	64	58	42	58	53	45	53	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	58	62	59	49	59	56			
ELA Lowest 25th Percentile	56	54	52	49	52	50			
Math Achievement*	44	67	63	43	61	60	36	56	56
Math Learning Gains	57	64	62	58	63	62			
Math Lowest 25th Percentile	55	58	57	58	58	60			
Science Achievement	25	60	54	30	54	51	22	50	49
Social Studies Achievement*	49	75	73	61	71	70	49	67	68
Graduation Rate									
Middle School Acceleration	41	82	77	48	76	74	38	70	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	45	53	53	46	50	49	30	42	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)	CSI
OVERALL FPPI – All Students	48%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	479
Total Components for the FPPI	10
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
48%	48%	41%	46%	35%		51%

* 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	36%	Yes	6	
English Language Learners	40%	Yes	3	
Black/African American Students	47%	No		
Hispanic Students	47%	No		
White Students	61%	No		
Economically Disadvantaged Students	50%	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	49%		58%	56%	44%	57%	55%	25%	49%	41%			45%
Students With Disabilities	26%		55%	48%	25%	47%	49%	13%	22%				
English Language Learners	34%		56%	57%	32%	52%	49%	9%	38%	23%			45%
Black/African American Students	47%		52%	48%	41%	62%	60%	28%	44%	38%			
Hispanic Students	46%		60%	59%	42%	55%	57%	24%	46%	46%			39%
White Students	69%		76%		61%	59%		33%	68%				
Economically Disadvantaged Students	50%		58%	59%	43%	55%	55%	27%	50%	45%			61%

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	42%		49%	49%	43%	58%	58%	30%	61%	48%			46%
Students With Disabilities	24%		37%	36%	20%	41%	29%	0%	32%				
English Language Learners	31%		47%	43%	39%	58%	57%	14%	42%	25%			46%
Black/African American Students	35%		50%	60%	39%	58%	63%	28%	67%	47%			
Hispanic Students	41%		45%	41%	41%	53%	52%	24%	54%	44%			49%
White Students	60%		63%		60%	75%		53%	62%	57%			
Economically Disadvantaged Students	44%		51%	51%	44%	60%	62%	33%	60%	53%			47%

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	45%				36%			22%	49%	38%			30%
Students With Disabilities	29%				18%			14%	31%				
English Language Learners	33%				29%			8%	37%	18%			56%
Black/African American Students	37%				23%			13%	45%	40%			
Hispanic Students	45%				40%			21%	40%	26%			58%
White Students	56%				49%			30%	79%				
Economically Disadvantaged Students	44%				35%			19%	50%	38%			61%

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	51%	65%	-14%	60%	-9%
ELA	7	48%	60%	-12%	57%	-9%
ELA	8	42%	59%	-17%	55%	-13%
Math	6	44%	63%	-19%	60%	-16%
Math	7	40%	59%	-19%	50%	-10%
Math	8	35%	47%	-12%	57%	-22%
Science	8	13%	45%	-32%	49%	-36%
Civics		46%	72%	-26%	71%	-25%
Biology		89%	77%	12%	71%	18%
Algebra		70%	61%	9%	54%	16%

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?

Analysis of the ESSA data collected from the 2023- 2024 review compared to the 2024-2025 data indicated an overall school-wide increase in ELA achievement of 42% to 49% with learning gains that increased from 49% to 58% and an increase in the lowest 25th percentile of 7%. Overall school wide math achievement also increased from 43% to 44%.

When reviewing the targeted subgroup, the data component that showed the most improvement was SWD students with a proficiency percentage in math of 20% in 2023-2024 compared to 25% in 2024-2025. That is an increase of 5%

Improving the SWD subgroup's math proficiency was a combination of instructional strategies, supportive learning environments, and targeted interventions. Classroom teachers provided clear, direct teaching of mathematical concepts, procedures, and problem-solving strategies as well as tailoring instruction to meet the diverse needs of the students. Students were also provided targeted interventions in small groups that offered additional practice or alternative explanations. Regular formative assessments provided the data needed to analyze the effectiveness of interventions and strategies and make adjustments based on student progress and feedback.

Additionally, teachers received ongoing professional development and opportunities for explicit planning. Led by their department chair, math curriculum coach, the ESE Specialist the middle school math team worked collaboratively to improve their pacing guide with increased interventions through the curriculum-based programs, iReady, IXL and other supplemental instruments. By tailoring instruction to meet individual student needs and promoting best practices, the team was able to help boost overall math performance and foster a deeper understanding of math concepts among students.

Lowest Performance

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

Analysis of the ESSA data collected from 2023-2024 review compared to 2024-2025 data indicated the overall school-wide lowest performing data component was in the area of Social Studies with a decline of 12%; going from 61% in 2023-2024 to 49% in 2024-2025.

When reviewing the targeted subgroup, the data component that showed the lowest performance was ELL students with a proficiency percentage in Science going form 14% in 2023-2024 to 9% in 2024-2025.

A failure to differentiate instruction and implement appropriate language acquisition intervention to meet the needs of diverse learners can result in some students falling behind which is an indication that focused and purposeful professional development for teachers may be needed to eliminate inconsistent or ineffective instructional practices. Additionally, low attendance at extended learning opportunities was also contributing factors to the decline in proficiency. Other contributing factors include the absence of hands-on learning activities to reinforce the theoretical concepts taught during the daily lessons and a lack of intrinsic motivation for students to perform well on the Science exam.

Greatest Decline

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

Analysis of the ESSA data collected from the 2023-2024 review compared to the 2024-2025 data indicated the greatest decline in a data component school-wide was in the area of Social Studies with a decline of 12%; going from 61% in 2023-2024 to 49% in 2024-2025.

When reviewing the targeted subgroup, the data component that showed the greatest decline was SWD students with a proficiency percentage in Social Studies, with a drop form 32% in 2023-2024 to 22% in 2024-2025.

A failure to differentiate instruction to meet the needs of diverse learners can result in some students falling behind which is an indication that focused and purposeful professional development for teachers may be needed to eliminate inconsistent or ineffective instructional practices. Additionally, the absence of a solid intervention program and low attendance at extended learning opportunities were also contributing factors to the decline in proficiency.

Greatest Gap

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

The greatest gap when compared to the state average was found to be in Middle School Acceleration

with a difference of
36%

Contributing factors and trends to this gap include students who enter the middle school with academic gaps that require remediation rather than acceleration. There is a lack of early identification processes to recognize students ready for acceleration. Another contributing factor is the conservative criteria used to place students into accelerated tracks compared to statewide practices, which potentially excludes students who could be successful with support. Finally, the higher proportion of ELL and SWD students require more foundational instruction before accessing accelerated coursework.

EWS Areas of Concern

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

Potential areas of concern on the Early Warning Systems data are the number of students scoring a Level 1 on statewide ELA and Mathematics Assessments as well as the number of students absent from school due to one or more suspensions . The total number of students in grades 6,7 and 8 scoring a Level 1 on the ELA assessment was 95 for the 2024-2025 school year. The total number of students in grades 6,7 and 8 scoring a Level 1 on the Mathematics assessment was 83 for the 2024-2025 school year. Additionally, 26 students were identified as having four or more suspensions for the school year.

Highest Priorities

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

• Increase in levels of Proficiency in Reading and Math for SWD for all grade levels (6,7 and 8)
• Increase the level of proficiency in Reading and Math for ELL students (6,7, and 8)

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

SWD students at Somerset Academy Key have performed below 41% over the past six years. This subgroup shows limited learning gains in student growth. Based on the scores of the Spring 2025 FAST assessment, the category of SWD students earned a
26% proficiency in ELA. Although the proficiency rate increased by 2% ELA/Reading is still a critical area of focus. More specifically, targeted reading interventions that strengthen foundational reading skills. Students also require explicit reading comprehension strategies, such as summarizing, questioning, predicting, and inferring. Additionally, there needs to be a focus on improving reading fluency through repeated reading, guided oral reading, and the use of reading materials that are both engaging and appropriately challenging. Building vocabulary through direct instruction of high frequency and academic words as well as using texts and real-life contexts to help students understand and use new words must be included in the priorities of increasing proficiency.

In the area of math, only 25% middle school students showed proficiency on the 2025 FAST PM3. Overall the this is 5% increase from the 2024 assessment but still indicates significant gaps in foundational math skills, which can hinder a student's ability to engage with more complex math concepts. Without a strong foundation, students may struggle with higher-order thinking and problem-solving. The focus in this area should be on addressing foundational math skills, providing targeted interventions, and utilizing differentiated instruction to improve their proficiency address gaps in understanding, and support their overall learning. There must be an emphasis on the reasoning and concepts behind math procedures rather than just the rote memorization of rules. This can include using real life examples and hands-on activities to make abstract concepts more concrete. Teachers must provide explicit instruction on problem-solving strategies, such as understanding the problem, devising a plan, carrying out the plan, and evaluating the solution.

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.

- By the end of the 2025-2026 school year, the percentage of Students with Disabilities meeting proficiency/scoring a minimum of Level 3 on PM3 ELA FAST assessment will improve from 26% to 36%.
- By the end of the 2025-2026 school year, the percentage of Students with Disabilities meeting proficiency/scoring a minimum of Level 3 on PM3 Math FAST assessment from 25% to 35%.

Monitoring

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

Somerset Key will continue to conduct regular formative assessments, such as quizzes, short tests, and progress checks, allowing teachers to assess student understanding and proficiency in real-time. These assessments can be integrated into daily instruction and tailored to each of the specific focus areas of reading, math, and science. Additionally, teachers and school leaders will analyze assessment data to identify trends, patterns, and areas of concern. the information will be used to group students for differentiated instruction, provide targeted interventions, and monitor the effectiveness of instructional practices.

Regular progress monitoring will help identify students who may not be making adequate progress, allowing for timely interventions. For students who need additional support, creating Individualized Learning Plans will help set specific, measurable goals. Student plans will be regularly reviewed and adjusted based on student progress.

Additionally, Teachers will receive in-depth training on reading, interpreting, and implementing the goals, accommodations, and modifications outlined in students' IEPs. This includes understanding the legal responsibilities and compliance aspects of providing accommodations. Teachers will also be trained in instructional strategies that allow them to differentiate content, process, and product based on students' readiness levels, interests, and learning profiles. This includes tiered assignments, flexible grouping, and scaffolding techniques.

Person responsible for monitoring outcome

Instructional Coaches, ESE Specialist, Assistant Principal

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:
Using data-driven instruction in ELA/Reading through the RTI process with grades 6- 8 will provide increasingly intensive levels of intervention based on student progress. Progress will be monitored through frequent assessments that track students' reading fluency, comprehension, and decoding skills. Teachers will adjust instruction based on data, and students move through tiers as needed. Additionally, the utilization of the Read 180/System 44 program will provide explicit, systematic, and multi-sensory instruction while using regular assessments of decoding, fluency skills, and comprehension. Cognitive Guided Instruction with grade 6 specifically, will focus on developing students' understanding of mathematical concepts through problem-solving and reasoning. The addition of adaptive math programs like iReady and iXL in grades 6-8 that provide personalized instruction based on student responses. Addressing the gaps in Science proficiency can be addressed through project-based learning and inquiry based instruction. PBL allows students to engage in real-world, meaningful projects that require critical thinking, collaboration, and problem solving. Inquiry-based instruction encourages students to explore scientific concepts through experimentation, questioning, and discovery.

Rationale:
Somerset Key's SWD students' FAST scores in Mathematics, Science, and ELA are below the District and State averages for the past three-plus years. RTI allows for early detection and intervention, preventing students from falling too far behind. With an emphasis on conceptual understanding rather than rote memorization, students will be able to improve long-term math achievement. The selected math programs are ideal for addressing students' needs because of their ability to meet students where they are and provide targeted instruction to fill gaps in understanding. Project-based learning in Science will help students develop a deep understanding of scientific concepts, and improve science achievement, especially when integrated with hands-on activities and inquiry-based learning.

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
Targeted Student Support

Person Monitoring:	**By When/Frequency:**
Curriculum Coaches, ESE Specialist, Assistant Principal	Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Assistant Principal, ESE Specialist, and Curriculum Coaches will observe small group interventions followed by recommended strategies for interventionists to use with students. Pre- and post-assessments will be used to measure the impact of interventions and identify any trends.

Action Step #2
Formative and Benchmark Assessments

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

Curriculum Coaches, ESE Specialist, Assistant Principal | B-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Classroom teachers will use curriculum-based assessments and adaptive software to monitor student progress in specific benchmarks. Monitoring will occur through analysis of the assessment results and with the intent to adjust action steps based on data trends and ensure that interventions and instruction are having the desired impact.

Action Step #3
Parent Teacher Communication/Conference Nights

Person Monitoring:
Curriculum Coaches, ESE Specialist, Assistant Principal

By When/Frequency:
Weekly (as needed)/ Quartely

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will maintain ongoing communication with parents about their child’s progress. They will share both successes and areas where additional support may be needed. Quarterly conference nights will be held to ensure parents are updated with students' overall progress as well as important testing dates, proficiency requirements, and extended learning opportunities. Tracking communication efforts, parent attendance, and ensuring that parents are informed and engaged in supporting their child’s learning will be the means of monitoring.

Area of Focus #2

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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 students have performed below 41% over the past three years. This subgroup shows limited learning gains in student growth. Based on the scores of Spring 2025, students classified as ELL earned a 34% proficiency in ELA, a 3 % increase from 2024.

This low proficiency level indicates that they are struggling with key language skills that are foundational to success across all subject areas. They have difficulty understanding grade-level texts, instructions, and content in all subject areas, not just English. This limited comprehension can hinder their ability to grasp key concepts in math, science, social studies, and other subjects, leading to academic struggles across the board. Additionally, they struggle with tasks that require understanding and producing language, such as writing essays, participating in discussions, or understanding verbal instructions. This can limit their ability to engage fully in classroom activities and assessments. They also have access to limited academic vocabulary, which can make it difficult for them to understand

complex texts or express their ideas clearly. ELL students will struggle to engage in higher-order thinking tasks, such as analysis, synthesis, and evaluation which results in difficulty with standardized testing.

Students in the category of ELL showed a 32% proficiency in math which is a decline of 7% from 2024. ELL students may struggle with understanding and applying mathematical principles, which can lead to gaps in foundational knowledge and hinder their ability to solve problems effectively. Additionally, math instruction often involves complex language and terminology that can be challenging for ELL students. Achieving proficiency in higher-order math skills, such as analysis and critical thinking, requires a solid foundation in basic math concepts which ELL students with low proficiency may find challenging when needing to progress to more complex mathematical tasks.

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.

- By June 2026, the ELL subgroup will increase its proficiency in reading from 34% to 44%.

• By June 2025, the ELL subgroup will increase its proficiency in math from 32% to 42%.

Monitoring

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

Somerset Key will continue to conduct initial assessments to determine the current proficiency levels of ELL students in math and initial reading assessments to evaluate students' reading fluency, comprehension, and vocabulary. These assessments will establish a starting point for measuring progress and identifying specific areas of need. Teachers will implement formative assessments, such as quizzes, exit tickets, and problem-solving tasks, to monitor students' understanding and application of math concepts. In reading, they will use regular progress monitoring tools, such as weekly reading fluency assessments or comprehension checks, to track students' growth. Classroom observations, running records and checklists will be used to assess students' engagement and problem-solving processes during math activities; and fluency and accuracy in reading.

Person responsible for monitoring outcome

Curriculum Coaches, ELL Support Specialist, Assistant Principal

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:
Using data-driven instruction in ELA/Reading through a district-approved English Language Development program focuses on improving English language proficiency through targeted instruction in listening, speaking, reading, and writing. Regular assessments of listening, speaking, reading, and writing skills will be used to monitor language development. Teachers will adjust instruction based on data, and students move through tiers as needed. Additionally, the utilization of the Read 180/System 44 program will provide explicit, systematic, and multi-sensory instruction while using regular assessments of decoding, fluency skills, and comprehension. Cognitive Guided Instruction with grade 6 specifically, will focus on developing students' understanding of mathematical concepts through problem-solving and reasoning. The addition of adaptive math intervention programs like iReady and iXL in grades 6-8 that provide personalized instruction based on student responses. Culturally responsive teaching incorporates students' cultural backgrounds into the curriculum and teaching practices. This approach helps ELL students feel valued and engaged, and it enhances their learning experience by connecting new knowledge to their existing cultural frameworks

Rationale:
Implementing evidence-based interventions for ELL students in grades 6-8 involves selecting strategies that address both language barriers and academic content. Monitoring these interventions through a combination of assessments, observations, and data analysis ensures that they are effective and helps make necessary adjustments. This ongoing monitoring supports the goal of improving proficiency in both math and reading, leading to better academic outcomes for ELL students.

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
Targeted Student Support

Person Monitoring:	**By When/Frequency:**
Curriculum Coaches, ELL Support Specialist, Assistant Principal	Bi- Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Assistant Principal, ELL Support Specialist, and Curriculum Coaches will observe small group interventions followed by recommended strategies for interventionists to use with students. Pre- and post-assessments will be used to measure the impact of interventions on student performance.

Action Step #2
Formative and Benchmark Assessment

Person Monitoring:	**By When/Frequency:**
Curriculum Coaches, ELL Support Specialist.	Bi-Weekly

Assistant Principal

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Classroom teachers will meet with curriculum coaches will review and analyze the data collected to assess whether students are making the expected progress. This will be monitored through regular review of assessment data (e.g., quizzes, tests, standardized exams) to track progress and adjust instruction as needed based on trends.

Action Step #3
Analyze and Interpret Data

Person Monitoring:
Curriculum Coaches, ELL Support Specialist, Assistant Principal

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Classroom teachers will meet with curriculum coaches and ELL Support Specialist to review and analyze the data collected to assess whether students are making the expected progress. This will be monitored through regular review of assessment data (e.g., quizzes, tests, standardized exams) to track progress. Teachers and administrators will meet in data teams to discuss trends and adjust instruction as needed.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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

Positive Behavioral Interventions and Supports (PBIS) is especially relevant for grades 6- 8 at Somerset Academy Key students as it provides a proactive framework for teaching and reinforcing appropriate behaviors during a critical stage of emotional, social, and academic development. Middle school students often experience increased peer pressure, hormonal changes, and a greater demand for independence, which can lead to behavioral challenges that interfere with learning. This was evident in the increase of suspensions totaling 26 (6th grade: 10, 7th grade: 12; 8th grade: 4) compared to no documented suspensions in the previous year. Implementing PBIS helps create a consistent, positive school climate that supports student engagement, reduces disruptions, and maximizes instructional time. Data from the previous school year revealed a significant number of behavior referrals, especially for defiance, class disruptions, and repeated tardiness—indicators that students struggled with self-regulation and school expectations. This trend negatively impacted classroom learning environments and overall academic performance. As a result, PBIS was identified

as a crucial need to address these behavioral issues systematically and support both academic success and social-emotional development.

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.

By June 2026, Somerset Academy Key will have a decrease in suspensions from 26 total suspensions to 10 suspensions.

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 implementation of PBIS to decrease suspensions will be monitored through ongoing data collection and analysis of discipline referrals, in-school and out-of-school suspension rates, and incident trends disaggregated by grade level, subgroup, and infraction type. A school-based behavior team will meet monthly to review this data, assess the effectiveness of interventions, and adjust strategies as needed. Teachers and staff will document behavioral incidents and Tier 1–3 interventions in the school's discipline tracking system, allowing for consistent monitoring and early identification of students requiring additional support. Progress will also be measured by improvements in student behavior, increased instructional time, and feedback from staff, students, and families, ensuring that PBIS strategies are reducing suspensions and fostering a more positive school climate.

Person responsible for monitoring outcome

Assistant Principal, School Counselor

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:

Positive Behavioral Interventions and Supports (PBIS). PBIS is a proactive approach that establishes a positive school climate by promoting good behavior, which in turn supports improved achievement.

Rationale:

Implementing PBIS results in improvements in student behavior, as well as reductions in absenteeism and academic achievement. There is a likelihood of higher attendance rates and a more positive school climate, which contributed to better academic outcomes overall.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1
PBIS involves setting clear, consistent expectations for behavior across the entire school. These expectations are taught and reinforced throughout the school year.

Person Monitoring:	**By When/Frequency:**
Assistant Principal, School Counselor	Quartely

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
PBIS focuses on creating an environment that encourages good behavior for all students. This includes making school a welcoming and engaging place where students want to be. For students who exhibit behavioral concerns, PBIS provides targeted interventions, such as small group sessions that address specific barriers. For students with chronic discipline concerns, PBIS offers individualized interventions, which might include one-on-one counseling, mentorship, or developing personalized behavior plans.

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.

School staff and parents/guardians jointly develop the plan. It includes yearly objectives and activities that will be implemented at the school level. The plan can be accessed electronically at https://www.somersetkey.com/

The plan is shared annually at the SAC meetings. (Fall and Winter) for parent feedback and revisions if needed. Community members include but are not limited to the City of Deerfield Beach employees, and surrounding businesses that are partners with the school and are invited to these meetings via email, flyer or telephone call within a 10-day window. Hard copies of the plan are made available in the main office and are translated into Spanish, Portuguese and Haitian Creole for families that speak a second language.

When requesting feedback from parents regarding the SIP, the school sends home flyers encouraging parents to attend SAC meetings in addition to parent Links. Parents who cannot attend can submit their feedback through email, telephone call, or unperson conference with any member of the administrative team. The teachers also assist with parent email blasts, notifications through digital apps, and phone calls encouraging families to share feedback at the SAC meetings and other school events.

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)).

Somerset Academy Key Middle School will engage parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of programs this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school's program is exempt from statutory or regulatory provisions, the school may use that process, if such process includes an adequate representation of parents of participating children [Sections1116(c)(3), 114(b)(2), and 1116(a)(2)(B)].

Somerset Key will coordinate and integrate parental involvement activities through the School Advisory Council where parents and families can gain insight and information on various Title I activities happening at the school and throughout the county. Parents and families will also be encouraged to provide input as to how Title I funding is used in the implementation of Title I Parent and Family Engagement Activities. Parents will also complete an annual evaluation of the Title I Parent and Family Engagement Program at the school.

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)).

Somerset Key will adjust the delivery of push-in and pull-out services for SWD and ELL students. In addition to the small groups within the classrooms, the ESE teachers and content area interventionists will work with small groups of students to support specific areas in both math and reading.

This additional time with specific grade-level benchmarks and skills will allow students to receive customized support toward provide in mastering the fundamentals necessary for on-grade level work. Somerset Academy Key will have 95% improvement in attendance, behavior encouragement, and sense of belonging. The implementation of PBIS emphasizes the importance of involving families in promoting good behavior and attendance. By focusing on positive behavior, PBIS reduces the use of exclusionary discipline practices, such as suspensions, which can contribute to absenteeism and low academic performance.

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)).

Title I Part A funds will be used within our school to provide parent programs, additional classroom support through interventions as well as student incentives. Services will be coordinated through the administrative team with the support of classroom teachers.

Title I part C funds will be used within our school to provide parent and student support for families in transition from non-US countries to become established within the community. Additional classroom support through bilingual resources and forms provided in their home language will be available for both parents and students.

Title I Part D funds will be used within our school to provide parent and student resources for counseling and mental health referrals to attempt to resolve non-attendance issues and family conflicts. Free and Reduced Meal programs and enrollment, as well as uniforms and school supplies, will be included in this support program.

Title III ESOL funds will be used with our school to provide parent and student support for families in transition from non-US countries to become established within the community. Additional classroom support through bilingual resources and forms provided in the home language are available for both parents and students.

Title X Homeless funds will be used with our school to provide parent and student resources for counseling and mental health referrals to attempt to resolve non-attendance issues as well as family conflicts. Free and Reduced Meal programs and enrollment, uniforms, and school supplies will be included in this support area. Families may be referred to the HEART program within Broward County.

Supplemental Academic Instruction funds will be used within our school to provide student support within classrooms through intervention programs. Interventions will be provided in both mathematics and reading classrooms based on student needs to attain proficiency. Services will be provided through interventionists within the classrooms. Violence Prevention funds will be used with our school to provide parent and student resources for counseling and mental health referrals to attempt to resolve student and family issues and conflicts. Awareness assemblies will be presented school-wide bi-quarterly.

Title I Part D funds will be used within our school to provide parent and student resources for counseling and mental health referrals to attempt to resolve no-attendance issues and family conflicts. Free and Reduced Meals and the School Lunch Application for enrollment are part of Somerset Academy Key's Nutrition Program.

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)).

The school counselor at Somerset Academy Key works with staff and the community to provide support for students, ensuring they are safe and healthy and promoting life skills such as education, character development, social skills, making friends, alternatives to peer pressure, and managing stress.

The school counselor leads the Peer Counseling course which provides high school students to act as mentors to middle school students who are struggling and in need of peer support. This course allows
high school students to:
• demonstrate knowledge of the functions and responsibilities of peer facilitators
• demonstrate awareness of varied behavioral responses to situational, environmental, and chemical
• elements; and the impact of subsequent decision-making on self and others.
• demonstrate knowledge of basic human needs (e.g., food, clothing, shelter, recognition, development,
• security, identity) and how they can be met while developing group cohesion.
• demonstrate the use of basic facilitative communication skills (e.g., listening, questioning, feedback,
• paraphrasing, nonverbal communication, nonjudgmental response).
• identify own feelings and needs and positively communicate them.
• demonstrate awareness of leadership styles (e.g., authoritarian, democratic, permissive).
• demonstrate awareness of methods for dealing with conflict (e.g., communication, assertion, avoidance, aggression) and steps to resolution (i.e., set rules, gather perspectives, identify needs and goals, create and evaluate options, and generate agreement)
• make inferences and justify conclusions from sample surveys, experiments, and observational studies.

In addition, the school counselor holds quarterly workshops by grade level to ensure that all middle school students are on track for high school promotion and to ensure that students understand what their expectations are to be promoted to grade 9.

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 counselor at Somerset Academy Key utilizes resources such as guest speakers in the areas of career development and post-secondary learning to provide students with hands-on lessons and strategies to help students understand the relationship between personal qualities, education and training, and the world of work.

Through individual meetings with the students in grades 9-12, the school counselor reviews and advises what level of progress the student is at towards graduation. Based on their progress and interests, she can advise and provide resources on career awareness and exploration, goal setting, high school graduation facts, scholarship opportunities, and the use of future-planning tools.

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)).

Somerset Academy Key uses the MTSS, Response to Instruction and Intervention (RtI), and Positive Behavioral Interventions and Supports (PBIS) frameworks to align support for students who need additional supports within their academic day to systematically address their needs.

MTSS encompasses all the academic, behavioral, and social-emotional demands of learning. The MTSS team meets monthly to review students who are performing below grade level with interventions to determine if they need additional support. By collaborating in best efforts to support all learners and ensure equitable access to a robust, high-quality education. MTSS provides the structure for the school to prioritize the academic and behavioral needs of all students, including our Students with Disabilities (SWDs), students with advanced learning needs, and English Language Learners (ELL).

Following the identification of instructional or behavioral needs, the school proposes increased levels of instructional intensity and time. The MTSS team applies and implements through teachers and interventionists, the integration of a student support framework into one coherent system. This includes high-quality, standards-based instruction and intervention that is matched to students' academic, behavioral, and social needs to maximize the impact on student outcomes.

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)).

Somerset Academy Key participates in Title II Professional Development Plans annually through the Doral Leadership Institute supported through Academia networks. This provides all teachers, administrators, and support staff the opportunities to earn professional development points towards certification.

In addition, the teachers can register in PD courses at Doral Leadership Institute or Doral College to earn their endorsements in Reading, ESOL, and Gifted.

Somerset Academy Key provides additional on-site opportunities for Professional Learning to support teachers in their content areas. Through the guidance of the literacy and mathematics coaches, teachers work with the instructional coaches on best practices on strategies for remediation. The instructional coaches deliver monthly professional development in the areas of data, student accountability, differentiated instruction, classroom management, and school/home relationship building.

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)).

Non-applicable, Somerset Academy Key serves grades 6-8 and does not have a Head Start component on the campus.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The process for reviewing math and reading intervention resources typically involves several key steps to ensure that the resources are effective, evidence-based, and aligned with educational standards. Materials are regularly monitored for student progress and the effectiveness of the resources. And adjustments are made as needed based on ongoing data and feedback.

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).

Addressing reading and math deficiencies in students requires a combination of targeted resources, effective strategies, and support systems. Diagnostic assessments such as NWEA, IXL, iReady and PM1 identify specific areas of weakness in reading and math (ie phonemic awareness, reading fluency, number sense, or problem-solving skills). Progress Monitoring assessments track student progress and adjust instruction as needed. The addition of educational software like Read 180 coupled with small group and explicit instruction addresses specific learning gaps.

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

Broward County Public Schools

SOMERSET ACADEMY POMPANO (K-5)



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 6

D. Early Warning Systems 7

II. Needs Assessment/Data Review 10

A. ESSA School, District, State Comparison 11

B. ESSA School-Level Data Review 12

C. ESSA Subgroup Data Review 13

D. Accountability Components by Subgroup 14

E. Grade Level Data Review 17

III. Planning for Improvement 18

IV. Positive Learning Environment 30

V. Title I Requirements (optional) 33

VI. ATSI, TSI and CSI Resource Review 38

VII. Budget to Support Areas of Focus 40

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

It is the mission of Somerset Pompano to recognize the uniqueness of each child and the importance of developing the whole child. We will implement a program which addresses high expectations, provides academically stimulating and challenging instructional programs, and a positive learning environment for all students. As a school community, we will support our students by providing a safe, secure, and stimulating environment that enables them to value diversity, solve problems, and experience success in all facets of their development.

Provide the school's vision statement

The vision of Somerset Pompano is to strive to prepare students for the twenty-first century by delivering the curriculum in an innovative and creative manner. We will educate the whole child so that he/she develops mentally, physically, emotionally, and socially to become productive global citizens.

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

Anthony Marucci

amarucci@somersetpompano.com

Position Title

Principal

Job Duties and Responsibilities

To ensure the school remains safe, and to provide an excellent learning environment for the

students. It is the job of the principal to supervise the instruction and the development of curriculum, as well as analyzing and implementing strategies and programs based on data.

Leadership Team Member #2

Employee's Name
Karen Lopez

klopez@somersetpompano.com

Position Title
Assistant Principal

Job Duties and Responsibilities

To support teachers, support staff, parents and students to ensure a positive and productive school environment. To observe, gather and analyze data to meet with teachers to implement teaching startegies and successful lessons to gain positive outcomes.

Leadership Team Member #3

Employee's Name
Margaret Corbett

mcorbett@somersetpines.com

Position Title
Math Coach

Job Duties and Responsibilities

To model lessons in the classroom, co teach and support the math teachers. To monitor interventions and work with the math interventionists to make sure that the pull outs/ push ins are meeting our focus needs.

Leadership Team Member #4

Employee's Name
Shucrea Cameron

scameron@somersetpompano.com

Position Title
Literacy Coach

Job Duties and Responsibilities

The duties and responsibilities of the Literacy Coach is to model lessons in the classroom, co teach

with the and support the ELA teachers. The Litercay Coach will monitor interventions and work with the reading interventionists to make sure that the pull outs/push ins are meeting are focus needs.

Leadership Team Member #5

Employee's Name
Jessica Banks

jbanks@somersetpines.com

Position Title
ESE Specialist

Job Duties and Responsibilities

To maintain all of our SWD records, implement the IEPs of our students, and work closely with the classroom teachers to meet the needs of our students in the ESE 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.

The school leadership team met to discuss the SIP and the focus on our ESE program and SWD students. The team analyzed the 2024-2025 data to pinpoint the areas of need. The team discussed barriers, was to overcome these barriers and ways to improve the support and instruction given to our SWD students.

3. SIP Monitoring

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

Once the SIP is approved, each quarter the leadership team will review the goals and strategies that were put into place. Using data from our SWD students, if we are seeing progress then we will

continue the course that was created. If we are not seeing progress, we will revise the plan and implement new strategies. At that point a conversation will be had to discuss the barriers that we are facing and how to overcome those barriers so that our SWD students will find success.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**94.7%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: B** **2022-23: D** **2021-22: B** **2020-21: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	19	24	25	34	23	19				144
Absent 10% or more school days	1	6	5	6	2	10				30
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	7	9	9	10	5	4				44
Level 1 on statewide Math assessment	5	9	5	5	5	6				35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	1	0	9	0	0				11
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0				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	1	4	2	3	0	3				13

Current Year 2025-26

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

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

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				1						1
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	1	3	5	12		4				25
Level 1 on statewide Math assessment		2	6	8		4				20
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										0

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	1	1	2	3		1				8
Students retained two or more times				2		2				4

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	53	64	59	53	61	57	39	56	53
Grade 3 ELA Achievement	56	63	59	56	60	58	25	56	53
ELA Learning Gains	49	65	60	55	64	60			
ELA Lowest 25th Percentile	30	60	56	50	60	57			
Math Achievement*	57	70	64	47	66	62	37	62	59
Math Learning Gains	39	68	63	74	66	62			
Math Lowest 25th Percentile	40	55	51		55	52			
Science Achievement	28	60	58	55	56	57	17	48	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	83	63	63	50	59	61	30	59	59

*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)	ATSI
OVERALL FPPI – All Students	48%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	435
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
48%	55%	35%	54%	39%		39%

* 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	40%	Yes	3	
English Language Learners	46%	No		
Black/African American Students	73%	No		
Hispanic Students	45%	No		
Economically Disadvantaged Students	50%	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	53%	56%	49%	30%	57%	39%	40%	28%					83%
Students With Disabilities	30%				50%								
English Language Learners	42%	44%	42%		50%	33%		25%					83%
Black/African American Students	77%				69%								
Hispanic Students	45%	41%	45%	30%	53%	36%		25%					83%
Economically Disadvantaged Students	52%	55%	49%	30%	58%	41%		29%					83%

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	53%	56%	55%	50%	47%	74%		55%					50%
Students With Disabilities	40%				20%								
English Language Learners	33%		60%		33%	68%		27%					50%
Black/African American Students	50%				60%								
Hispanic Students	50%	47%	68%		48%	76%		43%					48%
Economically Disadvantaged Students	53%	50%	56%		53%	76%		52%					48%

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	39%	25%			37%			17%					30%
Students With Disabilities	27%				9%								
English Language Learners	28%	27%			28%			11%					56%
Hispanic Students	33%	20%			33%			5%					55%
Economically Disadvantaged Students	40%	25%			38%			17%					58%

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	3	53%	61%	-8%	57%	-4%
ELA	4	43%	62%	-19%	56%	-13%
ELA	5	53%	62%	-9%	56%	-3%
Math	3	74%	68%	6%	63%	11%
Math	4	39%	69%	-30%	62%	-23%
Math	5	32%	63%	-31%	57%	-25%
Science	5	26%	57%	-31%	55%	-29%

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?

When analyzing the data corelated to the SWD Federal index, our largest improvement was in math. We have consistently made progress in math with our SWD subgroup for the past 3 years. This can be attributed to consistent classroom interventions and small group instruction, additional instruction and small group pull out by our ESE teacher who focused on the IEP goals and also pushed into classrooms to support students with classroom curriculum. Our math coach was consistent in supporting the teachers with effective strategies to use in class and implemented ways to scaffold to reach the needs of struggling learners. Our math coach was able to model lessons, support teachers with implementing effective centers and how to use data to change instruction and groupings.

3rd-5th Grade 3 year SWD Math Data trend:
2022-2023 9%
2023-2024 20%
2024-2025 50%

In addition to the yearly improvement in the area of math, the overall(ELA & Math combined) SWD index has significantly improved each year.

3rd-5th Grade 3year trend overall SWD Federal index:
2022-2023 18%
2023-2024 30%
2024-2025 40%

In addition to the improvement in the area of math, the overall (ELA & Math combined) SWD index has significantly improved each year. We attribute this to a few factors which include:

Tailored instruction: The SWD IEPs are followed and provide customized goals and support services that target specific areas of need.
Progress monitoring: We have frequent assessments that help adjust instruction as needed to ensure continued growth.

Co-teaching models: General and special education teachers collaborate to deliver instruction in inclusive classrooms. The math and literacy coach also model lessons and how to run effective small groups and centers.
High expectations: Our staff hold SWD to rigorous academic standards alongside their peers.
Explicit instruction: The teachers use direct instruction and scaffolding to help students understand complex concepts.
Tools and devices: Text-to-speech software, audiobooks, graphic organizers, and speech-to-text programs are used as accommodations to assist in overcoming learning barriers.
Training in special education practices: Teachers receive ongoing training in differentiation, behavior management, and accommodations.
Collaboration and coaching: Peer support and instructional coaching are included and monitored in classroom practices.
Home-school partnerships: We have active collaboration between families and school that provide consistent support and advocacy.
Each of these best practices works together to create an environment where SWD can thrive academically and socially.

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 when analyzing the SWD data was in the area of ELA. The 3-year trend shows an increase of proficiency from the 2022-2023 to 2023-2024 school year but a decrease from 2023-2024 to our current school year data.

3rd-5th Grade 3 Year SWD ELA Data trend:

2022-2023 27%
2023-2024 40%
2024-2025 30%

Several factors may have contributed to the declining reading proficiency among SWD. These factors often involve a mix of instructional, systemic, cognitive, and socio-emotional challenges. Below are the key contributors:

Chronic absences: Attendance issues were an ongoing struggle with students. This included chronic

absence and coming to school late.

Curriculum watering down: Students with disabilities often were given less challenging texts or tasks, limiting their growth.

Reduced reading practice: When the expectations were set low, students did not read as often or as broadly.

Limited vocabulary development: Some of our students with speech/language impairments and are also English learners struggle with comprehension, vocabulary and decoding.

Lack of reading support at home: Many of our SWD had limited access to books, internet, and adult help at home.

In addition to the above mentioned, Vocabulary, Comprehension, and Informational Text were the lowest-performing components in grdaes K-5 on iready reading PM3. These areas require greater instructional focus through direct teaching, integration across subjects, and ongoing formative assessment to close gaps.

·* Vocabulary (VOC): A large portion of students are placed one or more grade levels below, with significant red and dark red bars indicating students two or more grade levels behind.

- Comprehension (COMP) and Informational Text (INFO) also show substantial red areas, suggesting struggles in understanding and analyzing grade-level texts.

- These three domains show less green (on or above grade level) compared to foundational skills like Phonics or High-Frequency Words.

Analyzing the Kindergarten-2nd Grade 2024-2025 PM3 FAST(STAR) data, the data showd specifically 2nd grade being the lowest performing grade.

ELA Proficiency

Kindergarten- 10/19 students- 53%

1st grade- 10/24 students - 42%

2nd grade- 4/25 students – 16%

Within the 2nd grade classroom of 25 students, 5 of those students are SWD. Each of the 5 students did not meet proficiency in either ELA or Math.

We have recognized that our K-2 students are not entering 3rd-5th grade with strong foundational skills in reading. In addition to the above mentioned barriers, we feel we need to increase the rigor in K-2 as well as focus on effective small group instruction and meaningful centers.

Greatest Decline

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

When analyzing the SWD data, the data component that showed the greatest decline was in the area of ELA. The SWD students declined from 40% proficient in 2023-2024 to 30% proficient in 2024-2025.

Several factors may have contributed to the declining reading proficiency among SWD. These factors often involve a mix of instructional, systemic, cognitive, and socio-emotional challenges. Below are the key contributors:

Chronic absences: Attendance issues were an ongoing struggle with students. This included chronic absence and coming to school late.

Curriculum watering down: Students with disabilities often were given less challenging texts or tasks, limiting their growth.

Reduced reading practice: When the expectations were set low, students did not read as often or as broadly.

Limited vocabulary development: Some of our students with speech/language impairments and are also English learners struggle with comprehension, vocabulary and decoding.

Lack of reading support at home: Many of our SWD had limited access to books, internet, and adult help at home.

Based on progress monitoring data for the 2024–2025 school year,(iready) the lowest performing

grade level is third grade, with the lowest performing class being Dr.Copeland's class (Reading)

Classroom Demographics:

- Students with Disabilities: 4
- English Language Learners (ELLs): 2
- Black/African American: 3
- White: 0
- Multiracial: 12
- Asian: 0
- Native American: 0

The data indicates the needs for proactive intervention to prevent further regression such as targeted intervention, differentiated instruction and culturally responsive teaching.

Greatest Gap

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

The data component that has the greatest gap when compared to the state average was in the area of math learning gains. 39% of 3rd-5th grade students made learning gains in math compared to the state of average of 63%.

Students may not have made sufficient learning gains in math for a variety of reasons. Below are some common factors that contribute to the limited progress:

Gaps in Foundational Skills: Many students had not mastered foundational skills, therefore they struggle with more advanced content.

Instructional Quality: Some teachers struggled to differentiate for the varying ability levels causing struggling students to fall behind.

Attendance and Engagement Issues: Chronic absences and tardies were an ongoing concern during the 2024-2025 school year. This contributed to a lack of focus in class, and disengagement.

Family Engagement: Many families do not have the support or resources to assist their children with academics at home. Language barriers are also a cause for difficulty assisting with academics at home.

EWS Areas of Concern

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

Two areas of concern based on the Early Warning Signs is the amount of students scoring a Level 1 on the FAST ELA test and a Level 1 on the FAST Math tests. During the 2024-2025 school year 44 students scored a Level 1 on FAST ELA and 35 students scored a level 1 on the FAST math.

Highest Priorities

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

The highest priority for school improvement for the 2025-2026 school year is for our SWD subgroup to increase proficiency by 5% in both ELA and math.

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Focus #1 ESSA Subgroup SWD Math

Although we have seen an increase in proficiency over the 3-year data trend, we feel we need to continue to focus on the SWD subgroup in the area of math to ensure our trend continues in the upward path.

The data shows proficiency increase over the 3 year period as shown below:

2022-2023- 9%
2023-2024- 20%
2024-2025- 50%

We have identified a variety of interventions and best practices that have been a factor in the increase in yearly proficiency.
 Number talks, using manipulatives, and data driven instruction are all effective teaching strategies that have been proven to increase math proficiency. EnVison by Savvas and iReady are a researched based curriculums that have been approved by the state of Florida. iReady is an online curriculum that tailors instruction to meet the diverse needs of the students. iReady is approved through the state of Florida as a support curriculum with instruction in all strands of mathematics. When used with fidelity, iReady has proven to help students make gains. The Teacher Toolbox and Standards Mastery are tools designed to help the teachers differentiate and meet the needs of the students in the class.

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.

.By the end of the 2025-2026 school year(May 2026), the percentage of Students with Disabilities

(SWD) meeting proficiency/scoring a minimum of Level 3 on PM3 Math FAST assessment will improve from 50 to 55%.

Monitoring

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

Student data will be monitored to ensure progress, starting with FAST PM1, which identifies students' baseline data. PM2 provides information about academic growth from the beginning-of-the-year and allows for target support to be provided. Envision-Math-Topic-assessments administered at the end-of-each-topic allow for monitoring based on standards with a focus on areas of concern to address with reteaching. iReadyStandardsMastery is administered regularly to monitor/guide instructional needs. iReadyDiagnostic is administered 3times a year, and monitoring checks administered to TIER 2/3 students, allowing for data points to be aligned and progress monitored and supported. FAST PM3 will be administered at the end-of-the-school-year to determine mastery of grade-level content. General education/ESE teachers work collaboratively to regularly schedule (at least quarterly) data checks/discussions. The use of weekly-online-educational-support,task analysis,portfolio building,formal/informal assessments,and teacher-differentiated instruction based on PM1/PM2/ weekly, monthly, and quarterly data to allow multiple means of representation, expression, and

Person responsible for monitoring outcome

Anthony Marucci, Karen Lopez & Margaret Corbett

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:

All students receive balanced math instruction via a 90-minute math block. Instructional strategies provided by the classroom teacher include: Number talks direct instruction, small group guided lessons, and hands on practice. Teachers utilize Marzano strategies as well as other low-risk high yield strategies such as note-taking and collaborative group work to move students towards mastery of BEST standards. EnVision is utilized during the whole group portion of the 90-minute math block as well as for reteaching lessons. Strategies such as how to use manipulatives and number talks are utilized to increase number sense. Additionally, teachers would utilize the resources in the iReady toolkit as well as Standards mastery for Benchmarking. Within Standards Mastery, the teachers have an additional benchmark that can be used after reteaching to show mastery.

Rationale:

Number talks, using manipulatives, and data driven instruction are all effective teaching strategies that have been proven to increase math proficiency. EnVison by Savvas and iReady are a researched based curriculums that have been approved by the state of Florida. iReady is an online curriculum that tailors instruction to meet the diverse needs of the students. iReady is approved through the state of Florida as a support curriculum with instruction in all strands of mathematics. When used with

fidelity, iReady has proven to help students make gains. The Teacher Toolkit and Standards Mastery are tools designed to help the teachers differentiate and meet the needs of the students in the class

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
SWD Math Instruction & data analysis

Person Monitoring: **By When/Frequency:**
Anthony Marucci, Karen Lopez & Margaret Corbettweekly/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school leadership team as well as the grade level teams will review performance data of all students systematically to identify interventions needed to improve student performance. Once a month, during their planning, 3rd/4th/5th grade math teachers will be provided with support from the math coach to design lessons targeting strategies to help with student mastery on numbers, operations and fractions. As well as how to teach conceptual understanding of the standards. During the math block, the teacher will meet with small groups and individual students to provide systematic and explicit instruction in identified skill areas. The teacher plans for the diverse needs of each learner and matches instruction to meet their needs.

Action Step #2
Math Coach & Intervention Support

Person Monitoring: **By When/Frequency:**
Anthony Marucci, Karen Lopez, Margaret Corbett ongoing/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The math coach and interventionists play critical, complementary roles in supporting teachers to improve student learning outcomes in math. Math Coach Support for Teachers: 1. Instructional Support: o Co-plan lessons with teachers to ensure alignment with standards and best practices. o Model effective math instruction during classroom lessons. o Provide feedback through classroom observations and coaching cycles. o Introduce and support implementation of new instructional strategies and resources. 2. Professional Development: o Facilitate ongoing, professional learning. o Lead data meetings/ PLCs to analyze student work and assessments. o Offer training on new curricula, assessments, and instructional tools. 3. Curriculum and Assessment Guidance: o Help teachers unpack standards and map curriculum. o Assist in developing common formative assessments. o Guide teachers in interpreting assessment data to inform instruction. 4. Support for Differentiation: o Help teachers plan for diverse learners, including ELLs and students with IEPs. o Recommend scaffolds and enrichment activities tailored to student needs. Math Interventionist Support for Teachers: 1. Targeted Student Support: o Work directly with small groups or individual students who are below grade level. o Share intervention strategies and progress monitoring data with classroom teachers. 2. Collaboration and Communication: o Collaborate with teachers to identify students in need of intervention through data analysis. o Coordinate with teachers to align

intervention plans with classroom instruction. 3. Data-Driven Decision Making: o Provide insights from diagnostic and progress monitoring tools. o Help track and evaluate student growth in foundational skills. The administration team will monitor these actions with weekly math coach meetings to get updates on implementation and areas where needs may need to be addressed or tweaked. Administration will also complete weekly classroom walkthroughs that include time where interventionists and/or the math coach are in the room providing support.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Focus #2 ESSA Subgroups SWD ELA

From the 2024-2025 FAST ELA data, our 3rd-5th SWD subgroup had 30% proficiency, although progress was made from the 2023-2024 school year, our SWD subgroup is not meeting the Federal Index of 41% or above. Although teachers were tracking SWD Subgroup progress through assessments and portfolios, reteach was not consistent and data chats were not held as frequently with our SWD subgroup. Classroom teachers were not taking on accountability for our SWD subgroups and expecting that our ESE teachers would handle the majority of our reteach with our SWD subgroup. Consequently, appropriate content-based interventions were not implemented in the classroom to work towards mastery of the areas the students were deficient in

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.

By the end of the 2025-2026 school year (May 2026), the percentage of Students with Disabilities (SWD) meeting proficiency/scoring a minimum of Level 3 on PM3 ELA FAST assessment will improve from 30% to 35%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Student data will be monitored starting with FAST PM1 data as the baseline data. PM2 willl provide information about academic growth from the beginning-of-the-year and allows for target support to be

provided. Benchmark Advance Unit Assessments(monthly), provide a spiraled-standards review and allow for progress monitoring based on standards with a focus on areas of concern to address with reteaching. iReady Diagnostic is administered three times a year, and monitoring checks are administered periodically to TIER 2/3 students. FAST PM3 ELA is administered at the end-of-the school year to determine mastery of grade-level content. General education and ESE teachers work collaboratively to schedule (at least quarterly) data checks and discussions across school teams to identify ongoing areas of need. The use of weekly online educational support, task analysis, portfolio building, formal/informal assessments, and teacher-differentiated instruction based on PM1,PM2, weekly, monthly, and quarterly data to allow multiple means of representation, expression, and engagement and ianforce teacher-led small groups for instructional support and progress monitoring.

Person responsible for monitoring outcome
Anthony Marucci, Karen Lopez, Shucrea Cameron

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:
All students receive a balanced literacy instruction via a 90-minute ELA block. Instructional strategies provided by the classroom teacher include: small group guided lessons, differentiated centers and intervention group instruction. Benchmark Advanced will be utilized during the 90-minute ELA block as the core curriculum, as well as, Benchmark Intervetion and iReady to support instruction. iReady is used at least three times per week for a weekly total of 30 to 45 minutes. In addition our SWD subgroup works specifically on their IEP goals toward mastery with the ESE teacher using Read Naturally for comprehension skill goals and Magnetic Reading for Phonics skill goals.

Rationale:
The classroom teacher and ESE teacher can utilize the resources to differentiate instruction. These resources are available in both print and digital. Benchmark Advance was adopted for the 2021 2022 school year and is approved through the state of Florida. iReady is also a researched based online curriculum that tailors instruction to meet the diverse needs of the students. iReady is approved through the state of Florida as a support curriculum with instruction in phonics, vocabulary and comprehension. When used with fidelity, iReady has proven to help students make gains. The Teacher Toolbox and Standards Mastery are tools designed to help the teachers differentiate and meet the needs of the students in the class. The Ready workbooks are also used as a supplement for the afterschool tutoring program.

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
SWD ELA Instruction/Data Analysis

Person Monitoring: **By When/Frequency:**
Anthony Marucci, Karen Lopez, Shucrea Cameron weekly/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school leadership team as well as the grade level teams will review performance data of all students systematically to identify interventions needed to improve student performance. Once a month, during their planning, 3rd/4th/5th grade ELA teachers will be provided with support from the literacy coach to design lessons targeting strategies to help with student mastery in phonics, fluency and comprehension.. As well as how to teach conceptual understanding of the standards. During the ELA block, the teacher will meet with small groups and individual students to provide systematic and explicit instruction in identified skill areas. The teacher plans for the diverse needs of each learner and matches instruction to meet their needs. Administration will conduct weekly walk throughs, provide feednack and have discussions to assit with the needs of the teacher.

Action Step #2
Literacy Coach & Intervention Support

Person Monitoring: **By When/Frequency:**
Anthony Marucci, Karen Lopez, Shucrea Cameron weekly/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The literacy coach and interventionists play critical, complementary roles in supporting teachers to improve student learning outcomes in ELA. Literacy Coach Support for Teachers: 1. Instructional Support: o Co-plan lessons with teachers to ensure alignment with standards and best practices. o Model effective ELA instruction during classroom lessons. o Provide feedback through classroom observations and coaching cycles. o Introduce and support implementation of new instructional strategies and resources. 2. Professional Development: o Facilitate ongoing, professional learning. o Lead data meetings/ PLCs to analyze student work and assessments. o Offer training on new curricula, assessments, and instructional tools. 3. Curriculum and Assessment Guidance: o Help teachers unpack standards and map curriculum. o Assist in developing common formative assessments. o Guide teachers in interpreting assessment data to inform instruction. 4. Support for Differentiation: o Help teachers plan for diverse learners, including ELLs and students with IEPs. o Recommend scaffolds and enrichment activities tailored to student needs. ELA Interventionist Support for Teachers: 1. Targeted Student Support: o Work directly with small groups or individual students who are below grade level. o Share intervention strategies and progress monitoring data with classroom teachers. 2. Collaboration and Communication: o Collaborate with teachers to identify students in need of intervention through data analysis. o Coordinate with teachers to align intervention plans with classroom instruction. 3. Data-Driven Decision Making: o Provide insights from diagnostic and progress monitoring tools. o Help track and evaluate student growth in foundational skills. The administration team will monitor these actions with weekly litercay coach meetings to get updates on implementation and areas where needs may need to be addressed or tweaked. Administration will also complete weekly classroom walkthroughs that include time where interventionists and/or the literacy coach are in the room providing support.

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.

Attendance during the 2024-2025 school year showed 21% of students having attendance deficiencies. These students struggled with attendance but also being tardy or leaving school early, which has become a larger issue. The trend shows that our 5th grade had the highest attendance deficiencies.

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.

The attendance deficiency will decrease from 21% in 2024-2025 to at least 15% during the 2025-2026 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Once a student has been tardy or absent 3 times – the teacher contacts the family to see what the cause of the tardies or absences are and see if there is something the school can do to assist. If the student reaches 5 absences or tardies, a letter is sent home to the family both in English and their heritage language outlining the attendance policy and encouraging the parent/guardian to make sure their student arrives to school on time and every day. The next step is our School Counselor will set up a meeting or phone conference with the family to see if there are extenuating circumstances or if there are resources that can be put into place to give the family additional support. Concurrently, our School Counselor has incentive rewards for students who have weekly and monthly perfect attendance, as well as for students who have improved their attendance. In severe cases, we inform our Broward County Social Worker who will then make home visits to speak with families. She then stays on top of monitoring the attendance and continues to intervene if progress is not made.

Person responsible for monitoring outcome

Anthony Marucci & Karen Lopez

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Our School Counselor has incentive rewards for students who have weekly and monthly perfect attendance, as well as for students who have improved their attendance. We will also have a workshop for families to discuss and promote the importance of their children attending school on a regular basis.

Rationale:

Workshops for families will give informative information on the importance regular attendance. The workshops will give resources for families who are in need of transportation and ways to motivate their children.

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

Family Support

Person Monitoring:	**By When/Frequency:**
Anthony Marucci, Karen Lopez, Emily Perez	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

* Teachers will record attendance at the beginning of the school day (K-5). • Excused absences areupdated daily by the Attendance Clerk. • Review schoolwide attendance data with the Collaborative Problem-Solving Team and/or Response to intervention Team. • Monitor and review attendance data fromFOCUS • Appropriate staff will call or email parents to verify excused absences as needed. • Regularly share appropriate information regarding current data for student attendance at parent conferences • Regular attendees are at school more than 95% of school days. • For each student's absence, a robocall will be initiated to the parent of each absent student to include a voice message, text message, and email to notify the parent of a recorded absence and the expectation of the parent to report the reason for absence. • Include attendance information on student report cards to display the number of present, absent, and tardy days. • Promote awareness of the school breakfast program available (FREE) to all students. • Invite parents and community members to community meetings to help address the barriers preventing children from attending school. • Utilize “Attendance Success Plans” and “Attendance Contracts” for students with excessive absences (excused or unexcused). * Help families set attainable goals and establish successful home routines. • Recognize students who are improving their attendance. Short-term attainable goals can help establish successful routines for students struggling with additional external barriers. • Assign an “Attendance Buddy” to an individual student. An Attendance Buddy will check in with a student daily

to express care, appreciation, and support for the student. This role may be assigned to a trusted adult in the school or a reliable classmate who attends more than 95% of school days. • Parent Conferences with support staff will be scheduled to discuss attendance barriers that may be addressed through additional support or community partners.

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.

Dissemination of the SIP and SWP is done in multitude of ways. Each of the plans are discussed and reviewed at our parent meetings that are open to all stakeholders. During the meetings we review the previous year documents and ask for stakeholder input on changes and suggestions for improvements. During the meetings, to meet the needs of all stakeholders, we have translators in attendance to provide the information in the languages that are other than English. Once the SIP and SWP are finalized for the school year, we notify all stakeholders through email distribution, newsletters, and parent links of how to access the documents. Documents are accessible through our school website www.somersetpines.com as well as in a School Improvement binder that is kept in the school office. The documents are available to be translated for families whose first language is not English. During staff meetings, the plans are also reviewed with all staff to go over data, goals, parent involvement and professional development. The plans are also posted on the school webiste at www.somersetpompano.com.

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)).

Somerset Academy Pompano has many ways in which we build relationships with our stakeholders. The SIP and SWP incorporate involvement initiatives with families and community members that

bring all the stakeholders together to meet the goals and mission of our school. Prior to school starting, we host a kindergarten boot camp where we invite our incoming kindergarteners to come to get to know their school and meet their teachers. This ensures they have a positive transition into their new school. During the kindergarten boot camp, parent workshops are held that provide parents with policies and procedures, schedules, expectations, and ways to support their kindergartener at home with academics. Somerset Academy Pompano offers a variety of parent workshops for families during the school years. We hold parent orientation that includes workshops on Technology programs, Policies and Procedures, Title 1 information including parent involvement and our 21st Century Grant programs. All of these workshops are offered, form our language support team, in English, Spanish, Haitian Creole and Portuguese. Our language support team has made a positive impact on our school culture by providing resources to our non-English speaking families. The team are always available at meetings, workshops, and conferences to provide support to our families. The team also connects with families though phone calls, emails and in person conversations to support the families with all related school items. Twice per school year, we hold a conference night. This is to give flexible times to families to come meet with their child's teacher to discuss progress, goals and needs for improving. The teacher and parent set goals, go over work portfolios and discus what strengths and weaknesses the student is exhibiting at that time. Resources and support materials are provided and suggested to parents to work with students successfully at home. Families and stakeholders are invited to all school wide events to build positive community culture. These events include the Multicultural Festival, Book Report presentation days and activities that may be specific to their child's classroom.

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)).

Somerset Academy Pompano plans to strengthen the academic program by increasing the amount of small group instruction, differentiated centers and small group intervention in both ELA and Math. This small group approach allows for teachers to work with the SWD population on their specific IEP goals and identify what progress is being made and what remediation needs to be implemented. iReady will also have scheduled time daily during both ELA and Math that SWD student will work on their path that is designed to work on the skills they may be struggling in. The teacher will also assign lessons that provide more rigor for our SWD students so that they are also being exposed to grade level skills

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)).

Somerset Academy Pompano follows the National School lunch program guidelines. We adhere to all of the guidelines and ensure that monthly audits within the program are conducted to ensure we continue to stay incompliance. We promote nutrition through our Physical Education program and host events that focus on being healthy such as Jump Rope for Heart, Mile with Mom and Field Day. Violence prevention is implemented through our Anti-Bullying Policy. Our school counselor plans events for or students to learn about bullying and the ways to stop and prevent situation that could be considered bullying. We also have guest speakers come that provide our students with tools an resources on the topic of Bullying.

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)).

The school employs a school counselor and a Broward County social worker. These two resource personal support our students and families with mental health, hardships, academic and behavior issues/concerns. They are active in our community and find resources to support families for many different needs.

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)).

Not applicable

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)).

Somerset Academy Pompano follows the Broward County discipline matrix. Our staff is trained on this matrix in addition to training on how to manage behaviors in the classroom. Our administration team works closely with teachers who may be having behavior struggles in their classroom to incorporate behavior plans and best strategies and routines.

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)).

We provide training on evidence-based teaching practices aligned with state standards to improve instructional quality across all content areas. Trainings also include STEM, special education, ESOL, and curriculum to equip teachers with subject-specific pedagogy and interventions. We also incorporate ongoing training on how to interpret and use formative, interim, and summative assessment data to differentiate instruction and improve student outcomes.
Our PLCs (Professional Learning Communities) analyze student performance data, set learning goals, and design targeted interventions. Instructional coaching cycles, including classroom modeling, co-teaching, and feedback sessions are part of our teacher support sytem along with mentorship programs for new and struggling teachers to support instructional growth and professional efficacy.
Recruiting and retainig staff is one of our highest priorities. We offeri signing bonuses and tuition reimbursement. We provide opportunities for teachers to grow professionally through roles such as mentor teachers, instructional coaches, or department leads. Access to wellness programs, flexible scheduling, and support networks to reduce burnout are part of our support initiative along with regular acknowledgment of effective teaching and meaningful performance feedback to support professional growth.

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)).

Prior to school starting, we host a kindergarten camp where we invite our incoming kindergarteners to come to get to know their school and meet their teachers. This ensures they have a positive transition into their new school. During the kindergarten camp, parent workshops are held that provide parents with policies and procedures, schedules, expectations, and ways to support their kindergartener at home with academics.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Our school, along with our district follows a structured, collaborative process to ensure that resources—both physical and financial—are allocated effectively to meet the diverse needs of our students. The process involves multiple layers of review and stakeholder input, and it typically unfolds in the following stages:

1. **Needs Assessment:**
   We begin with a data-driven needs assessment, using student performance data (e.g., state assessments, benchmark testing, attendance, behavior, graduation rates), as well as feedback from teachers, families, and students. This helps identify specific gaps in academic achievement, social-emotional support, and access to programs.
2. **Site-Level Review:**
   Each school conducts a site-based review led by the School Leadership Team, including teachers, specialists, administrators, and sometimes parents. The team evaluates current resource use (e.g., instructional materials, intervention programs, staffing levels) against student outcomes.
3. **District-Level Collaboration:**
   Findings from the school-level reviews are shared at the district level through district meetings, , and cross-functional teams (e.g., curriculum, special education, ELL services). These discussions focus on alignment to district goals, equity in resource distribution, and compliance with funding guidelines (e.g., Title I, ESSER, state mandates).
4. **Resource Allocation Planning:**
   Based on identified needs and school priorities, we revise our budget, staffing plans, and program investments. This may include increasing support staff, expanding tutoring programs, upgrading technology, or enhancing professional development.
5. **Monitoring and Adjustment:**
   After implementation, we monitor outcomes through progress monitoring systems and ongoing data review. Adjustments are made as needed, and this continuous improvement cycle ensures that resources remain aligned with student needs.
6. **Transparency and Community Engagement:**
   The school maintains transparency by sharing resource allocation decisions with the community through board meetings, parent meetings, and staff meetings. Input is encouraged

to ensure alignment with community expectations and student well-being.

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).

To increase our proficiency in the SWD subgroup, we will utilize all our available resources. These resources include our ESE teacher, school counselor, social worker and administration team. As a team, we will support our teachers, ensuring they have the means to support and foster the learning in all of our students with a focus to increase the proficiency of our SWD subgroup.

Resource: Structured Literacy Curriculum

- **Rationale:**
  ELA data revealed that many K–3 students lacked foundational phonics and decoding skills. A review of instructional practices showed inconsistent implementation of evidence-based reading strategies. The selected curriculum aligns with the Science of Reading and provides explicit, systematic instruction in phonological awareness, phonics, vocabulary, and fluency.
- **Timeline:**
  - August 2025(Pre-Planning): Teacher training and resource distribution
  - August 2025: Full implementation in grades K–3
  - Winter/Spring 2026: Mid-year data review and fidelity checks
  -

Resource: Professional Development in Differentiated Instruction and Data Analysis

- **Rationale:**
  A teacher needs survey (Spring 2025) indicated that staff desire more training in using data to inform instruction and in differentiating for diverse learners, particularly ELL's and SWD. PD will focus on scaffolding strategies, and data-driven lesson planning.
- **Timeline:**
  - August 2025(Pre-Planning): PD
  - September 2025–April 2026: Monthly PLCs focused on student work analysis and data use
  - May 2026: End-of-year reflection and next-step planning

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

Broward County Public Schools

SOMERSET ACADEMY RIVERSIDE CHARTER MIDDLE SCH



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 6

D. Early Warning Systems 7

II. Needs Assessment/Data Review 10

A. ESSA School, District, State Comparison 11

B. ESSA School-Level Data Review 12

C. ESSA Subgroup Data Review 13

D. Accountability Components by Subgroup 14

E. Grade Level Data Review 17

III. Planning for Improvement 18

IV. Positive Learning Environment 27

V. Title I Requirements (optional) 32

VI. ATSI, TSI and CSI Resource Review 35

VII. Budget to Support Areas of Focus 37

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 Somerset Academy Riverside Charter is to provide an individualized, academically rigorous, and engaging curriculum focusing on the ever-changing needs of our learners. Our educational process encompasses the partnership among the school, family, and community, in order to develop a life-long love of learning. We strive to develop students who are self-assured, well-rounded, and prepared for future success.

Provide the school's vision statement

The vision of Somerset Academy Riverside Charter is to continue to be recognized and respected as a top ranked learning community that graduates productive and caring citizens who are prepared to succeed in a global society.

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

Sonia Andreu

sandreu@somersetriverside.com

Position Title

Principal

Job Duties and Responsibilities

Oversee the functionalities of Somerset Academy Riverside and ensure the implementation and

review of the action plans as per the School Improvement Plan

Leadership Team Member #2

Employee's Name
Carlos Bracero

cbracero@somersetriverside.com

Position Title
Assistant Principal

Job Duties and Responsibilities

Oversee the functionalities of Somerset Academy Riverside and ensure the implementation and review of the action plans as per the School Improvement Plan

Leadership Team Member #3

Employee's Name
Elise Alonso

ealonso@somersetriverside.com

Position Title
Middle School Curriculum Coach

Job Duties and Responsibilities

A middle school curriculum coach supports teachers by guiding instructional practices, aligning lesson plans with state standards, and analyzing student data to improve learning outcomes. They also provide professional development, model effective teaching strategies, and collaborate with staff to enhance curriculum implementation schoolwide.

Leadership Team Member #4

Employee's Name
Melissa Velazquez

melvelazquez@somersetriverside.com

Position Title
ESE Coordinator

Job Duties and Responsibilities

An ESE coordinator ensures that students with exceptionalities receive appropriate services by managing IEPs, collaborating with teachers, and monitoring compliance with state and federal guidelines. They also provide support and training to staff to implement effective instructional

strategies and accommodations.

Leadership Team Member #5

Employee's Name
Adrielle Smith

adriellesmith@somersetriverside.com

Position Title
ESOL Coordinator

Job Duties and Responsibilities

An ESOL coordinator supports English language learners by overseeing program compliance, assessing student language proficiency, and ensuring access to appropriate instructional services. They collaborate with teachers to implement strategies that promote language development and academic achievement across all content areas.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school will be having the first SAC meeting during the first quarter of the school year. During that time the members of the School Advisory Council will be voted in. All of the stakeholders will provide input during the development of the SIP.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be regularly monitored by all stakeholders which will include the principal, assistant principal, teacher, curriculum coach, and members of the SAC committee. The data will be reviewed

in quarterly meeting and the data driven instruction will be adjusted as needed. The SIP will be revised if proper progress is not achieved as the students will be closely monitored.

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	**62.9%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: C** **2022-23: C** **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							136	90	72	298
Absent 10% or more school days							20	22	18	60
One or more suspensions							4	0	0	4
Course failure in English Language Arts (ELA)							0	1	4	5
Course failure in Math							0	2	2	4
Level 1 on statewide ELA assessment							31	21	22	74
Level 1 on statewide Math assessment							48	17	42	107
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							18	8	17	43

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							6	7	0	13
Students retained two or more times							0	0	0	0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							26	20	10	56
One or more suspensions							8	6	6	20
Course failure in English Language Arts (ELA)							4	5		9
Course failure in Math							1	15	4	20
Level 1 on statewide ELA assessment							29	19	12	60
Level 1 on statewide Math assessment							19	16	15	50
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	[]	[]	[]	[]	[]	[]	[]	[]	[]	0

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	[]	[]	[]	[]	[]	[]	[]	[]	[]	0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	57	64	58	52	58	53	54	53	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	65	62	59	58	59	56			
ELA Lowest 25th Percentile	69	54	52	61	52	50			
Math Achievement*	59	67	63	48	61	60	44	56	56
Math Learning Gains	66	64	62	57	63	62			
Math Lowest 25th Percentile	68	58	57	56	58	60			
Science Achievement	44	60	54	49	54	51	50	50	49
Social Studies Achievement*	72	75	73	52	71	70	66	67	68
Graduation Rate									
Middle School Acceleration	79	82	77	73	76	74	70	70	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	69	53	53	73	50	49	52	42	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)	ATSI
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	648
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
65%	58%	57%	60%	42%		62%

* 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	37%	Yes	3	
English Language Learners	65%	No		
Black/African American Students	64%	No		
Hispanic Students	64%	No		
White Students	66%	No		
Economically Disadvantaged Students	65%	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	57%		65%	69%	59%	66%	68%	44%	72%	79%			69%
Students With Disabilities	27%		53%	50%	27%	52%	46%	15%	27%				
English Language Learners	55%		68%	64%	63%	70%	72%	52%	60%	75%			69%
Black/African American Students	51%		61%	77%	56%	70%	67%	39%	68%	87%			
Hispanic Students	61%		68%	63%	62%	65%	68%	47%	69%	72%			63%
White Students	58%		68%		56%	59%			91%				
Economically Disadvantaged Students	57%		66%	70%	60%	66%	68%	48%	71%	82%			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	52%		58%	61%	48%	57%	56%	49%	52%	73%			73%
Students With Disabilities	10%		37%	45%	24%	46%	45%	18%	33%				
English Language Learners	49%		62%	65%	57%	60%	65%	36%	62%	73%			73%
Black/African American Students	47%		55%	57%	40%	52%	46%	38%	43%	63%			
Hispanic Students	55%		61%	69%	55%	59%	67%	57%	56%	77%			77%
White Students	57%		50%		47%	57%	55%		69%				
Economically Disadvantaged Students	50%		59%	63%	42%	51%	50%	46%	53%	65%			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	54%				44%			50%	66%	70%			52%
Students With Disabilities	30%				9%				8%				
English Language Learners	45%				43%				67%				
Black/African American Students	45%				34%				57%				
Hispanic Students	61%				46%			56%	60%	50%			
White Students	56%				56%								
Economically Disadvantaged Students	51%				41%			40%	54%	60%			

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	57%	65%	-8%	60%	-3%
ELA	7	59%	60%	-1%	57%	2%
ELA	8	54%	59%	-5%	55%	-1%
Math	6	63%	63%	0%	60%	3%
Math	7	39%	59%	-20%	50%	-11%
Math	8	42%	47%	-5%	57%	-15%
Science	8	22%	45%	-23%	49%	-27%
Civics		71%	72%	-1%	71%	0%
Biology		95%	77%	18%	71%	24%
Algebra		77%	61%	16%	54%	23%
Geometry		91%	60%	31%	54%	37%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was Grade 8 Reading, according to the Florida Assessment of Student Thinking (FAST) PM3 data from May 2025. The 8th grade cohort at Somerset Academy Riverside achieved an average scale score of 241, surpassing both the state average of 237 and their own prior year's performance. This 4-point gain reflects not only overall growth in reading proficiency but also targeted success among several subgroups, including Students with Disabilities (SWD), who improved from 12% proficiency in Grade 7 to 16% proficiency in Grade 8.

Several intentional actions contributed to this improvement:

1. Structured Intervention Block: A dedicated daily block focused on small group instruction allowed teachers to target specific reading deficits, including decoding, fluency, and comprehension, particularly for SWD and struggling readers.
2. Cross-Curricular Vocabulary Integration : 8th grade teachers incorporated academic vocabulary and close reading strategies into science and social studies instruction. This reinforced comprehension skills across multiple subjects and increased reading stamina.
3. Professional Development & Data Cycles: Teachers participated in monthly PD focused on disaggregating progress monitoring data and using it to inform targeted instruction. Weekly collaborative planning and student data chats were implemented to support real-time adjustments to instruction and interventions.
4. Targeted Technology Support: Digital platforms such as IXL, ReadWorks, iReady were aligned to students' diagnostic levels. These platforms provided individualized practice and allowed SWD students to access scaffolded content with built-in supports.
5. Increased Student Accountability: Students set reading goals based on PM1 data and tracked their growth throughout the year using data folders. Teachers held regular one-on-one conferences to discuss progress and next steps.

The upward trend in 8th grade reading performance suggests that the alignment of data-driven practices, tiered intervention, and increased teacher capacity effectively addressed previously stagnant performance levels (particularly among high-needs students). These strategies will be expanded and refined for Grades 6 and 7 in the upcoming school year.

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 is Grade 6 Reading. According to the Florida Assessment of Student Thinking (FAST) PM3 data from May 2025, only 16% of 6th grade students at Somerset Academy Riverside scored at or above proficiency. This percentage is the lowest among all middle school grade levels and highlights a concerning lack of foundational reading skills and readiness for middle school literacy demands.

A significant contributing factor is the academic and social transition from elementary to middle school. While anecdotal teacher feedback and support team meetings frequently highlight this issue, we have not formally collected student perception or engagement data during this transition. As a result, a student needs assessment and transition survey will be developed to better understand these challenges and guide support strategies. Many students also entered 6th grade requiring Tier II or Tier III interventions, and a large proportion were classified as English Language Learners (ELLs) or Students with Disabilities (SWD).

When disaggregated, only 12% of SWD in Grade 6 met proficiency in Reading on the PM3 FAST, well below the already low general population performance. This indicates that SWD and ELL students are disproportionately impacted by both skill gaps and a lack of differentiated early intervention. Instructional gaps during the first semester, such as minimal time spent on foundational skills and inconsistent implementation of small group instruction, also contributed to the low performance. This trend of underperformance among 6th graders has persisted across multiple years, signaling a systemic need for structured support from the moment students enter middle school.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest performance decline was observed among 7th grade Students with Disabilities (SWD) in Reading. According to FAST data from 2024 to 2025, the proficiency rate for 7th grade SWD remained stagnant at 16%, despite a slight increase in the average scale score. This stagnation highlights a failure to convert marginal gains into meaningful achievement growth.
In addition, 7th grade SWD also underperformed in Mathematics, with only 16% scoring proficient on the FAST PM3. Even more concerning is that 18% of 8th grade students, including a notable portion of SWD, declined in performance from PM1 to PM3, showing a downward trajectory across the year.
Contributing factors include:

- Curriculum transitions (from GoMath to Savvas enVision) that disrupted instructional consistency and alignment.

- Limited teacher training on the new curriculum and digital tools, which impacted the ability to differentiate for SWD.
- Inadequate use of progress monitoring data to adjust instruction in real-time for struggling students.

Furthermore, SWD with chronic absenteeism were found to have an average scale score 22 points below peers with regular attendance, highlighting the impact of missed instructional time. Attendance for SWD in 7th grade fell below 90% for nearly 30% of the subgroup, signaling a key intervention area.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap compared to the state average is again Grade 6 Reading. Based on FAST PM3 (May 2025) results, Somerset Academy Riverside had 16% proficiency, compared to the state average of 19%, creating a 3-percentage-point gap—the largest across assessed grade levels.

When isolating SWD performance, only 12% of 6th grade SWD were proficient, compared to a state SWD average of 21%, creating a 9-point subgroup gap. This discrepancy underscores a deeper equity concern and an urgent need for strategic intervention.

Key contributing factors:

- Early academic disengagement and absenteeism: Among 6th grade SWD, 35% had 10+ absences, and this subgroup represented a disproportionate number of Tier III readers.
- Ineffective reading remediation structure: Pull-out sessions for SWD did not consistently align with core reading instruction, limiting reinforcement of grade-level standards.
- Limited scaffolding in general education classrooms, where most SWD were placed for ELA instruction, reduced access to appropriately leveled content and support.

The data shows that unless SWD and ELL students receive intensive, skill-based interventions early in the school year and coupled with family engagement and attendance supports, performance gaps will persist or widen.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on EWS indicators and FAST PM3 performance data, two critical areas of concern have emerged that directly affect student outcomes:

1. Transition Challenges for Incoming 6th Grade Students
   FAST PM3 data indicates that incoming 6th grade students—particularly Students with Disabilities (SWD) and English Language Learners (ELLs)—are entering middle school with lower foundational reading proficiency compared to their peers. While the overall 8th grade

cohort achieved notable growth on FAST PM3 (average scale score of 241, surpassing the state average of 237 and improving 4 points over the previous year), SWD subgroup data shows only a modest increase in proficiency—rising from 12% in Grade 7 to 16% in Grade 8. These trends suggest that reading gaps established during the critical transition into middle school persist over time and are more difficult to close in later grades.

Transitioning 6th grade students often struggle with executive functioning, academic independence, and adapting to the increased complexity of middle school content. To better understand and address these challenges, a formalized transition survey will be administered during the first quarter to all incoming 6th graders and their families. The survey will capture data on academic readiness, organizational skills, and social-emotional adjustment needs. Disaggregated results (SWD, ELL, general education) will inform targeted supports such as small group reading interventions, peer mentoring, and parent workshops on executive functioning strategies.

2.Chronic Absenteeism among Students with Disabilities (SWD)
EWS data revealed that 28% of SWD students missed 10 or more school days during the 2024–2025 school year. This chronic absenteeism correlates strongly with lower academic performance: students in this group scored an average of 15–20 points lower on FAST PM3 Reading and Math compared to peers with consistent attendance. Chronic absenteeism remains one of the most significant barriers to closing the achievement gap for this subgroup.
To address this, a tiered attendance intervention protocol will be implemented as part of the 2025–2026 action plan:

- Tier 1: Universal messaging on the importance of attendance, communicated through newsletters, assemblies, and parent engagement events.
- Tier 2: Parent conferences held once a student accumulates 5 absences, focused on problem-solving and connecting families to resources.
- Tier 3: MTSS team review, individualized attendance plans, and regular counselor check-ins for students with 10+ absences.

Implications for Decision-Making
The integration of EWS data with FAST PM3 results highlights that both transition readiness and attendance directly affect long-term student achievement. While the overall school demonstrated growth in Grade 8 Reading, persistent gaps among SWD and ELLs underscore the need for earlier intervention starting in Grade 6. By combining proactive data collection (transition surveys) with responsive supports (attendance protocols), school leaders can ensure that decisions are data-driven and equity-focused. Progress monitoring will include quarterly reviews of FAST interim assessments, EWS attendance indicators, and survey results to evaluate the effectiveness of interventions and

make adjustments throughout the year.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The highest priorities for school improvement at Somerset Academy Riverside for the upcoming school year, based on FAST PM3 data and student performance trends:

1. Increase Grade 6 Reading Proficiency
    - Implement an early literacy block focused on foundational reading skills (phonics, fluency, comprehension) for incoming 6th graders.
    - Launch a targeted summer bridge and transition program to support at-risk students before the school year begins.
2. Strengthen Tier II/Tier III and SWD Supports in Reading and Math
    - Provide explicit small-group instruction aligned with IEP goals and grade-level standards.
    - Use diagnostic and progress monitoring tools biweekly to adjust interventions based on individual needs.
3. Reduce Chronic Absenteeism Among SWD
    - Develop an MTSS-aligned attendance monitoring system with early intervention triggers.
    - Assign attendance mentors and initiate family outreach for students with 5+ absences in a quarter.
4. Enhance Data-Driven Instruction Across All Content Areas
    - Train teachers to use FAST, i-Ready, and formative assessments to identify gaps and reteach effectively.
    - Establish weekly PLC meetings with data review protocols to support instructional decision-making.
5. Improve Cross-Curricular Vocabulary and Comprehension Integration
    - Embed academic vocabulary strategies into science, social studies, and math instruction.
    - Provide content area teachers with professional development on literacy scaffolds for diverse learners.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the 2024-2025 school data for our ESE students at Somerset Academy Riverside Charter Middle School, Reading was the area that exhibited to be the lowest performing. More ESE students scored a level 1 on their Florida Assessment of Student Thinking (FAST) PM3 reading than they did on PM3 math. Only 39% of the middle school ESE population scored a two or higher on their PM3 portion of the reading Florida State Standards/FAST assessment. The instructional delivery of reading will follow a pacing guide to ensure all reading concepts are taught and mastered prior to the state assessment and virtual curriculum content will aid in the mastery of reading standards and concepts.

According to edudata.fldoe.org, our students with disabilities subgroup scored 53.7% as a level 1 in ELA compared to Broward county which only scored 40.7% level 1 in ELA. 36.6% of students with disabilities at Somerset Riverside scored a 2 on their ELA assessment and only 29.4% of Broward county scored a level 2. As a school, we are testing much lower than other students around Broward county in the Student With Disability subgroup. Scoring an achievement level on Florida's statewide assessments of a level 1 means students fall well below grade level and are likely to need substantial support for the next grade/course. Our level 2 students are below grade level and are likely to need substantial support for the next grade/course.

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.

By the end of the 2025–2026 school year, the percentage of Students with Disabilities (SWD) scoring at Level 3 or above on the FAST PM3 ELA assessment will increase from **16%** to **26%**, reflecting at least a **10 percentage point gain in proficiency**.

Monitoring & Instructional Strategies

- School leadership and instructional coaches will closely monitor the delivery of reading instruction to ensure alignment with the pacing guide and fidelity to core curriculum strategies.
- ESE students will participate in interactive, inclusive classroom environments designed to enhance engagement and deepen understanding of grade-level reading concepts.
- Teachers will administer progress monitoring assessments and standards mastery checks throughout the year to identify areas of mastery and target areas of weakness.
- Results from FAST PM1 and PM2, as well as internal diagnostics, will be reviewed in PLCs and MTSS meetings to adjust instructional supports.
- Virtual curriculum tools and targeted interventions will supplement classroom instruction to address skill gaps and accelerate learning.
-

Expected Impact

With consistent monitoring, targeted intervention, and structured opportunities for academic engagement, SWD proficiency in reading will increase by at least 10 percentage points, ensuring more students meet state proficiency expectations on FAST PM3 ELA by the end of the 2025–2026 school year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The desired outcome will be monitored by online assessments to better prepare ESE students for online state testing throughout the school year. All students, including ESE students, will be required to use their core curriculum, *HMH into literature and Read180*, to improve their educational background and achieve academic goals. Students will be assessed ongoing throughout the year with standard mastery checks through iReady, a supplemental resource that students on campus are familiarized with. The iReady platform has additional resources that will test the students twice per month on a given standard that they will be assessed to better prepare them at the end of the year during Florida State Standardized testing. This will also allow teachers to understand what standards need to be retaught and advance critical thinking skills. Students will also be assessed at the end of each unit taught in their core curriculum.

Person responsible for monitoring outcome

Sonia Andreu (charter5419@browardschools.com)

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 will provide the classroom teacher with pacing guides to allow for better monitoring of skills taught and assessed. By utilizing the pacing guides as a resource, the classroom teacher will be able to ensure differentiated instruction skills are taught prior to the state assessment, targeting all levels of proficiency within the core classroom. Teachers will also be given the opportunity to remediate and enrich when necessary to our ESE population needs. Somerset Academy Riverside Middle School 5419 will also implement virtual programs online including coach digital, iReady, Top Score, Read180, CODE, grammar practice books and the core curriculum HMH Into Literature.

Rationale:
Based on the opportunities of additional resources, the primary reason for selecting this strategy is to support our students in the following subcategories, trending the lowest subcategory in need of reaching the goals of achieving at or near standards. Based on the 2024-2025 PM3 data, out of the 13 ESE 6th Grade students, 8 scored below standard in reading across genres and vocabulary. Out of 19 ESE 7th grade students, 10 scored below standard in reading across genres and vocabulary. Out of 13 ESE 8th grade students, 9 scored below standard in reading informational text. Based on this identified evidence, this year we plan to adjust interventions based on our data. Using the data found to make rationalized decisions about enhancing or modifying push-in and pull-out intervention for our ESE department. The classroom teachers, instructional coach, ELL specialist, ESE specialist, lead administrator and principal will meet regularly with all stakeholders to ensure the needs of the student population are met. The teachers will have bi-weekly data meetings to review student progress and allow the current data to drive the instructional focus in each academic area to continue to meet the needs of our ESE population. The parents and community members will be invited to the School Advisory Council to provide insight and work with the school, and the students will have regular data chats with teachers to set their goals. The instructional coach, ELL specialist, ESE specialist and principal will meet regularly with all stakeholders to ensure the needs of the student population are met. Teachers will also have weekly scheduled meetings with the instructional coach to ensure that curriculum is being used with fidelity and pacing guides are aligned with lesson plans.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
To address any area of focus or implement improvements for our ESE students, the ESE department and core teaching will focus on explicit instruction and modeling. This allows a clear objective with step-by-step instructions to better aid ESE students understanding in the lacked subcategories based on their PM3 Florida state assessment 2024-2025 scores.

Rationale:
Based on the opportunities of additional resources, the primary reason for selecting this strategy is to support our students in the following subcategories, trending the lowest subcategory in need of reaching the goals of achieving at or near standards. Based on the 2024-2025 PM3 data, out of the 13 ESE 6th Grade students, 8 scored below standard in reading across genres and vocabulary. Out of 19 ESE 7th grade students, 10 scored below standard in reading across genres and vocabulary. Out of 13 ESE 8th grade students, 9 scored below standard in reading informational text. Based on this identified evidence, this year we plan to adjust interventions based on our data. Using the data found to make rationalized decisions about enhancing or modifying push-in and pull-out intervention

for our ESE department. The instructional coach, ELL specialist, ESE specialist and principal will meet regularly with all stakeholders to ensure the needs of the student population are met. Teachers will also have weekly scheduled meetings with the instructional coach to ensure that curriculum is being used with fidelity and pacing guides are aligned with lesson plans.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #3:
Another strategy that will be implemented to address this area of focus is continuing frequent progress monitoring and regularly assessing students' progress through informal and formal assessments. Ensuring that the ESE population is being identified with the areas of struggle. This will allow all team members on board to adjust and differentiate as needed to achieve academic growth with the ESE students on campus.

Rationale:
Based on the opportunities of additional resources, the primary reason for selecting this strategy is to support our students in the following subcategories, trending the lowest subcategory in need of reaching the goals of achieving at or near standards. Based on the 2024-2025 PM3 data, out of the 13 ESE 6th Grade students, 8 scored below standard in reading across genres and vocabulary. Out of 19 ESE 7th grade students, 10 scored below standard in reading across genres and vocabulary. Out of 13 ESE 8th grade students, 9 scored below standard in reading informational text. Based on this identified evidence, this year we plan to adjust interventions based on our data. Using the data found to make rationalized decisions about enhancing or modifying push-in and pull-out intervention for our ESE department. The instructional coach, ELL specialist, ESE specialist and principal will meet regularly with all stakeholders to ensure the needs of the student population are met. Teachers will also have weekly scheduled meetings with the instructional coach to ensure that curriculum is being used with fidelity and pacing guides are aligned with lesson plans.

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
Explicit Instruction with Fidelity

Person Monitoring:
Sonia Andreu

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will enhance support for the ESE department by: Providing increased access to multisensory instructional resources aligned to IEP goals. Dedicating the first quarter of the school year to identifying skill deficits through diagnostic assessments (e.g., i-Ready Diagnostic, Lexia, FAST PM1). Ensuring ESE teachers utilize evidence-based practices, such as explicit instruction, repetition,

and task analysis, to address individual student needs. Giving ESE teachers access to targeted online professional development with a focus on differentiation, behavior supports, and inclusive strategies. Integrating assistive technology (e.g., screen readers, dictation software, learning apps) to improve student engagement and accessibility to grade-level content.

Action Step #2
Mandatory Homework with Progress Monitoring Tool

Person Monitoring:
Sonia Andreu

By When/Frequency:
By the End of Quarter 1

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To support closing academic gaps outside the classroom: All students in the SWD subgroup will be required to complete 2 "passed" i-Ready lessons per week in both ELA and Math as part of a structured homework plan. Teachers will monitor i-Ready reports weekly and provide reteach opportunities during small group instruction. Dedicated access time will be built into the daily morning routine and small group centers to ensure all students have equitable access to a device and support. Interventionists and paraprofessionals will assist with goal-tracking, ensuring all students are progressing on their instructional pathways.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale
Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The Positive Behavior Intervention System (PBIS) for middle school students, specifically tailored for students with disabilities needs, focuses on fostering a supportive and inclusive environment that enhances both academic and behavioral outcomes. This program incorporates culturally responsive practices and individualized support strategies to address unique challenges faced by these students.

PBIS affects student learning in several impactful ways:

· Creates a positive learning environment by reducing disruptions and fosters a supportive classroom culture.
· Enhances student engagement and increases motivation
· Supports social-emotional development and builds resilience
· Improves academic achievement because less time is spent managing behavior so more time is dedicated to instruction and learning.
· Strengthens Teacher-Student Relationships

By improving classroom dynamics, strengthening relationships, and involving families, PBIS helps to create an environment where students can focus on their academic growth and achieve their full potential.

PBIS was identified as a crucial need based on data showing that students with disabilities are testing at only 37% proficient. (Proficiency data from the 2025 FAST PM3- a 5% increase from 2024 FAST PM3)

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.

In the 2024 -2025 school year the data indicated that out of 87 total referrals, 40 referrals were for students with disabilities. This represents approximately 46% of the total referrals, highlighting a significant concentration of behavioral issues within these groups. Somerset Riverside Middle School plans to reduce referrals among and students with disabilities by 20% by the end of the school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The PBIS Implementation will be monitored using the following:
Monthly Data Review
o Regularly collect and review data on behavioral referrals on ESE students. This includes tracking the number of referrals by grade level and student group.
o Analyze trends and patterns in the data to identify any increases or decreases in referrals. Examine the effectiveness of current PBIS strategies and interventions.
o Share monthly reports with school staff, including detailed breakdowns by grade level and student demographics. Use this data to adjust PBIS strategies and interventions as needed.
Behavioral Support Plan Evaluations:
o Regularly evaluate the effectiveness of individualized behavioral support plans for students with frequent referrals. Adjust plans based on the student's progress and any new behavioral data.
o Modify interventions based on the effectiveness data and feedback from teachers, students, and families.

Impact on Student Achievement Outcomes:
· Improved behavior management
· Reduced disruptions
· Positive learning atmosphere
· Enhances academic performance

- Targeted support
- Increased engagement and motivation

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:
Leader In Me: The Leader in Me Program is an evidence-based framework that integrates Stephen Covey's "The 7 Habits of Highly Effective People" into the school environment. It focuses on fostering leadership skills, personal responsibility, and self-management among students. The program is designed to improve both behavioral and academic outcomes by embedding these principles into daily school practices and culture.

Rationale:
• The Leader in Me Program is grounded in the principles of Stephen Covey's "The 7 Habits of Highly Effective People," which emphasizes leadership, self-management, and personal responsibility. These elements are crucial for fostering a positive school culture and improving student behavior and engagement. For students, particularly those who may face additional challenges, developing leadership skills can lead to greater self-efficacy and motivation.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Behavior RTI / MTSS: Behavior RTI is an evidence-based intervention framework that provides a tiered approach to addressing behavioral issues. It involves systematic screening, targeted interventions, and progress monitoring to support students with varying behavioral needs. The goal is to improve student behavior through early identification and tailored interventions. Monitoring: • Referral Data Analysis: Track and analyze behavioral referrals across different tiers to determine if interventions are reducing the number of referrals and improving behavior. Monitor changes in referral patterns over time. • Intervention Effectiveness Reviews: Regularly review the effectiveness of interventions at each tier. Assess whether targeted and intensive interventions are leading to improved behavior and reduced referrals. • Student Progress Tracking: Monitor individual student progress in behavior as a result of the interventions. Use behavior logs, incident reports, and feedback from teachers and support staff. • Fidelity Checks: Ensure that interventions are implemented with fidelity according to the RTI framework. Conduct regular checks to verify that the interventions are being applied as intended and are effective.

Rationale:
• Behavior RTI provides a structured, multi-tiered system for addressing behavioral issues, which is essential for meeting the diverse needs of students. The tiered approach allows for universal support for all students, targeted interventions for those needing additional help, and intensive support for students with significant behavioral challenges. Also, RTI emphasizes the use of data to guide

interventions and monitor progress. By regularly screening and assessing student behavior, schools can identify at-risk students early and provide appropriate support, thereby preventing minor issues from escalating into more serious problems. This data-driven approach ensures that interventions are tailored to students' specific needs and are adjusted based on their effectiveness. The preventive nature of Behavior RTI helps in reducing the number of behavioral issues by implementing proactive strategies and supports. This can contribute to a more positive learning environment, which is critical for improving student outcomes and reducing disciplinary referrals.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #3:
RAM Dollar PBIS Store: The RAM Dollar PBIS Store is a reward system where students earn RAM Dollars for demonstrating positive behavior and meeting academic goals. These tokens can be spent at a school store or used to participate in special activities or events. This system encourages positive behavior by providing students with incentives tied directly to their actions. Monitoring • Token Distribution Tracking: Track the distribution and redemption of RAM Dollars to ensure the system is being implemented as intended and is motivating positive behavior. • Behavioral Impact: Analyze the relationship between RAM Dollar earnings and a decrease in behavioral referrals. Assess if there is a significant reduction in behavioral problems as students are incentivized to exhibit positive behaviors. • Student Participation: Monitor student participation in the PBIS Store and evaluate the types of rewards that are most motivating. Use this information to adjust the rewards system to better meet student interests. • Feedback Collection: Collect feedback from students and staff regarding the effectiveness of the RAM Dollar PBIS Store in encouraging positive behavior and its impact on the classroom environment.

Rationale:
• Immediate Positive Reinforcement: The RAM Dollar Store is a rewards-based system that provides immediate positive reinforcement for desired behaviors. This system helps to motivate students by offering tangible rewards for meeting behavioral and academic expectations. Positive reinforcement is a key component of effective behavioral management and can encourage students to consistently exhibit positive behaviors. • Engagement and Motivation: By allowing students to redeem RAM Dollars for rewards, the system increases student engagement and motivation. The opportunity to earn and spend tokens provides a direct link between behavior and rewards, which can reinforce positive behaviors and improve overall student engagement in school activities. • Behavioral Incentives: The RAM Dollar Store aligns with the principles of Positive Behavioral Interventions and Supports (PBIS) by promoting and rewarding positive behaviors. This incentivization helps to create a more positive and supportive school environment, which can lead to a reduction in behavioral issues and improved academic performance.

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
Leader in Me

Person Monitoring:
Ebone Fulmore

By When/Frequency:
end of the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implementing the Leader in Me Program involves training staff, integrating the 7 Habits into the curriculum, establishing leadership opportunities, and monitoring behavioral data.

Action Step #2
Behavior RTI

Person Monitoring:
Elise Alonso

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Behavior RTI requires setting up a tiered support system, developing interventions, providing professional development, and engaging families

Action Step #3
RAM Dollar Store

Person Monitoring:
Rebecca Reed

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Design the rewards system 2. Implement the token economy 3. Monitor and Evaluate 4. Adjust and refine as needed

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

At Somerset Academy Riverside, an extensive process to review all resources – to identify our students' needs – is essential to their success. The incorporation of specific tasks and strategies assures the reliability and validity of said resources.

Before, during, and at the end of the school year, an inventory of all resources is taken to confirm they are and have been used with fidelity in identifying our student needs.
The collection and analysis of student data is paramount in assessing the effectiveness of our instructional resources. Tracked through their core curriculum assessments, various software intervention programs and statewide assessment results, monitoring and analyzing student data allows the school the ability to identify and target specific student needs accurately. Furthermore, student engagement - with specific resources - is monitored weekly by the teachers and the curriculum coach, ensuring students are actively engaged with their resources.

An important component for our review of our resources is gathering student, teacher, and parent feedback at the end of the school year. This information assists in the evaluation of specific resources and determining their effectiveness with all stakeholders.

Our administrative team, curriculum coach, and teachers focus on ensuring all resources are aligned to Florida standards. Furthermore, the accessibility of these resources through various platforms ranging from physical to online ensures our students have complete access to their resources as needed.

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).

The resources used at Somerset Academy Riverside are all district and state approved and are aligned to Florida standards. In addition, professional development training is provided by the respective curriculum representatives to ensure the resources are used correctly and target our students' specific needs.

The specific data points that are used to monitor, analyze, and target our students' needs are

collected from formal and informal assessments (i.e. Florida Assessment of Student Thinking or the Broward Standards Assessment) along with data from core and intervention courses such as iReady, READ180/CODE, and core curriculum assessments. Likewise, student engagement is monitored weekly to ensure their resources are used with fidelity.

A fiscal and calendar year plan is continuously reviewed and adjusted – if needed – to evaluate our students' needs. The first two months are designated to assess and target those student needs through students' results from their statewide assessment (Progress Monitoring) and/or intervention programs. As a result, the following months are tailored to support our teachers through professional development training. Tutoring after-school programs are specifically created and rostered depending on students' needs.

The end of the school year consists of reviewing all resources and curriculum to ensure they are properly aligned with Florida standards or to review newly state-approved resources/curriculum. Our long-term plans to support our students' needs range from purchasing new technology, the construction of possible new infrastructure on campus, and strengthening our community and parental relationships through our school volunteer program.

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

Broward County Public Schools

SOMERSET PINES ACADEMY



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 5

D. Early Warning Systems 6

II. Needs Assessment/Data Review 9

A. ESSA School, District, State Comparison 10

B. ESSA School-Level Data Review 11

C. ESSA Subgroup Data Review 12

D. Accountability Components by Subgroup 13

E. Grade Level Data Review 16

III. Planning for Improvement 17

IV. Positive Learning Environment 27

V. Title I Requirements (optional) 30

VI. ATSI, TSI and CSI Resource Review 35

VII. Budget to Support Areas of Focus 37

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

It is the mission of Somerset Pines to recognize the uniqueness of each child and the importance of developing the whole child. We will implement a program which addresses high expectations, provides academically stimulating and challenging instructional programs, and a positive learning environment for all students. As a school community, we will support our students by providing a safe, secure, and stimulating environment that enables them to value diversity, solve problems, and experience success in all facets of their development.

Provide the school's vision statement

The vision of Somerset Pines is to strive to prepare students for the twenty-first century by delivering the curriculum in an innovative and creative manner. We will educate the whole child so that he/she develops mentally, physically, emotionally, and socially to become productive global citizens.

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

Anthony Marucci

amarucci@somersetpines.com

Position Title

Principal

Job Duties and Responsibilities

To ensure the school remains safe, and to provide an excellent learning environment for the students. It is the job of the principal to supervise the instruction and the development of curriculum,

as well as analyzing and implementing strategies and programs based on data.

Leadership Team Member #2

Employee's Name
Karen Lopez

klopez@somersetpines.com

Position Title
Assistant Principal

Job Duties and Responsibilities

To support teachers, support staff, parents and students to ensure a positive and productive school environment. To observe, gather and analyze data to meet with teachers to implement teaching startegies and successful lessons to gain positive outcomes.

Leadership Team Member #3

Employee's Name
Margaret Corbett

mcorbett@somersetpines.com

Position Title
Math Coach

Job Duties and Responsibilities

To model lessons in the classroom, co teach and support the math teachers. To monitor interventions and work with the math interventionists to make sure that the pull outs/ push ins are meeting our focus needs.

Leadership Team Member #4

Employee's Name
Shucrea Cameron

scameron@somersetpompano.com

Position Title
Literacy Coach

Job Duties and Responsibilities

The duties and responsibilities of the Literacy Coach is to model lessons in the classroom, co teach with the and support the ELA teachers. The Litercay Coach will monitor interventions and work with the reading interventionists to make sure that the pull outs/push ins are meeting are focus needs.

Leadership Team Member #5

Employee's Name
Jessica Banks

jbanks@somersetpines.com

Position Title
ESE Specialist

Job Duties and Responsibilities

To maintain all of our SWD records, implement the IEPs of our students, and work closely with the classroom teachers to meet the needs of our students in the ESE 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.

The school leadership team met to discuss the SIP and the focus on our ESE program and SWD students. The team analyzed the 2024-2025 data to pinpoint the areas of need. The team discussed barriers, was to overcome these barriers and ways to improve the support and instruction given to our SWD students.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Once the SIP is approved, each quarter the leadership team will review the goals and strategies that were put into place. Using data from our SWD students, if we are seeing progress then we will continue the course that was created. If we are not seeing progress, we will revise the plan and implement new strategies. At that point a conversation will be had to discuss the barriers that we are facing and how to overcome those barriers so that our SWD students will find success.

C. Demographic Data

2025-26 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**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**83.3%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: B** **2022-23: C** **2021-22: C** **2020-21: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	65	71	69	68	68	88				429
Absent 10% or more school days	15	8	10	9	13	15				70
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	13	14	20	8	14	13				82
Level 1 on statewide Math assessment	6	14	19	2	22	8				71
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	0	0	0	0	1				1
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0				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	4	4	3	3	6	6				26

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	2	5	2	3	0				12
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
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										0

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										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	59	66	61	56	60	58	51	55	53
Grade 3 ELA Achievement	56	65	62	55	62	59	53	58	56
ELA Learning Gains	63	64	61	67	61	59			
ELA Lowest 25th Percentile	63	60	55	72	56	54			
Math Achievement*	65	64	62	57	60	59	44	52	55
Math Learning Gains	61	61	60	65	62	61			
Math Lowest 25th Percentile	57	56	53	58	60	56			
Science Achievement	51	60	57	56	55	54	37	50	52
Social Studies Achievement*		75	74		73	72		68	68
Graduation Rate		68	72		68	71		68	74
Middle School Acceleration		77	75		73	71		72	70
College and Career Acceleration		53	56		49	54		54	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	76	60	61	74	59	59	45	53	55

*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)	ATSI
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	551
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
61%	62%	49%	50%	42%		57%

* 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	25%	Yes	1	1
English Language Learners	57%	No		
Black/African American Students	66%	No		
Hispanic Students	56%	No		
White Students	66%	No		
Economically Disadvantaged Students	61%	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	59%	56%	63%	63%	65%	61%	57%	51%					76%
Students With Disabilities	12%	8%	33%		18%	17%							64%
English Language Learners	48%	39%	65%	65%	59%	65%	56%	42%					76%
Black/African American Students	69%	70%	70%	82%	64%	60%	70%	43%					
Hispanic Students	50%	40%	63%	54%	64%	61%	44%	49%					79%
White Students	80%		50%		70%	64%							
Economically Disadvantaged Students	59%	54%	63%	67%	63%	59%	57%	50%					75%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	56%	55%	67%	72%	57%	65%	58%	56%					74%
Students With Disabilities	27%	36%	58%	80%	33%	63%	64%	45%					
English Language Learners	39%	16%	73%	74%	41%	65%	55%	42%					74%
Black/African American Students	52%	50%	60%	71%	52%	62%	53%	50%					
Hispanic Students	50%	47%	72%	68%	53%	68%	61%	53%					72%
White Students	83%		71%		79%	65%							
Economically Disadvantaged Students	55%	57%	66%	79%	56%	64%	59%	55%					77%

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	51%	53%			44%			37%					45%
Students With Disabilities	19%				27%								
English Language Learners	46%	48%			36%			36%					58%
Black/African American Students	40%	45%			34%			17%					23%
Hispanic Students	56%	51%			46%			54%					67%
White Students	70%				63%			43%					
Economically Disadvantaged Students	52%	55%			42%			36%					61%

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	3	56%	61%	-5%	57%	-1%
ELA	4	56%	62%	-6%	56%	0%
ELA	5	63%	62%	1%	56%	7%
Math	3	74%	68%	6%	63%	11%
Math	4	51%	69%	-18%	62%	-11%
Math	5	64%	63%	1%	57%	7%
Science	5	51%	57%	-6%	55%	-4%

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?

When analyzing the FAST data over the past 3 years, our largest improvement was in math. This can be attributed to consistent classroom interventions and small group instruction, additional instruction and small group pull out by our ESE teacher who focused on the IEP goals and also pushed into classrooms to support students with classroom curriculum. Our math coach was consistent in supporting the teachers with effective strategies to use in class and implemented ways to scaffold to reach the needs of struggling learners. Our math coach was able to model lessons, support teachers with implementing effective centers and how to use data to change instruction and groupings.

3rd-5th Grade 3 year Overall Math Data trend:
2022-2023 44%
2023-2024 57%
2024-2025 65%

We attribute this to a few factors which include:

Tailored instruction: The SWD IEPs are followed and provide customized goals and support services that target specific areas of need.

Progress monitoring: We have frequent assessments that help adjust instruction as needed to ensure continued growth.

Co-teaching models: General and special education teachers collaborate to deliver instruction in inclusive classrooms. The math and literacy coach also model lessons and how to run effective small groups and centers.

High expectations: Our staff hold SWD to rigorous academic standards alongside their peers.

Explicit instruction: The teachers use direct instruction and scaffolding to help students understand complex concepts.

Tools and devices: Text-to-speech software, audiobooks, graphic organizers, and speech-to-text programs are used as accommodations to assist in overcoming learning barriers.

Training in special education practices: Teachers receive ongoing training in differentiation, behavior management, and accommodations.

Collaboration and coaching: Peer support and instructional coaching are included and monitored in classroom practices.

Home-school partnerships: We have active collaboration between families and school that provide consistent support and advocacy.

Each of these best practices works together to create an environment where SWD can thrive academically and socially.

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 components that showed the lowest performance when analyzing the SWD data was in the area of ELA and math proficiency. The 3-year trend shows an increase of proficiency from the 2022-2023 to 2023-2024 school year but a decrease from 2023-2024 to our current school year data. Both ELA and Math decreased by 15% in 2024-2025.

3rd-5th Grade 3 Year SWD ELA Data trend:
2022-2023 19%
2023-2024 27%
2024-2025 12%

3rd-5th Grade 3 Year SWD Math Data trend:
2022-2023 27%
2023-2024 33%
2024-2025 18%

Several factors may have contributed to the declining reading and math proficiency among SWD. These factors often involve a mix of instructional, systemic, cognitive, and socio-emotional challenges. Below are the key contributors:

Chronic absences: Attendance issues were an ongoing struggle with students. This included chronic absence and coming to school late.

Curriculum watering down: Students with disabilities often were given less challenging texts or tasks, limiting their growth.

Reduced reading practice: When the expectations were set low, students did not read as often or as broadly.

Limited vocabulary development: Some of our students with speech/language impairments and are also English learners struggle with comprehension, vocabulary and decoding.

Lack of reading support at home: Many of our SWD had limited access to books, internet, and adult help at home. Families have difficulty assiting their children with the out of the box math concepts and instruction.

Based on progress monitoring data for the 2024–2025 school year,(iready) **t**he lowest performing grade level is second grade, with the lowest performing class being Mrs. Weinstein's class.

Weinstein's Class Demographics:

- Students with Disabilities: 7
- English Language Learners (ELLs): 2
- Black/African American: 5
- White: 5
- Multiracial: 8
- Asian: 0
- Native American: 0

This data indicates a need for targeted interventions in second grade, with a focus on differentiated instruction, scaffolding for students with disabilities and ELLs, and culturally responsive teaching strategies to support all student subgroups in Mrs. Weinstein's class.

Analyzing the Kindergarten-2nd Grade 2024-2025 PM3 FAST(STAR) data, the data shows specifically 2nd grade being the lowest performing grade.

ELA Proficiency

Kindergarten- 39/65 students- 60%

1st grade- 42/71 students – 59%
2nd grade- 37/69 students – 53%

Within 2nd grade there were 9 SWD students. 0% of the students reached proficiency in reading and math.

We have recognized that our K-2 students are not entering 3rd-5th grade with strong foundational skills in reading. In addition to the above-mentioned barriers, we feel we need to increase the rigor in K-2 as well as focus on effective small group instruction and meaning centers.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

When analyzing the SWD data, the data component that showed the greatest decline was the overall federal index of ELA and Math combined. Both subjects declined by 12% from 2023-2024 inwhich ELA was 27% and math was at 33%. The overal index declined from 51% proficient in 2023-2024 to 25% proficient in 2024-2025.

Chronic absences: Attendance issues were an ongoing struggle with students. This included chronic absence and coming to school late.

Curriculum watering down: Students with disabilities often were given less challenging texts or tasks, limiting their growth.

Reduced reading practice: When the expectations were set low, students did not read as often or as broadly.

Limited vocabulary development: Some of our students with speech/language impairments and are also English learners struggle with comprehension, vocabulary and decoding.

Lack of reading support at home: Many of our SWD had limited access to books, internet, and adult help at home. Families have difficulty assiting their children with the out of the box math concepts and instruction.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that showed the greatest gap when compared to the state average was in 3rd

grade proficiency. 56% of 3rd-5th grade students scored proficcient in ELA compared to the state average of 62%.

Several factors may have contributed to the below state avaerage reading proficiency among SWD. These factors often involve a mix of instructional, systemic, cognitive, and socio-emotional challenges. Below are the key contributors:

Chronic absences: Attendance issues were an ongoing struggle with students. This included chronic absence and coming to school late.

Curriculum watering down: Students with disabilities often were given less challenging texts or tasks, limiting their growth.

Reduced reading practice: When the expectations were set low, students did not read as often or as broadly.

Limited vocabulary development: Some of our students with speech/language impairments and are also English learners struggle with comprehension, vocabulary and decoding.

Lack of reading support at home: Many of our SWD had limited access to books, internet, and adult help at home.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two areas of concern based on the Early Warning Signs is the amount of students scoring a Level 1 on the FAST ELA test and a Level 1 on the FAST Math tests. During the 2024-2025 school year 82 students scored a Level 1 on FAST ELA and 71 students scored a level 1 on the FAST math.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The highest priority for school improvement for the 2025-2026 school year is for our SWD subgroup to increase proficiency by 5% in both ELA and math.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Focus # 1 ESSA Subgroup SWD ELA

The 2024-2025 3rd-5th grade FAST ELA data, our SWD subgroup had 12% proficiency, Our SWD subgroup is not meeting the Federal Index of 41% or above. Although teachers were tracking SWD Subgroup progress through assessments and portfolios, reteach was not consistent and data chats were not held as frequently with our SWD subgroup. Classroom teachers were not taking on the accountability for our SWD subgroups and expecting that our ESE teachers would handle the majority of our reteach with our SWD subgroup. Consequently, appropriate content based interventions were not implemented in the classroom to work towards mastery of the areas the students were deficient in.

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.

By the end of the 2025-2026 school year(May 2026), the percentage of Students with Disabilities (SWD) meeting proficiency/scoring a minimum of Level 3 on PM3 ELA FAST assessment will improve from 12% to 17%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Student data will be monitored starting with FAST PM1 data as the baseline data. PM2 willl provide information about academic growth from the beginning-of-the-year and allows for target support to be provided. Benchmark Advance Unit Assessments(monthly), provide a spiraled-standards review and allow for progress monitoring based on standards with a focus on areas of concern to address with reteaching. iReady Diagnostic is administered three times a year, and monitoring checks are

administered periodically to TIER 2/3 students. FAST PM3 ELA is administered at the end-of-the school year to determine mastery of grade-level content. General education and ESE teachers work collaboratively to schedule (at least quarterly) data checks and discussions across school teams to identify ongoing areas of need. The use of weekly online educational support, task analysis, portfolio building, formal/informal assessments, and teacher-differentiated instruction based on PM1,PM2, weekly, monthly, and quarterly data to allow multiple means of representation, expression, and engagement and ianforce teacher-led small groups for instructional support and progress monitoring.

Person responsible for monitoring outcome
Anthony Marucci (Principal), Karen Lopez (Assistamt Principal), Jessica Banks (ESE Specialist), Shucrea Cameron(Literacy Coach),

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:
All students receive a balanced literacy instruction via a 90-minute ELA block. Instructional strategies provided by the classroom teacher include: small group guided lessons, differentiated centers and intervention group instruction. Benchmark Advanced will be utilized during the 90-minute ELA block as the core curriculum, as well as, Benchmark Intervetion and iReady to support instruction. iReady is used at least three times per week for a weekly total of 30 to 45 minutes. In addition our SWD subgroup works specifically on their IEP goals toward mastery with the ESE teacher using Read Naturally for comprehension skill goals and Magnetic Reading for Phonics skill goals.

Rationale:
The classroom teacher and ESE teacher can utilize the resources to differentiate instruction. These resources are available in both print and digital. Benchmark Advance was adopted for the 2021 2022 school year and is approved through the state of Florida. iReady is also a researched based online curriculum that tailors instruction to meet the diverse needs of the students. iReady is approved through the state of Florida as a support curriculum with instruction in phonics, vocabulary and comprehension. When used with fidelity, iReady has proven to help students make gains. The Teacher Toolkit and Standards Mastery are tools designed to help the teachers differentiate and meet the needs of the students in the class. The Ready workbooks are also used as a supplement for the afterschool tutoring program.

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

SWD ELA Instruction/Data Analysis

Person Monitoring: **By When/Frequency:**
Anthony Marucci, Karen Lopez, Shucrea Cameron weekly/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school leadership team as well as the grade level teams will review performance data of all students systematically to identify interventions needed to improve student performance. Once a month, during their planning, 3rd/4th/5th grade ELA teachers will be provided with support from the literacy coach to design lessons targeting strategies to help with student mastery in phonics, fluency and comprehension.. As well as how to teach conceptual understanding of the standards. During the ELA block, the teacher will meet with small groups and individual students to provide systematic and explicit instruction in identified skill areas. The teacher plans for the diverse needs of each learner and matches instruction to meet their needs. Administration will conduct weekly walk throughs, provide feednack and have discussions to assit with the needs of the teacher.

Action Step #2
Literacy Coach and Intervention Support

Person Monitoring: **By When/Frequency:**
Anthony Marucci, Karen Lopez, Shucrea Cameron weekly/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The literacy coach and interventionists play critical, complementary roles in supporting teachers to improve student learning outcomes in ELA. Literacy Coach Support for Teachers: 1. Instructional Support: o Co-plan lessons with teachers to ensure alignment with standards and best practices. o Model effective ELA instruction during classroom lessons. o Provide feedback through classroom observations and coaching cycles. o Introduce and support implementation of new instructional strategies and resources. 2. Professional Development: o Facilitate ongoing, professional learning. o Lead data meetings/ PLCs to analyze student work and assessments. o Offer training on new curricula, assessments, and instructional tools. 3. Curriculum and Assessment Guidance: o Help teachers unpack standards and map curriculum. o Assist in developing common formative assessments. o Guide teachers in interpreting assessment data to inform instruction. 4. Support for Differentiation: o Help teachers plan for diverse learners, including ELLs and students with IEPs. o Recommend scaffolds and enrichment activities tailored to student needs. ELA Interventionist Support for Teachers: 1. Targeted Student Support: o Work directly with small groups or individual students who are below grade level. o Share intervention strategies and progress monitoring data with classroom teachers. 2. Collaboration and Communication: o Collaborate with teachers to identify students in need of intervention through data analysis. o Coordinate with teachers to align intervention plans with classroom instruction. 3. Data-Driven Decision Making: o Provide insights from diagnostic and progress monitoring tools. o Help track and evaluate student growth in foundational skills. The administration team will monitor these actions with weekly litercay coach meetings to get updates on implementation and areas where needs may need to be addressed or tweaked. Administration will also complete weekly classroom walkthroughs that include time where interventionists and/or the literacy coach are in the room providing support.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Focus #2 ESSA Subgroup SWD Math

The 2024-2025 3rd-5th grade FAST Math data, our SWD subgroup had 18% proficiency, Our SWD subgroup is not meeting the Federal Index of 41% or above. Although teachers were tracking SWD Subgroup progress through assessments and portfolios, reteach was not consistent and data chats were not held as frequently with our SWD subgroup. Classroom teachers were not taking on the accountability for our SWD subgroups and expecting that our ESE teachers would handle the majority of our reteach with our SWD subgroup. Consequently, appropriate content based interventions were not implemented in the classroom to work towards mastery of the areas the students were deficient in.

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.

By the end of the 2025-2026 school year(May 2026), the percentage of Students with Disabilities (SWD) meeting proficiency/scoring a minimum of Level 3 on PM3 Math FAST assessment will improve from 18% to 23%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Student data will be monitored starting with FAST PM1 data as the baseline data. PM2 willl provide information about academic growth from the beginning-of-the-year and allows for target support to be provided. Saavas Unit Assessments(monthly), provide a spiraled-standards review and allow for progress monitoring based on standards with a focus on areas of concern to address with reteaching. iReady Diagnostic is administered three times a year, and monitoring checks are administered periodically to TIER 2/3 students. FAST PM3 math is administered at the end-of-the school year to determine mastery of grade-level content. General education and ESE teachers work collaboratively to schedule (at least quarterly) data checks and discussions across school teams to identify ongoing areas of need. The use of weekly online educational support, task analysis, portfolio building, formal/ informal assessments, and teacher-differentiated instruction based on PM1,PM2, weekly, monthly, and quarterly data to allow multiple means of representation, expression, and engagement and ianforce teacher-led small groups for instructional support and progress monitoring.

Person responsible for monitoring outcome
Anthony Marucci (Principal), Karen Lopez (Assistamt Principal), Jessica Banks (ESE Specialist), Margaret Corbett(Math Coach),

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:
All students receive balanced math instruction via a 60-90-minute math block. Instructional strategies provided by the classroom teacher include: Number talks direct instruction, small group guided lessons, and hands on practice. Teachers utilize higher order questioning as well as other low-risk high yield strategies such as note-taking and collaborative group work to move students towards mastery of BEST standards. EnVision Savvasis utilized during the whole group portion of the 60-90-minute math block as well as for reteaching lessons. Strategies such as how to use manipulatives and number talks are utilized to increase number sense. Additionally, teachers would utilize the resources in the iready toolbox as well as Standards mastery for Benchmarking. Within Standards Mastery, the teachers have an additional benchmark that can be used after reteaching to show mastery.

Rationale:
Number talks, using manipulatives, and data driven instruction are all effective teaching strategies that have been proven to increase math proficiency. EnVison by Savvas and iReady are a researched based curriculums that have been approved by the state of Florida. iReady is an online curriculum that tailors instruction to meet the diverse needs of the students. iReady is approved through the state of Florida as a support curriculum with instruction in all strands of mathematics. When used with fidelity, iReady has proven to help students make gains. The Teacher Toolkit and Standards Mastery are tools designed to help the teachers differentiate and meet the needs of the students in the class.

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
SWD Math Instruction/Data Analysis

Person Monitoring: **By When/Frequency:**
Anthony Marucci, Karen Lopez & Margaret Corbettweekly/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school leadership team as well as the grade level teams will review performance data of all students systematically to identify interventions needed to improve student performance. Once a month, during their planning, 3rd/4th/5th grade math teachers will be provided with support from the

math coach to design lessons targeting strategies to help with student mastery on numbers, operations and fractions. As well as how to teach conceptual understanding of the standards. During the math block, the teacher will meet with small groups and individual students to provide systematic and explicit instruction in identified skill areas. The teacher plans for the diverse needs of each learner and matches instruction to meet their needs.

Action Step #2
Math Coach and Intervention Support

Person Monitoring:
Anthony Marucci, Karen Lopez, Margaret Corbet

By When/Frequency:
weekly/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The math coach and interventionists play critical, complementary roles in supporting teachers to improve student learning outcomes in math. Math Coach Support for Teachers: 1. Instructional Support: o Co-plan lessons with teachers to ensure alignment with standards and best practices. o Model effective math instruction during classroom lessons. o Provide feedback through classroom observations and coaching cycles. o Introduce and support implementation of new instructional strategies and resources. 2. Professional Development: o Facilitate ongoing, professional learning. o Lead data meetings/ PLCs to analyze student work and assessments. o Offer training on new curricula, assessments, and instructional tools. 3. Curriculum and Assessment Guidance: o Help teachers unpack standards and map curriculum. o Assist in developing common formative assessments. o Guide teachers in interpreting assessment data to inform instruction. 4. Support for Differentiation: o Help teachers plan for diverse learners, including ELLs and students with IEPs. o Recommend scaffolds and enrichment activities tailored to student needs. Math Interventionist Support for Teachers: 1. Targeted Student Support: o Work directly with small groups or individual students who are below grade level. o Share intervention strategies and progress monitoring data with classroom teachers. 2. Collaboration and Communication: o Collaborate with teachers to identify students in need of intervention through data analysis. o Coordinate with teachers to align intervention plans with classroom instruction. 3. Data-Driven Decision Making: o Provide insights from diagnostic and progress monitoring tools. o Help track and evaluate student growth in foundational skills. The administration team will monitor these actions with weekly math coach meetings to get updates on implementation and areas where needs may need to be addressed or tweaked. Administration will also complete weekly classroom walkthroughs that include time where interventionists and/or the math coach are in the room providing support.

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.

Attendance during the 2024-2025 school year showed 16% of students having attendance deficiencies. These students struggled with attendance but also being tardy or leaving school early,

which has become a larger issue. The trend shows that our Kindergarten and 5th grade had the highest attendance deficiencies. Both grade levels had 15 students fall into this risk factor.

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.

The attendance deficiency will decrease from 16% in 2024-2025 to at least 11% during the 2025-2026 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Once a student has been tardy or absent 3 times – the teacher contacts the family to see what the cause of the tardies or absences are and see if there is something the school can do to assist. If the student reaches 5 absences or tardies, a letter is sent home to the family both in English and their heritage language outlining the attendance policy and encouraging the parent/guardian to make sure their student arrives to school on time and every day. The next step is our School Counselor will set up a meeting or phone conference with the family to see if there are extenuating circumstances or if there are resources that can be put into place to give the family additional support. Concurrently, our School Counselor has incentive rewards for students who have weekly and monthly perfect attendance, as well as for students who have improved their attendance. In severe cases, we inform our Broward County Social Worker who will then make home visits to speak with families. She then stays on top of monitoring the attendance and continues to intervene if progress is not made.

Person responsible for monitoring outcome

Anthony Marucci, Karen Lopez & Emily Perez

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Our School Counselor has incentive rewards for students who have weekly and monthly perfect attendance, as well as for students who have improved their attendance. We will also have a workshop for families to discuss and promote the importance of their children attending school on a regular basis.

Rationale:

Workshops for families will give informative information on the importance regular attendance. The workshops will give resources for families who are in need of transportation and ways to motivate their children.

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
Family Support

Person Monitoring:
Anthony Marucci, Karen Lopez, Emily Perez.

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will record attendance at the beginning of the school day (K-5). • Excused absences areupdated daily by the Attendance Clerk. • Review schoolwide attendance data with the Collaborative Problem-Solving Team and/or Response to intervention Team. • Monitor and review attendance data fromFOCUS • Appropriate staff will call or email parents to verify excused absences as needed. • Regularly share appropriate information regarding current data for student attendance at parent conferences • Regular attendees are at school more than 95% of school days. • For each student's absence, a robocall will be initiated to the parent of each absent student to include a voice message, text message, and email to notify the parent of a recorded absence and the expectation of the parent to report the reason for absence. • Include attendance information on student report cards to display the number of present, absent, and tardy days. • Promote awareness of the school breakfast program available (FREE) to all students. • Invite parents and community members to community meetings to help address the barriers preventing children from attending school. • Utilize “Attendance Success Plans” and “Attendance Contracts” for students with excessive absences (excused or unexcused). * Help families set attainable goals and establish successful home routines. • Recognize students who are improving their attendance. Short-term attainable goals can help establish successful routines for students struggling with additional external barriers. • Assign an “Attendance Buddy” to an individual student. An Attendance Buddy will check in with a student daily to express care, appreciation, and support for the student. This role may be assigned to a trusted adult in the school or a reliable classmate who attends more than 95% of school days. • Parent Conferences with support staff will be scheduled to discuss attendance barriers that may be addressed through additional support or community partners.

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.

Dissemination of the SIP and SWP is done in multitude of ways. Each of the plans are discussed and reviewed at our parent meetings that are open to all stakeholders. During the meetings we review the previous year documents and ask for stakeholder input on changes and suggestions for improvements. During the meetings, to meet the needs of all stakeholders, we have translators in attendance to provide the information in the languages that are other than English. Once the SIP and SWP are finalized for the school year, we notify all stakeholders through email distribution, newsletters, and parent links of how to access the documents. Documents are accessible through our school website www.somersetpines.com as well as in a School Improvement binder that is kept in the school office. The documents are available to be translated for families whose first language is not English. During staff meetings, the plans are also reviewed with all staff to go over data, goals, parent involvement and professional development. The plans are also posted on the school webiste at www.somersetpines.com.

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)).

Somerset Pines has many ways in which we build relationships with our stakeholders. The SIP and SWP incorporate involvement initiatives with families and community members that bring all the

stakeholders together to meet the goals and mission of our school. Prior to school starting, we host a kindergarten camp where we invite our incoming kindergarteners to come to get to know their school and meet their teachers. This ensures they have a positive transition into their new school. During the kindergarten boot camp, parent workshops are held that provide parents with policies and procedures, schedules, expectations, and ways to support their kindergartener at home with academics. Somerset Pines offers a variety of parent workshops for families during the school years. We hold parent orientation that includes workshops on Technology programs, Policies and Procedures, Title 1 information including parent involvement and our 21st Century Grant programs. All of these workshops are offered, form our language support team, in English, Spanish, Haitian Creole and Portuguese. Our language support team has made a positive impact on our school culture by providing resources to our non-English speaking families. The team are always available at meetings, workshops, and conferences to provide support to our families. The team also connects with families though phone calls, emails and in person conversations to support the families with all related school items. Twice per school year, we hold a conference night. This is to give flexible times to families to come meet with their child's teacher to discuss progress, goals and needs for improving. The teacher and parent set goals, go over work portfolios and discus what strengths and weaknesses the student is exhibiting at that time. Resources and support materials are provided and suggested to parents to work with students successfully at home. Families and stakeholders are invited to all school wide events to build positive community culture. These events include the Multicultural Festival, Book Report presentation days and activities that may be specific to their child's classroom.

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)).

Somerset Pines plans to strengthen the academic program by increasing the amount of small group instruction, differentiated centers and small group intervention in both ELA and Math. This small group approach allows for teachers to work with the SWD population on their specific IEP goals and identify what progress is being made and what remediation needs to be implemented. iReady will also have scheduled time daily during both ELA and Math that SWD student will work on their path that is designed to work on the skills they may be struggling in. The teacher will also assign lessons that provide more rigor for our SWD students so that they are also being exposed to grade level skills

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)).

Somerset Pines follows the National School lunch program guidelines. We adhere to all of the guidelines and ensure that monthly audits within the program are conducted to ensure we continue to stay incompliance. We promote nutrition through our Physical Education program and host events that focus on being healthy such as Jump Rope for Heart, Mile with Mom and Field Day. Violence prevention is implemented through our Anti-Bullying Policy. Our school counselor plans events for or students to learn about bullying and the ways to stop and prevent situation that could be considered bullying. We also have guest speakers come that provide our students with tools an resources on the topic of Bullying.

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)).

The school employs a school counselor and a Broward County social worker. These two resource personal support our students and families with mental health, hardships, academic and behavior issues/concerns. They are active in our community and find resources to support families for many different needs.

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)).

Not Applicable

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)).

Somerset Pines follows the Broward County discipline matrix. Our staff is trained on this matrix in addition to training on how to manage behaviors in the classroom. Our administration team works closely with teachers who may be having behavior struggles in their classroom to incorporate behavior plans and best strategies and routines.

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)).

We provide training on evidence-based teaching practices aligned with state standards to improve

instructional quality across all content areas. Trainings also include STEM, special education, ESOL, and curriculum to equip teachers with subject-specific pedagogy and interventions. We also incorporate ongoing training on how to interpret and use formative, interim, and summative assessment data to differentiate instruction and improve student outcomes.
Our PLCs (Professional Learning Communities) analyze student performance data, set learning goals, and design targeted interventions. Instructional coaching cycles, including classroom modeling, co-teaching, and feedback sessions are part of our teacher support sytem along with mentorship programs for new and struggling teachers to support instructional growth and professional efficacy.
Recruiting and retainig staff is one of our highest priorities. We offeri signing bonuses and tuition reimbursement. We provide opportunities for teachers to grow professionally through roles such as mentor teachers, instructional coaches, or department leads. Access to wellness programs, flexible scheduling, and support networks to reduce burnout are part of our support initiative along with regular acknowledgment of effective teaching and meaningful performance feedback to support professional growth.

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)).

Prior to school starting, we host a kindergarten camp where we invite our incoming kindergarteners to come to get to know their school and meet their teachers. This ensures they have a positive transition into their new school. During the kindergarten camp, parent workshops are held that provide parents with policies and procedures, schedules, expectations, and ways to support their kindergartener at home with academics.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Our school, along with our district follows a structured, collaborative process to ensure that resources—both physical and financial—are allocated effectively to meet the diverse needs of our students. The process involves multiple layers of review and stakeholder input, and it typically unfolds in the following stages:

1. **Needs Assessment:**
   We begin with a data-driven needs assessment, using student performance data (e.g., state assessments, benchmark testing, attendance, behavior, graduation rates), as well as feedback from teachers, families, and students. This helps identify specific gaps in academic achievement, social-emotional support, and access to programs.
2. **Site-Level Review:**
   Each school conducts a site-based review led by the School Leadership Team, including teachers, specialists, administrators, and sometimes parents. The team evaluates current resource use (e.g., instructional materials, intervention programs, staffing levels) against student outcomes.
3. **District-Level Collaboration:**
   Findings from the school-level reviews are shared at the district level through district meetings, , and cross-functional teams (e.g., curriculum, special education, ELL services). These discussions focus on alignment to district goals, equity in resource distribution, and compliance with funding guidelines (e.g., Title I, ESSER, state mandates).
4. **Resource Allocation Planning:**
   Based on identified needs and school priorities, we revise our budget, staffing plans, and program investments. This may include increasing support staff, expanding tutoring programs, upgrading technology, or enhancing professional development.
5. **Monitoring and Adjustment:**
   After implementation, we monitor outcomes through progress monitoring systems and ongoing data review. Adjustments are made as needed, and this continuous improvement cycle ensures that resources remain aligned with student needs.
6. **Transparency and Community Engagement:**
   The school maintains transparency by sharing resource allocation decisions with the community through board meetings, parent meetings, and staff meetings. Input is encouraged

to ensure alignment with community expectations and student well-being.

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).

To increase our proficiency in the SWD subgroup, we will utilize all our available resources. These resources include our ESE teacher, school counselor, social worker and administration team. As a team, we will support our teachers, ensuring they have the means to support and foster the learning in all of our students with a focus to increase the proficiency of our SWD subgroup.

Resource: Structured Literacy Curriculum

- **Rationale:**
  ELA data revealed that many K–3 students lacked foundational phonics and decoding skills. A review of instructional practices showed inconsistent implementation of evidence-based reading strategies. The selected curriculum aligns with the Science of Reading and provides explicit, systematic instruction in phonological awareness, phonics, vocabulary, and fluency.
- **Timeline:**
  - August 2025(Pre-Planning): Teacher training and resource distribution
  - August 2025: Full implementation in grades K–3
  - Winter/Spring 2026: Mid-year data review and fidelity checks
  -

Resource: Professional Development in Differentiated Instruction and Data Analysis

- **Rationale:**
  A teacher needs survey (Spring 2025) indicated that staff desire more training in using data to inform instruction and in differentiating for diverse learners, particularly ELL's and SWD. PD will focus on scaffolding strategies, and data-driven lesson planning.
- **Timeline:**
  - August 2025(Pre-Planning): PD
  - September 2025–April 2026: Monthly PLCs focused on student work analysis and data use
  - May 2026: End-of-year reflection and next-step planning

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

Broward County Public Schools

SOMERSET PREP ACADEMY AT N LAUDERDALE



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 9

D. Early Warning Systems 10

II. Needs Assessment/Data Review 13

A. ESSA School, District, State Comparison 14

B. ESSA School-Level Data Review 15

C. ESSA Subgroup Data Review 16

D. Accountability Components by Subgroup 17

E. Grade Level Data Review 20

III. Planning for Improvement 21

IV. Positive Learning Environment 31

V. Title I Requirements (optional) 34

VI. ATSI, TSI and CSI Resource Review 39

VII. Budget to Support Areas of Focus 40

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

Somerset Preparatory North Lauderdale’s mission is to establish strong, caring relationships within our school community. We focus on helping every student succeed by being equitable, working hard, and giving them opportunities to grow in every way.

Provide the school's vision statement

Somerset Preparatory North Lauderdale’s vision is to be a shining example of great education and a trusted place for continuous learning in the North Lauderdale community. We are committed to supporting students as they mature into well-rounded, knowledgeable, and successful citizens who will make a positive impact in an ever-changing world.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

McGhee, Donyale

dmcghee@somersetprep.com

Position Title

Principal

Job Duties and Responsibilities

Ms. McGhee will effectively perform the performance responsibilities using the following knowledge, skills and abilities to: provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school’s assets; to read,

interpret, follow and enforce the State Board Rules, Code of Ethics, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the

Leadership Team Member #2

Employee's Name
Maura, Kionnie

kmaura@somersetprep.com

Position Title
Vice Principal

Job Duties and Responsibilities

The Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills and responsibilities: Ability to: demonstrate the knowledge and practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; read, interpret and implement the State Board Rules, Code of Ethics, and appropriate state and federal statutes; and coach, supervise and evaluate personnel. Provide support to ensure implementation team are aware of “background information, theory, philosophy values; introduce the components and rationales of key practices; provide opportunities to practice new skills and receive feedback in a safe training environment; assess key aspects of the overall organizational performance.

Leadership Team Member #3

Employee's Name
Chimere Nesbitt

cnesbitt@somersetprep.com

Position Title
Assistant Principal

Job Duties and Responsibilities

The K-5 Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills and responsibilities: Ability to: demonstrate the knowledge and practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; read, interpret and implement the State Board Rules, Code of Ethics, and appropriate state and federal statutes; and coach, supervise and evaluate personnel. Provide support to ensure implementation team are aware of “background information, theory,

philosophy values; introduce the components and rationales of key practices; provide opportunities to practice new skills and receive feedback in a safe training environment; assess key aspects of the overall organizational performance.

Leadership Team Member #4

Employee's Name
Andre Gainey

again ey@somersetprep.com

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills and responsibilities: Ability to: demonstrate the knowledge and practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; read, interpret and implement the State Board Rules, Code of Ethics, and appropriate state and federal statutes; and coach, supervise and evaluate personnel. Provide support to ensure implementation team are aware of “background information, theory, philosophy values; introduce the components and rationales of key practices; provide opportunities to practice new skills and receive feedback in a safe training environment; assess key aspects of the overall organizational performance.

Leadership Team Member #5

Employee's Name
Chantae Jackson

chantaejackson@somersetprep.com

Position Title
Director of School Counseling - Administrative Support

Job Duties and Responsibilities

-Assist the principal evaluating instructional and non-instructional staff. -Supervise instructional and non-instructional staff. -Help create school-wide goals including those related to student learning and student behavior. -Manage student behavioral issues including those in the cafeteria -Supervise Office Staff members. -Supervise Cafeteria Staff members. -Supervise Guidance Department -Supervise Testing Department.

Leadership Team Member #6

Employee's Name
Marshall, Sebrina

smarshall@somersetprep.com

Position Title
Instructional Coach

Job Duties and Responsibilities

Provide craft information in regard to Science /Math, along with advice, encouragement, and opportunities to practice and use skills specific to the intervention, implement and support school-level intervention, assess key aspects of the overall organizational performance. Provide craft information in regard to math and science, along with advice, encouragement, and opportunities to practice and use skills specific to the intervention, implement and support school-level intervention, assess key aspects of the overall organizational performance. Design and implement well organized individual and group learning opportunities for teachers and school leaders. Model effective and differentiated instruction for teachers. Create and deliver ongoing professional development for teachers and school leaders. Assist teachers in aligning their instruction with strong teaching methods, standards, and student data. Observe teachers and provide meaningful feedback and coaching. Increase teacher effectiveness by improving the quality of teaching and learning through ongoing support to teachers. Equip staff with resources and skills needed to implement effective instructional practices. Assist teachers and school leaders with implementing instructional decisions based on student data. Provide support to teachers and administrators in analyzing student data. Support the development of high-quality professional learning communities.

Leadership Team Member #7

Employee's Name
McKnight, Najuma

nmcknight@somersetprep.com

Position Title
Literacy Coach

Job Duties and Responsibilities

Provide craft information in regard to ELA/Reading/Social Studies, along with advice, encouragement, and opportunities to practice and use skills specific to the intervention, implement and support schoollevel intervention, assess key aspects of the overall organizational performance. Provide craft information in regard to reading, LA and Social Science, along with advice, encouragement, and opportunities to practice and use skills specific to the intervention, implement

and support schoollevel intervention, assess key aspects of the overall organizational performance. Design and implement well organized individual and group learning opportunities for teachers and school leaders.

Leadership Team Member #8

Employee's Name
Cole,Tracie

tcole@somersetprep.com

Position Title
ESE Specialist/ELL Specialist

Job Duties and Responsibilities

Ms. Cole will develop, monitor, and update IEPs for students with disabilities. Ensure that IEP comply with federal and state regulations and address the specific needs of each student. - Coordinate and lead IEP meetings with parents, teachers, and other stakeholders. Collaboration and Consultation Work closely with general education teachers, special education teachers, and other school staff to support the inclusion of students with disabilities. Provide guidance and resources to teachers on strategies to accommodate and differentiate instruction. Assessment and Evaluation - Conduct assessments to determine students' eligibility for special education services. - Monitor student progress through data collection and analysis to adjust instructional strategies as needed. Instructional Support - Assist in the development of instructional materials and strategies that address the needs of students with disabilities. - Support classroom teachers in implementing accommodations and modifications. Professional Development- Provide training and support to staff on best practices in special education and inclusive education. Stay informed about current research, practices, and legal requirements in special education. Family and Community Engagement: - Serve as a liaison between the school and families of students with disabilities, ensuring open communication and collaboration. - Provide resources and support to families to help them advocate for their children's educational needs. Compliance and Documentation - Maintain accurate and up-todate records of services provided and student progress. - Ensure that the school complies with all legal requirements related to special education. Behavior Management - Assist in the development and implementation of behavior intervention plans (BIPs) for students who require additional behavioral support. - Provide strategies and support for managing classroom behavior effectively here at Somerset Academy Charter of North Lauderdale.

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.

Somerset Prep Academy of North Lauderdale will continue to build positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keeping parents informed of their child's progress through the following: - Progress Monitoring administered three times a year (Baseline, Mid point, End of year)PM1 PM2 PM3) - Weekly academic and behavioral progress reports (as needed) - Utilization of the school's website to inform parent of upcoming events. - Parent Surveys: feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems. - During SAC, Open House, curriculum night, etc. provide various methods for parents to conference with teachers and administrators. (Parent Conferences, emails, student agendas) - Offer fun, interactive tutorials to parents who are unfamiliar with Focus and other forms of educational technology. - Principal Chats with Parent Meeting Quarterly - Communicate classroom and school newsletter to parents. - Teacher Call Log: Positive notes, letters, phone calls home. - Maintain a school Facebook page to dialog with parents and give assistance if needed. - Parent University offered throughout the year. - Volunteer opportunities available throughout the school year. - Quarterly Academic Celebrations - Character Education participation rewards - Collaboration with local community agencies (Head Start, Local Mental Health Agencies) - Coordination of Mental Health Services through the BCPS (Social Worker)

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 leadership team will collaboratively create a data analysis worksheet and system for using data to drive instruction by November 2025. • School Administrators will train Grade Level and Department Level chairs in the data analysis process to create expert teacher leaders –by end of first quarter. • Grade Level and Department Level meetings will contain a data analysis focus in order to conduct instructional activities aligned to the needs of all students by end of first quarter and continuing. throughout the year. • PD training in faculty meeting and grade level/department meetings will take place at least twice per month to expand teacher knowledge of using data to drive instructional improvements. These trainings will be conducted by members of the leadership team. • Each teacher will be asked to discuss their classroom data, instructional modifications and supports system to

increase student achievement as part of the PGP. Timeline: October, January and May. • Department Chair Meetings. • Student Achievement Data- Significant progress and growth towards standards mastery will be demonstrated by student achievement results on , Read 180 and IXL Mathematics.PM1, PM2 and PM3.

C. Demographic Data

2025-26 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**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**98.9%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: B** **2022-23: C** **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	60	61	60	57	62	74	110	110	110	704
Absent 10% or more school days	2	3	2	1	2	2	5	4	4	25
One or more suspensions	0	0	0	0	2	5	3	3	4	17
Course failure in English Language Arts (ELA)										0
Course failure in Math	0	1	4	1	0	1	3	4	4	18
Level 1 on statewide ELA assessment	1	2	3	8	5	7	1	0	3	30
Level 1 on statewide Math assessment	1	3	1	3	1	2	1	2	1	15
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		1		2						3
Students retained two or more times			1							1

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	1						6	4		11
One or more suspensions										0
Course failure in English Language Arts (ELA)									2	2
Course failure in Math								9	6	15
Level 1 on statewide ELA assessment		19	41	9	2	10	23	40	24	168
Level 1 on statewide Math assessment		17	16	6	2	10	28	42	28	149
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							1	9	6	16

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			12	11	7	2			2	34
Students retained two or more times			1	1	2	7	5	7	2	25

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	53	66	61	50	60	58	44	55	53
Grade 3 ELA Achievement	47	65	62	38	62	59	48	58	56
ELA Learning Gains	58	64	61	62	61	59			
ELA Lowest 25th Percentile	58	60	55	54	56	54			
Math Achievement*	60	64	62	58	60	59	47	52	55
Math Learning Gains	65	61	60	67	62	61			
Math Lowest 25th Percentile	59	56	53	69	60	56			
Science Achievement	46	60	57	40	55	54	32	50	52
Social Studies Achievement*	49	75	74	70	73	72	65	68	68
Graduation Rate		68	72		68	71		68	74
Middle School Acceleration	75	77	75	63	73	71	71	72	70
College and Career Acceleration		53	56		49	54		54	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	53	60	61	43	59	59	34	53	55

*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)	ATSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	623
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
57%	56%	50%	54%	29%		54%

* 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	36%	Yes	4	
English Language Learners	50%	No		
Black/African American Students	56%	No		
Hispanic Students	55%	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	53%	47%	58%	58%	60%	65%	59%	46%	49%	75%			53%
Students With Disabilities	24%		51%	50%	25%	51%	48%	12%	29%				33%
English Language Learners	42%	31%	58%	55%	53%	61%	53%	38%	42%	64%			53%
Black/African American Students	53%	52%	59%	61%	60%	63%	59%	44%	48%	73%			39%
Hispanic Students	50%	39%	57%	55%	59%	64%	53%	48%	54%	72%			58%
Economically Disadvantaged Students	53%	46%	58%	59%	60%	64%	59%	47%	50%	75%			53%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	50%	38%	62%	54%	58%	67%	69%	40%	70%	63%			43%
Students With Disabilities	17%		49%	52%	25%	67%	66%	14%					20%
English Language Learners	37%	20%	51%	40%	49%	58%	59%	29%	56%	40%			43%
Black/African American Students	51%	41%	63%	65%	57%	69%	76%	42%	71%	59%			28%
Hispanic Students	47%	31%	60%	45%	60%	62%	58%	41%	61%	68%			47%
White Students	33%		40%		50%	50%							
Economically Disadvantaged Students	51%	38%	64%	58%	59%	67%	71%	42%	68%	65%			42%

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	44%	48%			47%			32%	65%	71%			34%
Students With Disabilities	21%				17%			19%	25%				20%
English Language Learners	28%	25%			38%			25%	43%				42%
Black/African American Students	45%	56%			45%			25%	71%	68%			50%
Hispanic Students	40%	39%			52%			43%	55%				41%
White Students	31%				23%								
Economically Disadvantaged Students	44%	52%			48%			32%	66%	69%			44%

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	3	45%	61%	-16%	57%	-12%
ELA	4	54%	62%	-8%	56%	-2%
ELA	5	49%	62%	-13%	56%	-7%
ELA	6	57%	65%	-8%	60%	-3%
ELA	7	45%	60%	-15%	57%	-12%
ELA	8	54%	59%	-5%	55%	-1%
Math	3	36%	68%	-32%	63%	-27%
Math	4	65%	69%	-4%	62%	3%
Math	5	60%	63%	-3%	57%	3%
Math	6	67%	63%	4%	60%	7%
Math	7	61%	59%	2%	50%	11%
Math	8	41%	47%	-6%	57%	-16%
Science	5	57%	57%	0%	55%	2%
Science	8	39%	45%	-6%	49%	-10%
Civics		49%	72%	-23%	71%	-22%
Algebra		75%	61%	14%	54%	21%

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.*				
Algebra		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Somerset Preparatory Academy of North Lauderdale mathematics showed the most improvement. The results of the 2024-2025 PM3 data was 60% compared to the 2023-2024 PM3 data which was 58% which was a 2% increase. The mathematics assessment on PM3 indicated that 59.0% of students achieved proficiency with our lowest 25% which showed learning gains at 63.0%. The subgroup data review indicated the following on PM3: Black students making satisfactory progress in Math was 60%. The subgroup data for Hispanic students making satisfactory progress on PM3 in Math was 59%. Economically Disadvantaged students making satisfactory progress in Math was 60%. Based on the ESE/SWD results in the area of Mathematics, for the 2024-2025 school year, our students performed with a proficiency of 25% in comparison to the 2022-2023 of 25%. This indicates an increase of 8% increase within the last 3 years. The area of learning gains in mathematics has shown significant growth from 2021-2022 school year to the 2024-2025 reflecting an increase from 66% to 55%. Our math data showed the most significant improvement due to the implementation of various school wide initiatives over the last years: 1. Our entire administrative team, Instructional Coaches and Teachers meet regularly to analyze our student's performance data to tailor instruction to meet the specific needs of students at our campus. Data Driven instruction was purposeful and strategic. 2. Professional Development was conducted on a continual basis: We provided our teachers with ongoing training and workshops to stay updated with the latest teaching strategies and curriculum changes. 3. We encouraged our teachers to work together in vertical alignment, planning lessons and sharing best practices throughout the school year. 4. We used more educational technology and online resources to engage students and provide interactive learning experiences in the math classes. 5. We increased the Implementation of small group or one-on-one interventions for our students who need additional support in the math classes. 6. We adapted and enhanced the mathematics curriculum to ensure it is challenging and align with standards. 7. We were intentional as it pertained to assessment and feedback by utilizing various assessment methods to provide timely feedback and track our student progress within our campus. This improvement was achieved through the implementation of effective instructional strategies and resources targeting social studies skills. The teacher employed differentiated instruction, including flexible grouping, scaffolded learning, and tiered assignments tailored to varying skill levels. Project based learning was incorporated to foster deeper connections with real-world applications, and the use of primary source analysis and

inquiry-based discussions promoted critical thinking.

To effectively address the learning needs of our students within the Students with Disabilities (SWD) subgroup, the implementation of differentiated instruction techniques during Tier 1 instruction proved crucial. These techniques included the use of visual aids, graphic organizers, and digital tools to engage students and simplify complex concepts. Regular formative assessments, such as short quizzes and exit tickets, were conducted to monitor student progress and allow for instructional adjustments.
Additionally we will use , supplementary resources, including online practice tests, targeted tutoring, and study groups, were made available to provide additional support for students who required extra help, as well as to challenge those ready for more advanced material. For students needing further assistance, Tier 2 and Tier 3 interventions in social science were conducted twice per week, with each session lasting approximately 30 minutes. These sessions focused on reinforcing core concepts and building critical thinking skills to ensure all students had the opportunity to succeed and excel.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on the performance of our SWD students, the lowest performing subject area is in the area of ELA. From the school year 2023-2024, the overall proficiency was 17% with continual increase until the 2024-2025 school year reflecting 24%. Their data has shown a slight improvement but requires specific professional development for our teachers to improve their instructional practices in teaching students with disabilities. To address these issues, we are focusing on enhancing our curriculum and additional activities. These improvements will emphasize vocabulary acquisition and exposure to academic grade-level content in the area of mathematics. We plan to boost the domains of Vocabulary and Comprehension of Informational Text using the Mathematics Department. Moreover, students 3-8 grades levels with diverse levels of previous knowledge in mathematics, which posed a challenge for the teacher in delivering instruction and attempting to bridge the knowledge gaps from previous years within a limited timeframe. This wide range of prior knowledge further compounded the issue The reason for the decline in some components was lack of explicit instruction and utilizing the Envision platform with fidelity. We will continue conducting weekly data chats with the teacher to discuss areas in which students are lacking and coming up with ways to close the gaps prior for the 2025-2026 school year. Our efforts will be directed towards also to delivering high-quality rigor instruction emphasizing decoding, vocabulary enhancement, prior knowledge building, and motivational elements. This way, we hope to assist our students in achieving proficiency across all subject areas.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that

contributed to this decline.

2024-2025 3rd grade mastery level was 36% in MA on the PM 3 FAST which was a 23% decline from the previous year which was 60%. The grade level data comparison was as follows: The District achievement data is 58 % achieve mastery (SPNL caparison data to district is -35) and the State achievement data is 63% achieve mastery (SPNL caparison data to state is -27). We believe that our teachers had a lack of knowledge of the actual standards, we had new teachers in the grade level for the first time, differentiated instruction was not done with fidelity or at the rigor required to increase performance in these subgroups. New actions to address this need will include differentiated instruction models, increased targeted support for various subgroup populations, access to a modified curriculum with access points to close learning gaps, and planning for standards-based instruction. Our teachers did not receive enough specific instructional practices to implement to meet the individual needs of our diverse students. Inclosing we actually had a new teacher teaching this subject area.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The most significant academic gap identified for the 2024–2025 school year was in 3rd grade mathematics 36%, where student proficiency levels fell well below the state average on the PM3 assessment. Only 40% of students demonstrated proficiency on the statewide assessment, in stark contrast to the state average of 63%. This 23-percentage-point gap marks a critical area for instructional improvement and targeted support.

Several contributing factors have been identified. First, instruction lacked sufficient differentiation to meet the diverse academic needs of the student population. Classroom practices did not consistently align with students' varied learning profiles, which impacted engagement and mastery. Second, remediation efforts were either delayed or insufficient for students who failed to demonstrate mastery on progress monitoring assessments. These students were not provided with timely, targeted interventions, which likely compounded their learning gaps over time. Additionally, there is a need for more intentional instructional strategies during math lessons. Lessons should be strategically designed to reinforce key standards while promoting conceptual understanding and problem-solving skills. Instructional pacing also emerged as an area of concern, as uneven pacing can result in insufficient time spent on complex or foundational standards.

It is important to note that this decline in math proficiency does not reflect a continuation of previous trends. In the 2023–2024 school year, 3rd grade students achieved a proficiency level of 66%, which exceeded the state average. However, PM3 scores for 2024–2025 revealed a sharp and unexpected decline. This dramatic drop underscores the urgency for a comprehensive review of instructional

planning, progress monitoring practices, and support systems to reverse this downward trend and realign student performance with or above state expectations for the students transitioning to 4th grade.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on EWS data from 2025-2026, the greatest area of concern is Level 1 student performance on the ELA state assessment. To improve in this area, we will provide more support for teachers inside the classroom assisting them with Tiered instruction and providing professional development on explicit instruction. Our MTSS team and ESE department will also provide additional support for Our data indicating that the proficiency average for our Student's With Disability (SWD) subgroup is just 24%. Our data is below the required minimum average of the state's 41% as indicated in the 2024-2025 ESSA Subgroup Data Report, making this subgroup a key area for improvement in our school. For four consecutive years, the SWD subgroup has been below the state's 41% proficiency and for three years the subgroup is below 30%. To enhance the proficiency of this subgroup, SWD students will be offered free after-school tutoring sessions. Additionally, our Push-in/Pull-out model will be conducted throughout the school day, supervised by the ESE Teacher. This involves establishing small i-Ready groups and using specific lessons from the i-Ready Toolkit to focus on each student's areas of deficiency in both Reading and Math, with student progress monitored on a weekly basis. The Curriculum Coach will also conduct regular data chats with these students and monitor their progress on a monthly basis. The 2024 AP3 MA FAST Assessment results demonstrated a proficiency level of 36% for 3rd Grade. In our efforts to boost student performance in these areas, we plan to implement a blend of strategies. These incorporate the persistent use of the i-Ready program, conducting small group instruction, offering tutoring services, deploying Teacher Assistants to support students in their areas of struggle and applying differentiated instruction.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our data indicating that the proficiency average for our Student's With Disability (SWD) subgroup is just 24% in the Federal Percent of Point Index. This is below the required minimum average of the state's 41% as indicated in the 2024-2025 ESSA Subgroup Data Report, making this subgroup a key area for improvement in our school. For four consecutive years, the SWD subgroup has been below the state's 41% on the Federal Percent of Point Index for three years. According to our FAST assessment ELA data, our ESE/SWD students are underperforming at 24% proficiency level. To enhance the proficiency of this subgroup, SWD students will be offered free after-school tutoring sessions. Additionally, our Push-in/Pull-out model will be conducted throughout the school day, supervised by the ESE Teacher. This involves establishing small i-Ready groups and using specific

lessons from the i-Ready Toolkit to focus on each student's areas of deficiency in both Reading and Math, with student progress monitored on a weekly basis. The Curriculum Coach will also conduct regular data chats with these students and monitor their progress on a monthly basis. Our Civics scores were low as well compared to previous years. After reviewing our Master schedule tracking it was noted that we must make some necessary changes with a certain student population. We will also focus on 3rd grade mastery level was 36% on the PM 3 FAST which was a 23% decline from the previous year which was 60%. The grade level data comparison was as follows: The District achievement data is 58 % achieve mastery (SPNL caparison data to district is -35) and the State achievement data is 63% achieve mastery (SPNL caparison data to state is -27). We believe that our teachers had a lack of knowledge of the actual standards, we had new teachers in the grade level for the first time, differentiated instruction was not done with fidelity or at the rigor required to increase performance in these subgroups. New actions to address this need will include differentiated instruction models, increased targeted support for various subgroup populations, access to a modified curriculum with access points to close learning gaps, and planning for standards-based instruction. Our teachers did not receive enough specific instructional practices to implement to meet the individual needs of our diverse students. Inclosing we actually had a new teacher teaching this subject area.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the SWD grade 3-8 MA scores, there was only a .5 increase of percentage points from 25% in the previous year (2024) to 25.5% in 2025. Moving forward, utilizing the identified PM3 data, we will implement targeted math instruction and test-taking strategies aimed at ensuring student success. By the end of the 2025-2026 School year our SWD will increase by 15 percent points on the PM3 assessment.

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.

By the end of the 2024-2025 school year, math scores Students with Disabilities will improve from 25% proficiency to 40% proficiency by receiving intervention and explicit math instruction. To enhance the proficiency of this subgroup, SWD students will be offered free after-school tutoring sessions. Additionally, our Push-in/Pull-out model will be conducted throughout the school day, supervised by the ESE Teacher. This involves establishing small i-Ready groups and using specific lessons from the i-Ready Toolkit to focus on each student's areas of deficiency in both Reading and Math, with student progress monitored on a weekly basis. The Curriculum Coach will also conduct regular data chats with these students and monitor their progress on a monthly basis.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The SWD focus will be monitored utilizing data from iReady diagnostics, and the FAST PM 1 and 2. The students will take progress monitoring assessments in the Mathematics classes. At the

conclusion of the diagnostic assessments, data chats will occur with the students and identification of students who need further remediation will take place. At that time, the school will also provide free tutoring sessions to students who are not proficient in those areas in an effort to increase proficiency. On-going data collection from interventions, direct services provided by an ESE teacher, teacher, and Curriculum Coach. The Collaborative Problem-Solving Team (CPST) which consists of the assistant principal, literacy coach, math/science coach, interventionist and ESE specialist will meet regularly to discuss data and monitor the effectiveness of the interventions. Teacher will engage in professional learning opportunities which focus on providing effective instruction for students with disbilities. Professional Learning communities (PLC) will focus on differentiated instruction and the importance of closing the achievement gap. The students will take progress monitoring assessments to identify the areas of mastery and the areas of weakness in Intensive Reading, English Language Arts and Mathematics classes. At the conclusion of the diagnostic assessments, data chats will occur with the students and identification of students who need further remediation will take place. At that time, the school will also provide free tutoring sessions to students who are not proficient in those areas in an effort to increase proficiency. On-going data collection from interventions, direct services provided by an ESE teacher, teacher, and Curriculum Coach. The Collaborative Problem-Solving Team (CPST) which consists of the assistant principal, literacy coach, math/science coach, interventionist and ESE specialist will meet regularly to discuss data and monitor the effectiveness of the interventions. Teacher will engage in professional learning opportunities which focus on providing effective instruction for students with disbilities. Professional Learning communities (PLC) will focus on differentiated instruction and the importance of closing the achievement gap.

Person responsible for monitoring outcome
Math Curriculum Coach Dr. Williams /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:
Evidence-based interventions and strategies implemented to support the focus of SWD will consist of IReady and IXL (Math) programs. These programs are designed to meet the specific needs of the SWD.

Rationale:
The rationale for using evidence-based strategies with students is grounded in the belief that educations should be based on research and data-driven practices to maximize students learning and achievement. The reasons include improved learning outcomes, equity and fairness, accountability and data-driven decision-making. I Ready and IXL give the students the chance to be challenged by engaging in rigorous lessons based on their level. SWD will be tested three time per year using the Iready and IXL Diagnostic to determine placement in small groups, tutoring, and push in/pull out programs. These platforms will be assigned to students on a weekly basis to complete lessons

designed to close achievement gaps. SWD, teachers, ESE Teacher and the instructional coaches will have biweekly data chats to discuss the learning progress of each student areas of deficiencies that need to be met.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
The Intensive Math Teacher will receive training on how to effectively implement the ,Iready and IXL technology programs. In addition, Teachers will attend on-going PD training on how to best gather and analyze data to monitor the learning progress of SWD subgroup to assure they are achieving mastery in Math skills. The teachers will be having regular data chat with the students and discussing the data using tracking forms. General education teachers and ESE support facilitator Tracie Cole will meet regular to create effective push in/pull out model that best meets the needs of the SWD.

Rationale:
The rationale for using evidence-based strategies with students is grounded in the belief that educations should be based on research and data-driven practices to maximize students learning and achievement. The reasons include improved learning outcomes, equity and fairness, accountability and data-driven decision-making. IReady and IXL give the students the chance to be challenged by engaging in rigorous lessons based on their level. SWD will be tested three time per year using the Read180 and IXL Diagnostic to determine placement in small groups, tutoring, and push in/pull out programs. These platforms will be assigned to students on a weekly basis to complete lessons designed to close achievement gaps. SWD, teachers, ESE Teacher and the instructional coaches will have biweekly data chats to discuss the learning progress of each student areas of deficiencies that need to be met.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Diagnostic Data Collection to determine SWD Tier Placement, reading lexile and phonics deficiency level. Students identified, as needing additional Phonics support will receive daily small group instruction in Phonics during their Intensive Reading class, led by Teacher. Twice a week, these students will partake in extra Phonics instruction during 30-minute small group Pull out sessions with Curriculum Coach

Person Monitoring:
Noni McKnight

By When/Frequency:
September 2025 -May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Intensive Reading Teacher will receive training on how to effectively implement the Read 180/ System ,Iready and IXL technology programs. In addition, Teachers will attend on-going PD training

on how to best gather and analyze data to monitor the learning progress of SWD subgroup to assure they are achieving mastery in Math and ELA skills. The teachers will be having regular data chats with the students and discussing the data using tracking forms. General education teachers and ESE support facilitator Tracie Cole will meet regular to create effective push in/pull out model that best meets the needs of the SWD.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the SWD grade 3-8 ELA scores, there was a increase of 7 percentage points from 17% in the previous year (2024) to 24% in 2024. Moving forward, utilizing the identified PM3 data, we will implement targeted reading instruction and test-taking strategies aimed at ensuring student success. By the end of the 2025-2026 School year our SWD will increase by 20 percent points on the PM3 assessment.

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.

By the end of the 2025-2026 school year, the proportion of students with disabilities achieving at least Level 3 proficiency on the PM3 ELA FAST assessment will increase from 24% to 35% resulting in a total proficiency rate of 35% on the 2025-2026 PM3 assessment. These targets are set to bridge the gap between our students' performance and the state average, ensuring that more students achieve grade-level proficiency in ELA.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Our teachers will be provided with Instructional Support/Coaching during common planning with a focus on data-driven decision making. During common planning our coaches will support teachers with analyzing their data to create learning groups. This action step will be monitored through data chats with teachers, coaches, and administration. As a result, teachers will be able to use data to create small groups. Our teachers will participate in professional development with a focus on small group instruction. During the professional development, our teachers will be shown how to scaffold instruction to meet the needs of all learners. Administrators will monitor the impact of this action step

by reviewing lesson plans and observing instruction. As a result, our targeted students will be able show academic improvement. During collaborative planning, our coaches will share best practices. Coaches will provide teachers with strategies and resources to utilize in their classes during instruction. Administrators will monitor this action step by conducting classroom walkthroughs, followed by reflective sessions to discuss performance. As a result, there will be a change in instructional practices.

Person responsible for monitoring outcome
Curriculum Coach /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:
We will implement Read 180 as an evidence-based intervention designed to enhance foundational reading skills across various grade levels. This program specifically targets students who need extra support in developing reading comprehension, vocabulary, and overall literacy proficiency. The program uses adaptive technology to tailor instruction to each student's individual needs, ensuring that they can progress at their own pace while building essential skills. To monitor the effectiveness of Read 180, we use regular assessments and data tracking tools included within the program. Teachers review student progress through diagnostic and formative assessments, which provide data on reading fluency, comprehension levels, and vocabulary acquisition. These assessments are conducted at regular intervals to measure growth, identify areas for additional support, and ensure that the intervention is effectively meeting students' needs. Teachers also participate in regular professional learning communities to discuss student data, share best practices, and adjust instruction as needed. By closely monitoring progress and maintaining a cycle of continuous improvement, we ensure that Read 180 is effectively supporting our students' literacy development.

Rationale:
Instructional Support/Coaching was chosen because our teachers need support with developing engaging, efficient, and data-driven lesson plans.

Tier of Evidence-based Intervention:

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
Lesson planning with differentiated instruction

Person Monitoring:
Curriculum Coach Ms. McKnight /Admin

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During collaborative planning, teachers will plan lessons, consider multiple ways to present the material (visual, auditory, kinesthetic) and plan activities at varying levels of difficulty to accommodate different learning needs. This action step will be monitored by coaches and administrators during common planning. As a result, lesson plans will reflect differentiated instruction.

Action Step #2
Differentiating responses

Person Monitoring:
Curriculum Coach

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During collaborative planning, teachers will create response opportunities throughout their lesson plans. This could mean offering different reading levels, varying the complexity of questions, or allowing similar responses for students to demonstrate their learning. This action step will be monitored by coaches and administrators through lesson plan reviews and classroom walkthroughs. As a result, teachers will assess student learning through various types of student responses.

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.

We have noticed a data trend with those students who have chronic absentee and tardy issues on our campus score significantly lower than those who have positive attendance on state and in house assessments across all subject areas. Our students in K-5th grade- Regular attendance in the early school years is crucial for setting a positive learning routine and ensuring that children receive consistent instruction in foundational skills, particularly literacy and numeracy. Frequent absences disrupt a child’s learning consistency, leading to gaps in essential skills that are critical for future academic success. Students who attend school regularly are more likely to read proficiently by the end of third grade. Last year's data indicated a significant number of students with chronic absenteeism in the early grades which had a profound effect on their performance on assessments with possible retention implications. This trend was linked to lower performance in reading assessments and end-of-year evaluations, highlighting the need for strategies to improve attendance. Middle School (Grades 6-8) Area of Focus: Reducing Chronic Absenteeism in Middle school is a pivotal time for students as they transition from elementary to high school. Regular attendance is critical for keeping up with increasingly complex subjects and for fostering a sense of responsibility

and independence. We have noted that missing school can lead to difficulty in understanding key concepts, particularly in subjects like math and science, were learning builds cumulatively. At Somerset North Lauderdale our data trends have proven that regular attendance supports academic achievement and social development during this critical phase

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.

By the end of the 2025-2026 school year, we will achieve an attendance rate of 95% across all grade levels, by reducing the number of students classified as chronically absent (missing 10% or more of school days) by 20%.

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.

Our MTSS/RTI Team will establish an attendance committee that includes administrators, teachers, counselors, and staff to address attendance issues collaboratively. Our team will develop strategies to improve attendance and provide support to students and families. We will develop individualized intervention plans for students with chronic absenteeism, involving counselors, MTSS Specialist, Dean of Discipline, Behavioral Specialist and social workers to understand and address the root causes of their absences.

Person responsible for monitoring outcome

Tracy Pollack -MTSS/RTI Specialist , Admin Team and School Counselor

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:

PBIS is a framework which actively teaches positive behaviors and implements evidence-based preventative and responsive interventions to support student academic achievement and well-being.

Rationale:

School-wide expectation , tiered systems of suports and consistent data analysis are hallmarks of PBIS which ultimaye;y leads to student academic, behavioral, and social-emotional improvement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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
Hurricane PRIDE school-wide expectations

Person Monitoring:
Tracy Pollack and MTSS Team

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Based on attendance incidents, a tiered intervention criteria is created and monitored by the MTSS team to ensure students meet attendance expectations. The MTSS team will meet on a consistent basis to discuss and analyze data provided by attendance clerk and administration. Interventions will be created by the team and students will be placed the appropriate tiers to receive the necessary interventions to improve students' overall attendance at school.

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.

Parents are invited and encouraged to become active members of the School Advisory Council (SAC). All SAC meetings are scheduled in accordance with the Under the Sunshine law of Florida where all meetings are also opened to the public. At the SAC meetings parents will be provided information regarding the school's Title I allocation (inclusive of professional development and parent involvement allotments). Parents will be invited to provide input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by parents, staff, and students. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program.

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)).

Our goal is to increase parental engagement/involvement through developing (with ongoing parental input) our Title I School -Parent Compact (for each student); our school 's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements that will include Parent Universities that teach FAST strategies, reading clinics and tips for assisting their children with mathematics strategies and concepts (Grade level specific) and reporting requirements. Conducting

informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., Flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

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)).

The Literacy Leadership Team and teachers will focus its meetings on questions pertaining to the implementation of instruction and intervention strategies. The team will meet monthly to engage the following activities: Monitor progress of Level 1 and 2 students in Intensive Reading classes. Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes. Develop and monitor the FAST morning tutoring that will be offered to all Level 1, Level 2, ELL, and SWD students. Review progress of all students using Test Prep, I Ready, as a supplement to the instruction. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading. Ensure that all teachers throughout the school year will teach the FAST reading benchmarks across the curriculum. Ensure that differentiation is evident within the teacher's lesson plans. The use of instructional delivery strategies such as reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, differentiated instruction and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the Literacy Leadership team will determine the professional development and resources needed to optimize instruction and intervention. The Literacy Leadership will focus on the revised goals for writing in across the curriculum. The school plans to strengthen the academic programs in the school and increase the amount and quality of learning time and help provide an enriched and accelerated curriculum through increase professional development for teachers, student centered initiatives, and administrative led decision making based on recent student and teacher data specifically as it relates to the Students with Disabilities subgroup.

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)).

Somerset Prep North Lauderdale will be providing the following services. • Counseling, pupil services, and mentoring services. • College and career awareness and preparation, such as college

and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies. • The integration of vocational and technical education programs. • Counseling, pupil services, and mentoring services. • College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies. • The integration of vocational and technical education programs. Somerset Prep North Lauderdale has created various partnerships with community members which will assist with students at risk such as OIC of South Florida. This partnership has provided Somerset Prep students with enrichment programs opportunities for “inside” and “outside” of the classroom. The OIC provides structured environments aimed at increasing academic proficiency, emotional and social development, decision-making skills, and family strengthening. The core of the program is to prepare tomorrow’s leaders for career readiness by helping them equip them with the essential tools necessary to develop healthy relationships, set and pursue goals, and make healthy life choices.

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)).

Somerset Prep North Lauderdale (SPNL) has a system for teachers to refer students to see the counselors as well as for students to request to see the counselors. In addition, SPNL also uses Rethink Ed for its Life Skills & Wellness curriculum. The curriculum helps students develop the skills needed to strengthen different facets of their mental health. Rethink Ed lessons are covered biweekly in class. Teachers and staff can also assign individual lessons to students based on specific needs. Somerset has two different mentoring programs Ladies of Elegance and Brothers II Brother. These mentoring programs pair students with Somerset staff. This allows personnel that are already familiar with the students to support and mentor them throughout the school year.

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)).

Somerset Prep North Lauderdale will be providing the following services. • Counseling, pupil services, and mentoring services. • College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and teamteaching strategies. • The integration of vocational and technical education programs. • Counseling, pupil services, and mentoring services. • College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and teamteaching strategies. • The integration of vocational and technical education programs. Somerset Prep North Lauderdale has created various partnerships with community members which will assist with students at risk such as OIC of South Florida. This partnership has provided our students with enrichment programs opportunities for "inside" and "outside" of the classroom. The OIC provides structured environments aimed at increasing academic proficiency, emotional and social development, decision-making skills, and family strengthening. The core of the program is to prepare tomorrow's leaders for career readiness by helping them equip them with the essential tools necessary to develop healthy

relationships, set and pursue goals, and make healthy life choices .

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)).

The first step in implementing PBIS is to form a PBIS leadership team. This team typically includes administrators, teachers, counselors, and support staff who will lead the PBIS initiative. The team collaboratively defines clear and specific behavioral expectations for all areas of the school, such as classrooms, hallways, and the cafeteria. These expectations are often stated in positive and easily understandable terms. Teachers and staff teach students the behavioral expectations through explicit instruction. Expectations are consistently modeled, practiced, and reinforced throughout the school year. PBIS incorporates a system of positive reinforcement to acknowledge and reward students for exhibiting desired behaviors. This may include verbal praise, small rewards, certificates, or a token system. We engage with parents and the community to involve them in the PBIS process. This may include workshops, meetings, and resources for parents to reinforce PBIS principles at home.

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)).

The school has planned Professional Learning Communities within the school to provide professional development for teachers to enable all children in the school to meet state academic content standards. These PLCs are based on specific needs in target areas for the different core subject areas of Reading, Mathematics, and classroom management. Regular meetings will occur throughout the school year to ensure higher success rates in student achievement and remediation of gaps identified that may have been worsened by the pandemic/online learning platforms. Each teacher is required to write their own annual Growth Plan based on the teacher evaluation tool and approved by the principal. The intent is for teachers to monitor their own effectiveness and continue to improve their craft/skill in delivering highly effective instructional strategies.

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)).

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The leadership team will meet to discuss the staffing needs to ensure that the interventions are implemented with fidelity.The evidence-based interventions being implemented for students for Students with Disabilities in reading are explicit instruction, technology integration, reading comprehension strategies, graphic organizers, scaffolding and the Five (5) Components of Reading - Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. The platforms for interventions are Reading 180 and System44. The evidence-based interventions being implemented for students for Students with Disabilities in ELA are explicit and systematic instruction, problem solving skills, cooperative groups, mastery of learning, technology integration, scaffolding, and feedback.

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).

The rationale for using evidence-based strategies with students is grounded in the belief that education should be based on research and data-driven practices to maximize student learning and achievement. The reasons include improved learning outcomes, equity and fairness, accountability and data-driven decision making. Read 180 leverages adaptive technology to personalize instruction for students and provides powerful data for differentiation to teachers. Reading 180 builds students' literacy skills from phonics to fluency to proficiency and is a Tier 2 and Tier 3 intervention solution that supports students reading below grade level, students with disabilities and special education students. Our students with disabilities scored in the 21% percentile on the FAST test for scoring 3 or higher on the FAST assessment.

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

Broward County Public Schools

SOMERSET PREP ACADEMY HIGH AT N LAUDERDALE



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 9

D. Early Warning Systems 10

II. Needs Assessment/Data Review 13

A. ESSA School, District, State Comparison 14

B. ESSA School-Level Data Review 15

C. ESSA Subgroup Data Review 16

D. Accountability Components by Subgroup 17

E. Grade Level Data Review 20

III. Planning for Improvement 21

IV. Positive Learning Environment 33

V. Title I Requirements (optional) 37

VI. ATSI, TSI and CSI Resource Review 43

VII. Budget to Support Areas of Focus 44

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

Somerset Preparatory North Lauderdale’s mission is to establish strong, caring relationships within our school community. We focus on helping every student succeed by being equitable, working hard, and giving them opportunities to grow in every way.

Provide the school's vision statement

Somerset Preparatory North Lauderdale’s vision is to be a shining example of great education and a trusted place for continuous learning in the North Lauderdale community. We are committed to supporting students as they mature into well-rounded, knowledgeable, and successful citizens who will make a positive impact in an ever-changing world.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

McGhee, Donyale

dmcghee@somersetprep.com

Position Title

Principal

Job Duties and Responsibilities

Ms. McGhee will effectively perform the performance responsibilities using the following knowledge, skills and abilities to: provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school’s assets; to read,

interpret, follow and enforce the State Board Rules, Code of Ethics, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data.

Leadership Team Member #2

Employee's Name
Maura, Kionnie

kmaura@somersetprep.com

Position Title
Vice Principal

Job Duties and Responsibilities

The Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills and responsibilities: Ability to: demonstrate the knowledge and practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; read, interpret and implement the State Board Rules, Code of Ethics, and appropriate state and federal statutes; and coach, supervise and evaluate personnel. Provide support to ensure implementation team are aware of “background information, theory, philosophy values; introduce the components and rationales of key practices; provide opportunities to practice new skills and receive feedback in a safe training environment; assess key aspects of the overall organizational performance.

Leadership Team Member #3

Employee's Name
Andre Gainey

againey@somersetprep.com

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills and responsibilities: Ability to: demonstrate the knowledge and practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; read, interpret and implement the State Board Rules, Code of

Ethics, and appropriate state and federal statutes; and coach, supervise and evaluate personnel. Provide support to ensure implementation team are aware of “background information, theory, philosophy values; introduce the components and rationales of key practices; provide opportunities to practice new skills and receive feedback in a safe training environment; assess key aspects of the overall organizational performance.

Leadership Team Member #4

Employee's Name
Chantae Jackson

chantaejackson@somersetprep.com

Position Title
Director of School Counseling - Administrative Support

Job Duties and Responsibilities

Assist the principal evaluating instructional and non-instructional staff. -Supervise instructional and non-instructional staff. -Help create school-wide goals including those related to student learning and student behavior. -Manage student behavioral issues including those in the cafeteria -Supervise Office Staff members. -Supervise Cafeteria Staff members. -Supervise Guidance Department -Supervise Testing Department

Leadership Team Member #5

Employee's Name
Marshall, Sebrina

smarshall@somersetprep.com

Position Title
Math Instructional Coach

Job Duties and Responsibilities

Provide craft information in regard to Science /Math, along with advice, encouragement, and opportunities to practice and use skills specific to the intervention, implement and support schoollevel intervention, assess key aspects of the overall organizational performance. Provide craft information in regard to math and science, along with advice, encouragement, and opportunities to practice and use skills specific to the intervention, implement and support school-level intervention, assess key aspects of the overall organizational performance. Design and implement well organized individual and group learning opportunities for teachers and school leaders. Model effective and differentiated instruction for teachers. Create and deliver ongoing professional development for teachers and school leaders. Assist teachers in aligning their instruction with strong teaching methods, standards,

and student data. Observe teachers and provide meaningful feedback and coaching. Increase teacher effectiveness by improving the quality of teaching and learning through ongoing support to teachers. Equip staff with resources and skills needed to implement effective instructional practices. Assist teachers and school leaders with implementing instructional decisions based on student data. Provide support to teachers and administrators in analyzing student data. Support the development of high-quality professional learning communities.

Leadership Team Member #6

Employee's Name
McKnight, Najuma

nmcknight@somersetprep.com

Position Title
Literacy Coach

Job Duties and Responsibilities

Provide craft information in regard to LA /RD and Social Science, along with advice, encouragement , and opportunities to practice and use skills specific to the intervention, implement and support school-level intervention, assess key aspects of the overall organizational performance. Provide craft information in regard to math and science, along with advice, encouragement, and opportunities to practice and use skills specific to the intervention, implement and support school-level intervention, assess key aspects of the overall organizational performance. Design and implement well organized individual and group learning opportunities for teachers and school leaders. Model effective and differentiated instruction for teachers. Create and deliver ongoing professional development for teachers and school leaders. Assist teachers in aligning their instruction with strong teaching methods, standards, and student data. Observe teachers and provide meaningful feedback and coaching. Increase teacher effectiveness by improving the quality of teaching and learning through ongoing support to teachers. Equip staff with resources and skills needed to implement effective instructional practices. Assist teachers and school leaders with implementing instructional decisions based on student data. Provide support to teachers and administrators in analyzing student data. Support the development of high-quality professional learning communities.

Leadership Team Member #7

Employee's Name
Cole,Tracie

tcole@somersetprep.com

Position Title
ESE Specialist /ELL Specialist

Job Duties and Responsibilities

Ms. Cole will develop, monitor, and update IEPs for students with disabilities. Ensure that IEP comply with federal and state regulations and address the specific needs of each student. - Coordinate and lead IEP meetings with parents, teachers, and other stakeholders. Collaboration and Consultation work closely with general education teachers, special education teachers, and other school staff to support the inclusion of students with disabilities. Provide guidance and resources to teachers on strategies to accommodate and differentiate instruction. Assessment and Evaluation - Conduct assessments to determine students' eligibility for special education services. - Monitor student progress through data collection and analysis to adjust instructional strategies as needed. Instructional Support - Assist in the development of instructional materials and strategies that address the needs of students with disabilities. - Support classroom teachers in implementing accommodations and modifications. Professional Development- Provide training and support to staff on best practices in special education and inclusive education. Stay informed about current research, practices, and legal requirements in special education. Family and Community Engagement: - Serve as a liaison between the school and families of students with disabilities, ensuring open communication and collaboration. - Provide resources and support to families to help them advocate for their children's educational needs. Compliance and Documentation - Maintain accurate and up-todate records of services provided and student progress. - Ensure that the school complies with all legal requirements related to special education. Behavior Management - Assist in the development and implementation of behavior intervention plans (BIPs) for students who require additional behavioral support. - Provide strategies and support for managing classroom behavior effectively here at Somerset Academy Charter of North Lauderdale.

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.

Somerset Prep Academy of North Lauderdale High School will continue to build positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keeping parents informed of their child's progress through the following: - Progress Monitoring administered three times a year (Baseline, Mid point, End of year)PM1 PM2 PM3) - Weekly academic and behavioral progress reports (as needed) - Utilization of the school's website to inform parent of upcoming events. - Parent Surveys: feedback from parents regarding their comfort

level in contacting teachers and administrators with questions or problems. - During SAC, Open House, curriculum night, etc. provide various methods for parents to conference with teachers and administrators. (Parent Conferences, emails, student agendas) - Offer fun, interactive tutorials to parents who are unfamiliar with Focus and other forms of educational technology. - Principal Chats with Parent Meeting Quarterly - Communicate classroom and school newsletter to parents. - Teacher Call Log: Positive notes, letters, phone calls home. - Maintain a school Facebook page to dialog with parents and give assistance if needed. - Parent University offered throughout the year. - Volunteer opportunities available throughout the school year. - Quarterly Academic Celebrations - Character Education participation rewards - Collaboration with local community agencies (Head Start, Local Mental Health Agencies) - Coordination of Mental Health Services through the BCPS (Social Worker) The School Advisory Council (SAC) is a diverse body consisting of school leadership, teachers, staff, parents, students, families, as well as community leaders take part in the following SIP development process: 1. Planning Phase: The school leadership sparks off the process by constituting a representative committee encompassing all key stakeholders. 2. Needs Assessment: To identify the strengths and areas that require improvement in the school, stakeholders are given surveys or questionnaires. The data from these are then evaluated to pinpoint key focus areas for the SIP. 3. Drafting the SIP: The leadership team along with representatives from each stakeholder group scrutinize the collected data and initiate drafting the SIP. This involves setting goals, formulating strategies to achieve those goals, selecting appropriate metrics for progress evaluation, and allocating .

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 leadership team will collaboratively create a data analysis worksheet and system for using data to drive instruction by November 2025. • School Administrators will train Grade Level and Department Level chairs in the data analysis process to create expert teacher leaders –by end of first quarter. • Grade Level and Department Level meetings will contain a data analysis focus in order to conduct instructional activities aligned to the needs of all students by end of first quarter and continuing. throughout the year. • PD training in faculty meeting and grade level/department meetings will take place at least twice per month to expand teacher knowledge of using data to drive instructional improvements. These trainings will be conducted by members of the leadership team. • Each teacher will be asked to discuss their classroom data, instructional modifications and supports system to increase student achievement as part of the PGP. Timeline: October, January and May. • Department

Chair Meetings. • Student Achievement Data- Significant progress and growth towards standards mastery will be demonstrated by student achievement results on , Read 180 and IXL Mathematics.PM1, PM2 and PM3.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**99.4%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**TSI**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: C** **2022-23: C** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment	91	88	81	78	338
Absent 10% or more school days	13	5	8	5	31
One or more suspensions	5	1	2	1	9
Course failure in English Language Arts (ELA)	4	6	4	1	15
Course failure in Math	3	5	3	2	13
Level 1 on statewide ELA assessment	13	11	10	2	36
Level 1 on statewide Algebra assessment	20	10	9	5	44

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
	9	10	11	12	
Students with two or more indicators	9	7	5	2	23

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
	9	10	11	12	
Absent 10% or more school days	12	4	5	2	23
One or more suspensions					0
Course failure in English Language Arts (ELA)	1	12	13	4	30
Course failure in Math	1	2	4	3	10
Level 1 on statewide ELA assessment	35	34	21	23	113
Level 1 on statewide Algebra assessment	32	37	23	28	120

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
	9	10	11	12	
Students with two or more indicators	6	12	13	6	37

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
	9	10	11	12	
Retained students: current year					0
Students retained two or more times	3	12	4	9	28

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	42	62	59	51	57	55	36	50	50
Grade 3 ELA Achievement									
ELA Learning Gains	45	59	58	63	59	57			
ELA Lowest 25th Percentile	49	59	56	71	57	55			
Math Achievement*	30	55	49	25	47	45	25	36	38
Math Learning Gains	30	53	47	31	50	47			
Math Lowest 25th Percentile	53	59	49	48	57	49			
Science Achievement	67	74	72	61	66	68	52	60	64
Social Studies Achievement*	66	81	75	40	74	71	40	66	66
Graduation Rate	93	92	92	84	92	90	90	90	89
Middle School Acceleration									
College and Career Acceleration	45	71	69	45	62	67	26	61	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	45	53	52	29	50	49	26	50	45

*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)	TSI
OVERALL FPPI – All Students	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	565
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	93%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
51%	50%	43%	45%	36%		44%

* 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	30%	Yes	4	4
English Language Learners	45%	No		
Black/African American Students	53%	No		
Hispanic Students	51%	No		
Economically Disadvantaged Students	52%	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	42%		45%	49%	30%	30%	53%	67%	66%		93%	45%	45%
Students With Disabilities	21%		32%		19%	47%							
English Language Learners	18%		43%	47%	27%	34%	50%	75%			78%	36%	45%
Black/African American Students	46%		48%	50%	29%	30%	50%	69%	62%		94%	45%	55%
Hispanic Students	37%		37%	47%	34%	33%	62%	71%	75%		90%	39%	41%
Economically Disadvantaged Students	42%		45%	49%	30%	30%	53%	67%	66%		94%	49%	45%

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	51%		63%	71%	25%	31%	48%	61%	40%		84%	45%	29%
Students With Disabilities	27%		43%		16%	28%							
English Language Learners	46%		69%	63%	32%	26%		44%	25%		50%		29%
Black/African American Students	50%		63%	82%	27%	34%	50%	63%	34%		90%	45%	
Hispanic Students	57%		68%	69%	24%	25%	47%	57%	44%		68%	23%	21%
Economically Disadvantaged Students	50%		62%	69%	25%	31%	46%	59%	42%		85%	45%	29%

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	36%				25%			52%	40%		90%	26%	26%
Students With Disabilities	21%				10%								
English Language Learners	18%				20%			36%					31%
Black/African American Students	34%				27%			46%	41%		93%	38%	
Hispanic Students	39%				23%			62%	40%		84%	0%	36%
Economically Disadvantaged Students	36%				25%			52%	38%		92%	29%	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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	42%	61%	-19%	58%	-16%
ELA	9	41%	58%	-17%	56%	-15%
Biology		66%	77%	-11%	71%	-5%
Algebra		17%	61%	-44%	54%	-37%
Geometry		32%	60%	-28%	54%	-22%
History		64%	76%	-12%	71%	-7%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		13%	24%	-11%	16%	-3%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		20%	25%	-5%	18%	2%
Biology		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry		** 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?

Somerset Prep North Lauderdale of North Lauderdale High School was identified as an Targeted School Instruction due the data indicating that the proficiency average for our Students with Disabilities (SWD) subgroup was 30%

The most notable improvement in the data was seen in US History (EOC) scores, which increased significantly by +22% compared to the previous year (44% to 66%). This improvement can be attributed to several key actions: teachers aligning their instruction with tested benchmarks, utilizing online resources to reinforce and review materials, and conducting regular meetings to discuss lessons and provide constructive feedback to enhance instructional quality. This improvement was achieved through the implementation of effective instructional strategies and resources targeting social studies skills. The teacher employed differentiated instruction, including flexible grouping, scaffolded learning, and tiered assignments tailored to varying skill levels. Project-based learning was incorporated to foster deeper connections with real-world applications, and the use of primary source analysis and inquiry-based discussions promoted critical thinking.

We will be conducting regular formative assessments, such as short quizzes and exit tickets, allowed the teacher to monitor progress and adjust instruction accordingly. Additional resources, such as online practice tests , intentional Bootcamps and study groups, were provided to offer support to students who needed extra help and to challenge those ready for more advanced material.

For students requiring additional support, Tier 2 and Tier 3 interventions in social science were conducted two times per week, each lasting approximately 30 minutes. These sessions focused on reinforcing core concepts, and building critical thinking skills.

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 indicates that Algebra showed the lowest performance when scores are compared across

categories which was 17%. Overall trends suggest that the freshman class had the highest number of disciplinary referrals among all grade levels, accounting for 20% of all referrals. It's possible that behavioral issues contributed to the lower scores in Algebra compared to other categories. There was also a -44% gap when making School and District comparison; and a -37% gap when comparing school and State scores . The contributing factors to this decline are an increase in student enrollment, an increase in students with substantial reading difficulties, an increase in ESE students, and an increase in student absences. The SWD algebra scores contributing factors may be attributed to the lack of explicit instruction during Tier 1 instruction and limited differentiation in small group instruction by Teachers. To address this concern this school year, we will require the General Education Teacher to attend professional development trainings to learn how to analyze ongoing data for implementing effective small groups for differentiated instruction and assign supplemental and remediation support for different subgroups. Progress learning online digital math programs will be utilized for math intervention and progress learning with bi-weekly assessments to track students' learning progress. SAVVAS core will be implemented with fidelity to close all achievement gaps. The Intensive Math Teacher will oversee the process of reteaching and reinforcing basic math skills and essential principles required for mastery in core Math lessons weekly to support the General Education Teacher. Intensive Math will utilize McGraw Hill Curriculum for whole group and small group instruction. IXL lessons will be employed to provide extra support and practice on students' individual pathways.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The area that experienced the most significant decline from the previous year was ELA. This decline can be attributed to an increase in students enrolling with lower proficiency levels. In addition, there was a notable rise in ESE students transferring from other schools during the 2024-2025 school year. These factors have impacted overall performance, as many students are still adjusting to the new learning environment and require additional support. Another contributing factor was a lack of explicit instruction during Tier 1 lessons and limited differentiation in small group instruction by teachers.

To address these concerns this school year, General Education Teachers will attend professional development training focused on analyzing ongoing data. This will help them implement more effective small group instruction, provide differentiated instruction, and offer supplemental or remedial support for various student subgroups.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the

factor(s) that contributed to this gap and any trends.

The area that we identified with the greatest gap when comparing to the state average during the 2024-2025 school year was in the area of mathematics. The data highlights that Algebra scores indicated that only 20 percent of our students were on grade level, and the Geometry scores indicated that only 33 percent of our students scored on grade level , placing both subjects below the state and district averages. The contributing factors for our students scoring low in algebra and geometry were gaps in foundational math skills from earlier grades and insufficient practice and reinforcement of concepts. To tackle these deficiencies, we will offer targeted interventions during boot camp tutoring programs, more hands-on and applied learning approaches to boost engagement, and teacher professional development to ensure they are equipped with the best strategies for teaching these subjects.

.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Somerset Academy North Lauderdale Charter High School's first highest priority for school improvement in the upcoming school year is to increase learning gains and proficiency for Students with Disabilities (SWD) in the area of mathematics. Somerset Academy Charter High School's second highest priority for school improvement upcoming school year is to increase learning gains and proficiency for Students with Disabilities (SWD) in the area of reading.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Somerset Prep Academy of North Lauderdale High school has been identified as an Targeted Support and Improvement (TSI) school due to data indicating that the proficiency average for our Student’s with Disability (SWD) subgroup is only 19%. This is below the required minimum average of the state's 46 % as indicated in the 2024-2025 ESSA Subgroup Data Report, making this subgroup a key area for improvement in our school. For two consecutive years, the SWD subgroup has been below the state's 41% proficiency and for three years the subgroup is below 28%. To enhance the proficiency of this subgroup, SWD students will be offered free after-school tutoring sessions. Additionally, our Push-in/Pull-out model will be conducted throughout the school day, supervised by the ESE Teacher. This involves establishing small groups and using specific lessons from the Read 180 Toolkit to focus on each student's areas of deficiency in both Reading and Math, with student progress monitored on a weekly basis. The Curriculum Coach will also conduct regular data chats with these students and monitor their progress on a Bi-monthly basis. • One area of improvement to target is in Mathematics 2024-2025 Mathematics data clearly indicates that Algebra and Geometry are the lowest performing, falling behind the state average. Algebra's proficiency level was at 30%.

Geometry's proficiency was at 19%. The contributing factors result from the lack of explicit instruction during Tier 1 instruction and limited differentiation in small group instruction by the Teachers. To address this concern this school year, we will have the General Education Teacher attend professional development trainings to learn how to analyze on-going data for implementing effective small groups for differentiated instruction and assign supplemental and remediation support for different subgroups. Progress learning online digital math programs will be used for math intervention and progress learning with bi-weekly assessments to track student's learning progress. SAVVAS core will be used with fidelity. to close all achievement gaps. The Intensive Math Teacher will oversee the process of reteaching and reinforcing basic math skills and essential principles required for mastery in core Math lessons weekly to assist the General Education Teacher. Intensive Math will use McGraw Hill Curriculum for whole group and small group instruction. IXL lessons will be used to provide extra support and practice on student's individual pathway. • To close the achievement in gaps, teachers will be provided with professional development opportunities focusing on standards-based instruction. Students will receive data tracking forms, which will encourage regular interaction with their performance metrics, fostering a sense of responsibility for their continuous progress. Data will be used to guide classroom instruction. The application of hands-on activities and strategies will aid in strengthening student comprehension of benchmark areas. • Our school recognizes Vocabulary, as well as Comprehension in both Literature and Informational Text, as the key areas needing reinforcement. In our efforts to boost student performance in all areas, we plan to implement a blend of strategies. These incorporate the persistent use of the Achieve 3000 program, conducting small group instruction, offering tutoring services, deploying Teacher Assistants for crunch time to support students in their areas of struggle, and applying differentiated instruction.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

By the end of the academic year, the percentage of students with disabilities meeting or exceeding grade-level standards in math and reading will increase by 15%. Our SWD students only scored 19 % in the Math . After reviewing our Early Warning System (EWS) data, we identified a strong correlation between poor attendance and lower academic performance among these students. Our analysis revealed that 20% of students with disabilities are classified as truant. These students will continue to be closely monitored by the Multi-Tiered System of Supports (MTSS)/Response to Intervention (RTI) department on a monthly basis. To address chronic absenteeism, we will implement a comprehensive, school-wide attendance monitoring system. This system will help us identify students with persistent absenteeism early and enable us to offer targeted interventions such as parent outreach and mentorship programs. Our goal is to improve overall attendance rates by 15% among Students With Disabilities, utilizing our Positive Behavioral Interventions and Supports (PBIS) framework. The SWD algebra scores contributing factors may be attributed to the lack of explicit instruction during Tier 1 instruction and limited differentiation in small group instruction by Teachers. To address this concern this school year, we will require the General Education Teacher to attend professional development trainings to learn how to analyze ongoing data for implementing effective small groups for differentiated instruction and assign supplemental and remediation support for different subgroups. Progress learning online digital math programs will be utilized for math intervention and progress learning with bi-weekly assessments to track students' learning progress. SAVVAS core will be implemented with fidelity to close all achievement gaps. The Intensive Math Teacher will oversee the process of reteaching and reinforcing basic math skills and essential principles required for mastery in core Math lessons weekly to support the General Education Teacher. Intensive Math will utilize McGraw Hill Curriculum for whole group and small group instruction. IXL lessons will be employed to provide extra support and practice on students' individual pathways.

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.

By the end of the 2025-2026 academic year, the percentage of students with disabilities achieving proficiency, defined as scoring at least Level 3 on the PM3 Mathematics FAST assessment, will increase from 19% to 40%. This will be measured by the PM3 Mathematics FAST assessment results, comparing the baseline data from the 2024-2025 school year to the end-of-year assessment data for 2025-2026.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The SWD focus will be monitored utilizing data from IXL diagnostics, and the FAST PM 1 and 2. The students will take progress monitoring assessments to identify the areas of mastery and the areas of weakness in Intensive Reading, English Language Arts and Mathematics classes. At the conclusion of the diagnostic assessments, data chats will occur with the students and identification of students who need further remediation will take place. At that time, the school will also provide free tutoring sessions to students who are not proficient in those areas in an effort to increase proficiency. On-going data collection from interventions, direct services provided by an ESE teacher, teacher, and Curriculum Coach. The Collaborative Problem-Solving Team (CPST) which consists of the assistant principal, literacy coach, math/science coach, interventionist and ESE specialist will meet regularly to discuss data and monitor the effectiveness of the interventions. Teacher will engage in professional learning opportunities which focus on providing effective instruction for students with disabilities. Professional Learning communities (PLC) will focus on differentiated instruction and the importance of closing the achievement gap.

Person responsible for monitoring outcome

Admin Team, Literacy Coach (Ms. McKnight) Math Coach (Ms. Marshall) and Tracy RTI) and Tracie Singleton (ESE Specialist)

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:

We are implementing intensive math courses specifically tailored to support students with disabilities. These courses utilize evidence-based programs such as the IXL Math program and the i-Ready Math curriculum. These tools are designed to address individual learning gaps and provide personalized instruction to meet students' unique needs. To monitor the effectiveness of these interventions, we will track student progress regularly through data collected from both programs. This includes performance metrics, growth reports, and periodic assessments. Teachers and intervention specialists will review this data regularly to ensure that students are progressing toward their measurable goals and make adjustments as needed.

Rationale:
The rationale for using evidence-based strategies with students is grounded in the belief that education should be based on research and data-driven practices to maximize students learning and achievement. The reasons include improved learning outcomes, equity and fairness, accountability and data-driven decision-making. These platforms will be assigned to students on a weekly basis to complete lessons designed to close achievement gaps. SWD, teachers, ESE Teacher and the instructional coaches.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
To improve proficiency rates for students with disabilities in mathematics by the end of the 2025-2026 academic year, the admin team, curriculum coaches and ese specialist will focus on three key action steps that includes implementing targeted small group instruction. The special education teacher will be responsible for organizing small group sessions focused on specific skills where students need the most support. These groups should meet regularly, and progress should be monitored closely. Provide professional development for teachers. The curriculum coaches will be responsible for conducting regular training on differentiated instruction and strategies tailored to the needs of students with disabilities. Increase data monitoring and feedback loops. The Admin team and curriculum coaches will take responsibility for ensuring frequent assessments and data review meetings to track student progress and adjust instruction accordingly.

Person Monitoring:	**By When/Frequency:**
Admin Team, Literacy Coach (Ms. McKnight) Math Coach (Ms. Sebrina Marshall) and Tracy Pollack RTI) and Tracie Singleton (ESE Specialist)	Monthly feedback meetings will take place.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will implement specialized, evidence-based interventions that are tailored to the specific learning needs of these students. This will involve more one-on-one instructional time, the use of assistive technologies, and differentiated instruction methods. Second, we will provide ongoing professional development for teachers, focusing on inclusive teaching strategies . This will ensure that all teachers will be equipped to support diverse learners at Somerset Prep North Lauderdale High School. We will also conduct regularly monitor student progress through formative assessments and data analysis. This will help identify where additional support is needed and allow for adjustments to be made in

real-time for our students. We will track our student performance data over time, compare it against benchmarks, and holding regular meetings with special education teacher, ESE Specialist and general education teachers to review progress. By ensuring continuous feedback and adjustment, we can help improve proficiency rates by the end of the academic year.

Action Step #2
Implementation of data-driven instruction

Person Monitoring:
Instructional Coach (Ms. Marshall) and Administration

By When/Frequency:
After PM assesment periods 1 and 2- Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers can implement data-driven instruction in mathematics classes to support students with disabilities by systematically gathering and analyzing assessment data—such as quizzes, unit tests, math journals, and observation notes—to pinpoint each student's specific strengths and areas of need. With this information, teachers can plan targeted, differentiated lessons and interventions, such as providing additional practice on foundational concepts, using manipulatives or visual aids, and offering step-by-step problem-solving support. Teachers can further monitor student progress through regular formative assessments, making instructional adjustments as necessary to address ongoing challenges. Collaboration with special education staff and the use of accommodations or assistive technology ensure that instructional decisions are individualized and accessible. This data-driven approach enables teachers to respond effectively to the unique learning profiles of students with disabilities, thereby increasing their success and confidence in mathematics. The instructional coaches and administration will monitor this action step.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale
Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We will focus on our students with disabilities by implementing more tailored instructional strategies to increase learning gains and proficiency in both reading . We will provide adequate resources and fostering an inclusive environment. This focus will ensure that our students, regardless of their disability, have equitable access to education and opportunities succeed academically and socially. We will incorporate differentiated instructional strategies which will enable the teachers to address the diverse learning needs of students with disabilities, ensuring that lessons are accessible and engaging for all. This approach helps in enhancing understanding and retention of the material. 90% of our students are below proficiency in 9th grade. 78% of our 10th graders are below proficiency. The lowest reporting category in both grades is Reading Prose and Poetry.

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.

By the end of the 2025-2026 school year, the proportion of students with disabilities achieving at least Level 3 proficiency on the PM3 ELA FAST assessment will increase from 27% to 35%. Additionally, for another identified subgroup of students with disabilities, the percentage meeting the same proficiency level will grow from 16% to 26%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The SWD focus will be monitored utilizing data from Read 180/System 44, Achieve3000 and IXL diagnostics, and the FAST PM 1 and 2. The students will take progress monitoring assessments to identify the areas of mastery and the areas of weakness in Intensive Reading, English Language Arts and Mathematics classes. At the conclusion of the diagnostic assessments, data chats will occur with the students and identification of students who need further remediation will take place. At that time, the school will also provide free tutoring sessions to students who are not proficient in those areas in an effort to increase proficiency. On-going data collection from interventions, direct services provided by an ESE teacher, teacher, and Curriculum Coach. The Collaborative Problem-Solving Team (CPST) which consists of the assistant principal, literacy coach, math/science coach, interventionist and ESE specialist will meet regularly to discuss data and monitor the effectiveness of the interventions. Teacher will engage in professional learning opportunities which focus on providing effective instruction for students with disbilities. Professional Learning communities (PLC) will focus on differentiated instruction and the importance of closing the achievement gap .

Person responsible for monitoring outcome

Admin Team, Literacy Coach (Ms. McKnight) Math Coach (Ms. Marshall) and Tracy RTI) and Tracie Singleton (ESE Specialist)

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 interventions and strategies implemented to support the focus of SWD will consist of Achieve3000 programs. These programs are designed to meet the specific needs of the SWD. Other evidence-based interventions being implemented for SWD in reading are explicit instruction, technology integration, reading comprehension strategies, graphic organizers, scaffolding and the Five (5) Components of Reading - Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension.

Rationale:

The rationale for using evidence-based strategies with students is grounded in the belief that education should be based on research and data-driven practices to maximize students learning and achievement. The reasons include improved learning outcomes, equity and fairness, accountability and data-driven decision-making. Achieve3000 and IXL give the students the chance to be challenged by engaging in rigorous lessons based on their level. SWD will be tested three time per year using the Achieve3000, Read180 and IXL Diagnostic to determine placement in small groups, tutoring, and push in/pull out programs. These platforms will be assigned to students on a weekly basis to complete lessons designed to close achievement gaps. SWD, teachers, ESE Teacher and the instructional coaches.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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
Small group instruction by the instructor

Person Monitoring:
Instructional Coach-Ms. McKnight and Administration

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our teachers will participate in professional development with a focus on small group instruction. During the professional development, our teachers will be shown how to scaffold instruction to meet the needs of all learners. Administrators will monitor the impact of this action step by reviewing lesson plans and observing instruction. As a result, our targeted students will be able show academic improvement. During collaborative planning, our coaches will share best practices. Coaches will provide teachers with strategies and resources to utilize in their classes during instruction. Administrators will monitor this action step by conducting classroom walkthroughs, followed by reflective sessions to discuss performance. As a result, there will be a change in instructional practices.

Action Step #2
Implementation of data-driven instruction

Person Monitoring:
Instructional coach-Mrs. McKnight and Administration

By When/Frequency:
PM assessments periods 1 and 2-Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will engage in data-driven discussions with each student discussing and tracking individual PM data. Teachers can implement data-driven instruction in Language Arts classes to support students with disabilities by regularly collecting and analyzing a variety of assessment data, such as reading comprehension checks, writing samples, and vocabulary quizzes. Based on this data, teachers can identify individual student strengths and areas for growth, then personalize instruction by grouping students for targeted interventions, adapting materials for accessibility, and setting

specific, measurable learning goals. Teachers can also monitor progress with frequent formative assessments and adjust instructional strategies as needed, ensuring continuous support and progress toward grade-level standards. Additionally, collaboration with special education staff and using assistive technology can further enhance the effectiveness of data-driven instruction for students with disabilities. Instructional coaches will provide support and professional development.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We will prioritize students with disabilities by adopting more customized teaching methods to boost their academic progress, especially in reading. We will ensure sufficient resources and promote an inclusive atmosphere, so all students have fair access to education and opportunities to thrive both academically and socially. By using differentiated instructional techniques, teachers can better meet the varied learning needs of students with disabilities, making lessons more accessible and engaging. Our data shows that 90% of 9th graders and 78% of 10th graders are below proficiency, with the weakest area for both grades being reading prose and poetry.

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.

With Instructional Support/Coaching, we will increase the proficiency rate of 9th-grade students in ELA by 10%, resulting in a total proficiency rate of 34% on the 2024-2025 PM3 assessment. We will also increase our proficiency rate of 10th-grade students in ELA by 10%, resulting in a total proficiency rate of 43% on the 2025-2026 PM3 assessment. These targets are set to bridge the gap between our students' performance and the state average, ensuring that more students achieve grade-level proficiency in ELA.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Our teachers will be provided with Instructional Support/Coaching during common planning with a focus on data-driven decision making. During common planning our coaches will support teachers with analyzing their data to create learning groups. This action step will be monitored through data chats with teachers, coaches, and administration. As a result, teachers will be able to use data to

create small groups. Our teachers will participate in professional development with a focus on small group instruction. During the professional development, our teachers will be shown how to scaffold instruction to meet the needs of all learners. Administrators will monitor the impact of this action step by reviewing lesson plans and observing instruction. As a result, our targeted students will be able show academic improvement. During collaborative planning, our coaches will share best practices. Coaches will provide teachers with strategies and resources to utilize in their classes during instruction. Administrators will monitor this action step by conducting classroom walkthroughs, followed by reflective sessions to discuss performance. As a result, there will be a change in instructional practices.

Person responsible for monitoring outcome
Reading Coach and Admiration

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 interventions and strategies implemented to support the focus of SWD will consist of Achieve3000 programs. These programs are designed to meet the specific needs of the SWD. Other evidence-based interventions being implemented for SWD in reading are explicit instruction, technology integration, reading comprehension strategies, graphic organizers, scaffolding and the Five (5) Components of Reading - Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension.

Rationale:
Instructional Support/Coaching was chosen because our teachers need support with developing engaging, efficient, and data-driven lesson plans.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Enhance Data-Driven Decision Making

Person Monitoring:
Reading Coach Ms. McKnight

By When/Frequency:
Monthly/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Our teachers will be provided with Instructional Support/Coaching during common planning with a focus on data-driven decision making. During common planning our coaches will support teachers with analyzing their data to create learning groups. This action step will be monitored through data chats with teachers, coaches, and administration. As a result, teachers will be able to use data to create small groups.

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

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.

Somerset Academy North Lauderdale High School's Area of Focus is teacher retention and recruitment. Consistency and stability supports student learning and achievement in all areas of instruction. High teacher retention provides students with a stable learning environment, which can lead to better understanding and retention of material. Students benefit from consistent teaching methods and expectations. This area of focus was identified because according to our prior year data, SPNL retained 96% of its teaching staff while for the 2024-2025, we only retained 79% of our teachers returning for the 2025-2026 school year.

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.

By the end of the 2025-2026 school year, at least 90% of current instructional staff will commit for the 2026-2027 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The teacher mentoring program at Somerset Academy North Lauderdale High School is made up of veteran teachers, coaches and an administrator that oversees the program. New teachers will meet in a group bimonthly and receive specific professional development in alignment with the Florida Educator Accomplished Practices (FEAPs). Each month, the administrator along with coaches, review a FEAP and ensure that teachers reflect on each one meaningfully. Bimonthly, new teachers will be presented with support and assistance with various tasks, depending on the teachers' needs. Each new teacher has a mentor, usually their department chair. Additionally, the administrator meets

with each new teacher individually throughout the year to address concerns and to provide support. By the end of the new teacher mentoring program, teachers will be familiar with all of the FEAPs.

Person responsible for monitoring outcome
Donyale McGhee

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:
Retaining 70% of teachers is a significant goal for Somerset Prep North Lauderdale. Below are the effective strategies that will be implemented to ensure that we meet our goal. Mentoring and Induction Programs: Providing our new teachers with structured mentorship will help them adjust to the school environment and develop their teaching skills. Our experienced mentors will offer support, guidance, and feedback, which can reduce the feeling of isolation and increase job satisfaction. We will provide Professional Development Communitie which will offering a continuous, meaningful professional development opportunities that will allow teachers to grow professionally and feel valued. We will tailor this development to teachers' needs and providing time for collaboration with peers enhances its effectiveness. Establishing a Collaborative and Supportive Work Environment: Creating a supportive workplace culture by encouraging teamwork, open communication, and shared decision-making to increase job satisfaction and commitment among teachers. Work-Life Balance: Implementing policies that promote work-life balance, such as manageable class sizes, adequate planning time, and reduced administrative burdens which can help prevent burnout and improve overall job satisfaction. Recognition and Career Advancement Opportunities: Recognizing and rewarding teachers for their achievements and providing clear pathways for career advancement, such as leadership roles or specialization in areas of interest to enhance motivation and retention. Support for Classroom Management and Student Behavior: Offering resources and training in classroom management and strategies for dealing with challenging student behavior to empower teachers to feel more confident and capable in their roles at Somerset Prep North Lauderdale .

Rationale:
Implementing these interventions requires a strategic approach tailored to the specific context and needs of the school. Regular evaluation and adjustment based on feedback and data are essential to ensure these interventions are achieving the desired outcomes. Mentoring and Induction Programs: Providing new teachers with structured mentorship can help them adjust to the school environment and develop their teaching skills. Experienced mentors will offer support, guidance, and feedback, which can reduce the feeling of isolation and increase job satisfaction. Provide Professional Development: Offering continuous, meaningful professional development opportunities that will allow teachers to grow professionally and feel valued. Tailoring this development to teachers' needs and providing time for collaboration with peers enhances its effectiveness. Establishing a Collaborative and Supportive Work Environment: Creating a supportive workplace culture by encouraging teamwork, open communication, and shared decision-making to increase job satisfaction and commitment among teachers. Work-Life Balance: Implementing policies that promote work-life balance, such as manageable class sizes, adequate planning time, and reduced administrative burdens which can help prevent burnout and improve overall job satisfaction. Recognition and Career Advancement Opportunities: Recognizing and rewarding teachers for their achievements and providing clear pathways for career advancement, such as leadership roles or specialization in areas

of interest to enhance motivation and retention. Support for Classroom Management and Student Behavior: Offering resources and training in classroom management and strategies for dealing with challenging student behavior to empower teachers to feel more confident and capable in their roles. Use of Technology and Resources: Ensuring that teachers have access to the necessary technology and instructional resources will enhance their ability to deliver effective instruction and improve their job satisfaction.

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
Positive Culture Action Steps

Person Monitoring:
Donyale McGhee

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identifying mentors and selecting experienced, successful teachers to serve as mentors will highlight the significance of implementing a teacher mentorship program. We will develop a structured program, providing a clear mentoring process including regular meetings, observation opportunities, and feedback. We will provide training for mentors to ensure are equipped with the necessary skills and resources to guide new teachers effectively. Administration will monitor, evaluate, and collect feedback from new teachers and mentors to refine the program continuously. Professional Development is a top tier strategy to implement to help our teachers become more effective at instruction. A needs assessment will be conducted to assess the specific professional development needs of teachers, and a tailored PD plan will be developed that aligns with teachers' needs and school goals. This will be monitored using our system to input in-service points for participation in PDs. Promoting a collaborative and supportive work environment will be monitored by having collaborative planning meetings and professional learning communities (PLC). Documentation will be submitted to our PD liaison for teachers to earn in-service points We will create open communication channels to establish regular opportunities for teachers to voice concerns and provide input. This will be monitored by issuing surveys to the staff and evaluating the results on a quarterly basis. We will establish routine opportunities to recognize and celebrate success, achievements, and milestones as a school community. Throughout the month, teachers will be given PRIDE bucks as incentives for which they can cash out to acquire a tangible reward. This allows for the administration to see the benefits of teachers being valued for their work contributing to a positive culture. To help teachers with work-life balance, we will implement time management strategies by offering workshops on time management to help them prioritize workload. We will adjust class sizes and teacher workload. This will be monitored by IMT and master schedulers checking class size weekly. Supporting our teachers by providing them classroom management training and resources to support student behavior is important. These trainings will offer targeted training on effective classroom management strategies, and it will help us develop support systems establishing ongoing support from specialists, such as behavior interventionists. This will be monitored on a consistent basis through observations and follow-up meetings with administration. We will ensure that teachers technology use and resources

are readily available by assessing their needs on a consistent basis. Providing the necessary tools and training on its effective use will be important to maintain results and continuously update resources remaining informed about technological advancements. This will be monitored by out IT who will keep administration informed and updated on a bi-weekly basis.

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.

Parents are invited and encouraged to become active members of the School Advisory Council (SAC). All SAC meetings are scheduled in accordance with the Under the Sunshine law of Florida where all meetings are also opened to the public. At the SAC meetings parents will be provided information regarding the school's Title I allocation (inclusive of professional development and parent involvement allotments). Parents will be invited to provide input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by parents, staff, and students. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program.

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)).

Our goal is to increase parental engagement/involvement through developing (with ongoing parental input) our Title I School -Parent Compact (for each student); our school 's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements that will include Parent Universities that teach FAST strategies, reading clinics and tips for assisting their children with mathematics strategies and concepts (Grade level specific) and reporting requirements. Conducting

informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

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)).

The Literacy Leadership Team and teachers will focus its meetings on questions pertaining to the implementation of instruction and intervention strategies. The team will meet monthly to engage the following activities: Monitor progress of Level 1 and 2 students in Intensive Reading classes. Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes. Develop and monitor the FAST morning tutoring that will be offered to all Level 1, Level 2, ELL, and SWD students. Review progress of all students using Test Prep, I Ready, as a supplement to the instruction. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading. Ensure that all teachers throughout the school year will teach the FAST reading benchmarks across the curriculum. Ensure that differentiation is evident within the teacher's lesson plans. The use of instructional delivery strategies such as reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, differentiated instruction and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the Literacy Leadership team will determine the professional development and resources needed to optimize instruction and intervention. The Literacy Leadership will focus on the revised goals for writing in across the curriculum. The school plans to strengthen the academic programs in the school and increase the amount and quality of learning time and help provide an enriched and accelerated curriculum through increase professional development for teachers, student centered initiatives, and administrative led decision making based on recent student and teacher data specifically as it relates to the Students with Disabilities subgroup.

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)).

• Counseling, pupil services, and mentoring services. • College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative

teaching methods, which may include applied learning and team-teaching strategies. • The integration of vocational and technical education programs. • Counseling, pupil services, and mentoring services. • College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies. • The integration of vocational and technical education programs. Somerset Prep North Lauderdale has created various partnerships with community members which will assist with students at risk such as OIC of South Florida. This partnership has provided our students with enrichment programs opportunities for “inside” and “outside” of the classroom. The OIC provides structured environments aimed at increasing academic proficiency, emotional and social development, decision-making skills, and family strengthening. The core of the program is to prepare tomorrow’s leaders for career readiness by helping them equip them with the essential tools necessary to develop healthy relationships, set and pursue goals, and make healthy life choices.

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)).

At Somerset Prep North Lauderdale High School provides a strong support system for students beyond just academics. We have dedicated counseling program that helps our students navigate personal and social challenges. We offer school-based mental health services, so that our students have access to professional help on campus. Additionally, we are specialized support services tailored to individual student needs, as well as mentoring programs to help guide students. We also implement strategies to improve life skills and social-emotional learning, ensuring that students are well-rounded and prepared for life after high school. Somerset Prep North Lauderdale (SPNL) has a system for teachers to refer students to see the counselor as well as for students to request to see the counselor. In addition, SPNL also uses Rethink Ed for it's Life Skills & Wellness curriculum. The curriculum helps students develop the skills needed to strengthen different facets of their mental health. Rethink Ed lessons are covered biweekly in class. Teachers and staff can also assign individual lessons to students based on specific needs. Somerset has two different mentoring programs Ladies of Elegance and Brothers II Brother. These mentoring programs pair students with Somerset staff. This allows personnel that are already familiar with the students to support and mentor them throughout the school year.

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)).

At Somerset Prep North High School, we focus on preparing students for life after graduation by offering a variety of postsecondary opportunities and workforce preparation programs. We often integrate career and technical education programs that help students develop hands-on skills for specific careers. We also encourage students to take advanced coursework that can earn them

college credits while still in high school at Somerset Prep North Lauderdale HS , which can really broaden their horizons and make the transition to college or the workforce smoother. By exposing our students to the different paths early on, they help our student find a meaningful direction for their future, whether that's heading to college or entering the workforce straight away. Somerset Prep North Lauderdale High also provides the following services. • Counseling, pupil services, and mentoring services. • College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies. • The integration of vocational and technical education programs. • Counseling, pupil services, and mentoring services. • College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies. • The integration of vocational and technical education programs. Somerset Prep North Lauderdale has created various partnerships with community members which will assist with students at risk such as OIC of South Florida. This partnership has provided Somerset Prep students with enrichment programs opportunities for "inside" and "outside" of the classroom. The OIC provides structured environments aimed at increasing academic proficiency, emotional and social development, decision-making skills, and family strengthening. The core of the program is to prepare tomorrow's leaders for career readiness by helping them equip them with the essential tools necessary to develop healthy relationships, set and pursue goals, and make healthy life choices.

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)).

At Somerset, we follow a multi-tiered system of support to prevent and address problem behaviors. This includes three tiers of intervention. Tier 1 is universal. We establish clear rules and expectations for behavior and teach them to all students. We continuously reinforce positive behaviors schoolwide. Tier 2 is targeted. We provide small group interventions for students who need additional support. We include social skills training or check-in/check-out systems for our students. Our Tier 3 is individualized. We design personalized interventions for our students with serious or persistent behavior challenges. We coordinate these efforts with early intervening services under IDEA, making sure that students with disabilities receive comprehensive support. By using data, collaboration, and evidence-based practices, we ensure that all students have the support they need to thrive both academically and behaviorally. We also implement the PBIS is to form a PBIS leadership team. This team typically includes administrators, teachers, counselors, and support staff who will lead the PBIS initiative. The team collaboratively defines clear and specific behavioral expectations for all areas of the school, such as classrooms, hallways, and the cafeteria. These expectations are often stated in

positive and easily understandable terms. Teachers and staff teach students the behavioral expectations through explicit instruction. Expectations are consistently modeled, practiced, and reinforced throughout the school year. PBIS incorporates a system of positive reinforcement to acknowledge and reward students for exhibiting desired behaviors. This may include verbal praise, small rewards, certificates, or a token system.

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)).

The school has planned Professional Learning Communities within the school to provide professional development for teachers to enable all children in the school to meet state academic content standards. These PLCs are based on specific needs in target areas for the different core subject areas of Reading, Mathematics, and classroom management. Regular meetings will occur throughout the school year to ensure higher success rates in student achievement and remediation of gaps identified that may have been worsened by the pandemic/online learning platforms. Each teacher is required to write their own annual Growth Plan based on the teacher evaluation tool and approved by the principal. The intent is for teachers to monitor their own effectiveness and continue to improve their craft/skill in delivering highly effective instructional strategies.

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)).

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The evidence-based interventions being implemented for students for Students with Disabilities in reading are explicit instruction, technology integration, reading comprehension strategies, graphic organizers, scaffolding and the Five (5) Components of Reading - Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. The platforms for interventions are Achievement 3000 and System44. The evidence-based interventions being implemented for students for Students with Disabilities in ELA are explicit and systematic instruction, problem solving skills, cooperative groups, mastery of learning, technology integration, scaffolding, and feedback.

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).

The rationale for using evidence-based strategies with students is grounded in the belief that education should be based on research and data-driven practices to maximize student learning and achievement. The reasons include improved learning outcomes, equity and fairness, accountability and data-driven decision making. Achieve 3000 leverages adaptive technology to personalize instruction for students and provides powerful data for differentiation to teachers. Achieve 3000 builds students' literacy skills from phonics to fluency to proficiency and is a Tier 2 and Tier 3 intervention solution that supports students reading below grade level, students with disabilities and special education students. Our students with disabilities scored in the 43% percentile on the FAST test.

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

Broward County Public Schools

SOMERSET PREPARATORY CHARTER MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 7

D. Early Warning Systems 8

II. Needs Assessment/Data Review 11

A. ESSA School, District, State Comparison 12

B. ESSA School-Level Data Review 13

C. ESSA Subgroup Data Review 14

D. Accountability Components by Subgroup 15

E. Grade Level Data Review 18

III. Planning for Improvement 19

IV. Positive Learning Environment 35

V. Title I Requirements (optional) 38

VI. ATSI, TSI and CSI Resource Review 48

VII. Budget to Support Areas of Focus 50

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

Somerset Academy Preparatory Charter Middle School promotes a culture that maximizes excellence in student achievement and fosters the development of responsible, respectful, self-directed life-long learners in a safe and enriching environment.

Provide the school's vision statement

Somerset Academy Preparatory Charter Middle School is dedicated to providing equitable, high–quality education.

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

Athena Guillen

aguillen@somersetcentral.org

Position Title

Principal

Job Duties and Responsibilities

Oversee the functionalities of Somerset Academy Miramar High School and ensure the implementation and review of the action plans as per the School Improvement Plan.

Leadership Team Member #2

Employee's Name

Erika Mincey

emincey@somersetcentral.org

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal (AP) works collaboratively with the school principal to lead and nurture all members of the school faculty and support the curricular and operational needs of the school. The AP has a proven success record in student performance, parental satisfaction, curriculum innovation, community partnership, and budgeting.

Leadership Team Member #3

Employee's Name
Morgan Moore

mmoore@somersetcentral.org

Position Title
ELA Curriculum Coach

Job Duties and Responsibilities

Mentor classroom teachers and oversee, model and provide feedback to instructional strategies utilized in the classroom and oversee the execution of the plan of action as part of the School Improvement Plan.

Leadership Team Member #4

Employee's Name
Deanna Mesadieu

dmesadieu@somersetcentral.org

Position Title
Math & Science Curriculum Coach

Job Duties and Responsibilities

Mentor classroom teachers and oversee, model and provide feedback to instructional strategies utilized in the classroom and oversee the execution of the plan of action as part of the School Improvement Plan.

Leadership Team Member #5

Employee's Name

Samantha Franconeri

sfranconeri@somersetcentral.org

Position Title
School Support Specialist K-12

Job Duties and Responsibilities

Create, implement and monitor IEP accommodations for students with disabilities as per their Individualized Educational Plan or their 504. Mentor teachers in the implementation of such accommodations. Assist general education teachers in modifying curriculum and teaching strategies to meet the diverse needs of students with disabilities. Work closely with teachers, parents, administrators, and other specialists to ensure the execution of the School Improvement Plan.

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.

Somerset Preparatory Charter Middle School is committed to involving community and school stakeholders in the development and oversight of our School Improvement Plan (SIP) through active collaboration with the School Advisory Council (SAC). The committee meets monthly to discuss priorities and student performance standards on Florida standardized assessments, which inform our guiding principles.

During these monthly SAC meetings, stakeholders receive updates on the SIP's progress and are presented with student data. To ensure effective communication and accountability, we assign a specific point of contact for each component of the SIP. These individuals regularly attend Leadership meetings to discuss and review the Plan's progress, ensuring continuous improvement and stakeholder engagement.

The development of the SIP begins with forming a representative committee that includes all key stakeholders. Ongoing Needs Assessments are conducted to identify the school's strengths and areas for improvement. Stakeholders are provided with surveys or questionnaires, and the collected data is evaluated to identify key focus areas for the SIP. The school leadership team, along with

representatives from each stakeholder group, collects and analyzes data to initiate the drafting of the SIP. This process involves setting goals, formulating strategies to achieve those goals, selecting appropriate metrics for progress evaluation, and allocating responsibilities. Once the SIP draft is prepared, it is shared with all stakeholders for review. The draft is presented during SAC meetings, allowing stakeholders to express opinions, provide feedback, or raise concerns. After carefully considering the collective feedback, the SIP is refined to ensure it reflects the needs and expectations of all parties involved, and the final SIP is then implemented. Somerset's stakeholders play a crucial role in tracking the plan's progress and assessing its effectiveness through regular meetings or updates and sharing relevant data.

The SIP and the budget are communicated to our stakeholders in September during the school's first SAC meeting scheduled for September 9, 2025. Families, students, school staff, leadership, local businesses, and organizations are all encouraged to attend. Additionally, this information is made available through our school's webpage.

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)).

Somerset Preparatory Charter Middle School Improvement Plan is regularly monitored through various measures to ensure its effectively implemented and positive impacts student achievement, especially focusing on those with the greatest achievement gaps, like Students with Disabilities (SWD). The data summary for the Students with Disabilities subgroup under the ESSA guidelines for 2024-2025 shows a large gap in performance compared to the required state average proficiency rate of 41%. This highlights the significant challenges these students face, with their proficiency rate at only 36%.

According to the 2025 FAST PM3 results, our SWD had proficiency rates of 27% in reading and 23% in math, showing that this subgroup has been the lowest performing, falling below the Federal Index threshold of 41%. Identified as Additional Target Support and Improvement (ATSI) school, we will prioritize targeted interventions for the SWD subgroup for the 2025-2026 academic year.

The school makes it a priority to consistently analyze students' performance data on a weekly basis. This analysis helps identify areas where students are struggling, allowing the school to implement personalized interventions and programs to bridge any existing academic gaps. The school monitors

regular early warning system indicators, report cards, and progress monitoring data to track student progress over time. Professional Learning Communities, or PLCs, meet regularly to review student data, share best practices, and make instructional adjustments as needed.

The school's Response to Intervention (MTSS/RtI) Plan will be reviewed often to ensure that students with disabilities who need extra academic or behavioral support are identified early and receive the right interventions. Additionally, the Social Emotional Learning (SEL) Plan and the School-Wide Positive Behavior Plan will be monitored to foster a positive and inclusive school environment that supports learning.

To support continual growth, the school will actively seek feedback from key stakeholders, including families and community members, to continue fostering strong relationships and enhance family involvement. This includes sharing the school's mission and vision statement, and keeping parents updated on their child's progress through various methods. These methods include progress monitoring conducted three times annually, weekly or quarterly academic progress reports, behavioral updates as needed, updates via the school website, social media, and the Remind App about upcoming events, and parent surveys to gauge their comfort in contacting teachers and administrators.

The school will create multiple ways for parents and teachers to connect, such as face-to-face meetings, email exchanges, and notes in student agendas. The principal and admin team will hold quarterly parent meetings and send out regular newsletters. Teachers will also maintain a record of positive interactions with families. Communication and support will be available through the school's email system and Instagram page. Additionally, Parent University sessions will be offered for hands-on tutorials to help parents who are new to educational tools like the Focus portal. These sessions will also cover important information about Florida's statewide testing to help parents understand the assessments their children will take throughout the year. The school will also hold informational sessions about advanced programs like Dual Enrollment and Career and Technical Education programs to ensure that middle school students are starting out early and well-prepared for college and career opportunities.

Volunteer opportunities and academic celebrations will be available year-round for our students. Additionally, character education and achievement celebrations will be provided as students demonstrate consistent academic progress and learning growth, based on ongoing progress monitoring data, to include incentives and rewards. We will continue working together with local community organizations like the Homeless Education Assistance Resource Team, the City of Miramar, and mental health services provided by local agencies and our school's social workers, to support our families and continue building positive relationships.

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	**67.5%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: B** **2022-23: C** **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							125	114	116	355
Absent 10% or more school days							3	3	6	12
One or more suspensions							3	3	2	8
Course failure in English Language Arts (ELA)							0	2	2	4
Course failure in Math							0	2	10	12
Level 1 on statewide ELA assessment							7	12	20	39
Level 1 on statewide Math assessment							4	16	6	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							8	9	10	27
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							10	11	12	33

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							0	2	4	6

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							0	0	1	1
Students retained two or more times							0	0	1	1

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										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
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										0

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										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	62	64	58	62	58	53	57	53	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	55	62	59	62	59	56			
ELA Lowest 25th Percentile	51	54	52	63	52	50			
Math Achievement*	65	67	63	68	61	60	57	56	56
Math Learning Gains	53	64	62	73	63	62			
Math Lowest 25th Percentile	60	58	57	78	58	60			
Science Achievement	49	60	54	43	54	51	32	50	49
Social Studies Achievement*	61	75	73	73	71	70	83	67	68
Graduation Rate									
Middle School Acceleration	70	82	77	20	76	74	53	70	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	29	53	53		50	49	43	42	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)	ATSI
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	555
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
56%	60%	56%	59%	47%		53%

* 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	36%	Yes	1	
English Language Learners	47%	No		
Black/African American Students	58%	No		
Hispanic Students	59%	No		
Economically Disadvantaged Students	54%	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	62%		55%	51%	65%	53%	60%	49%	61%	70%			29%
Students With Disabilities	27%		48%	40%	23%	38%	44%		33%				
English Language Learners	49%		56%	58%	62%	51%	46%		27%				29%
Black/African American Students	63%		54%	51%	65%	50%	62%	46%	63%	66%			
Hispanic Students	57%		57%	52%	62%	62%	55%	53%	50%	85%			
Economically Disadvantaged Students	59%		54%	53%	62%	55%	62%	43%	59%	64%			27%

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	62%		62%	63%	68%	73%	78%	43%	73%	20%			
Students With Disabilities	30%		64%	64%	39%	70%	75%	0%					
English Language Learners	32%		50%	67%	50%	77%	91%	20%					
Black/African American Students	63%		64%	61%	67%	74%	76%	40%	74%	18%			
Hispanic Students	56%		58%	75%	67%	71%	86%	58%	64%	35%			
Economically Disadvantaged Students	58%		61%	59%	65%	75%	86%	40%	69%	18%			

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%				57%			32%	83%	53%			43%
Students With Disabilities	7%				10%			0%	55%				
English Language Learners	46%				38%			14%	75%				
Black/African American Students	57%				58%			29%	83%	52%			
Hispanic Students	56%				52%			44%	83%				
Economically Disadvantaged Students	54%				54%			29%	81%	48%			

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	69%	65%	4%	60%	9%
ELA	7	55%	60%	-5%	57%	-2%
ELA	8	59%	59%	0%	55%	4%
Math	6	56%	63%	-7%	60%	-4%
Math	7	62%	59%	3%	50%	12%
Math	8	59%	47%	12%	57%	2%
Science	8	31%	45%	-14%	49%	-18%
Civics		58%	72%	-14%	71%	-13%
Biology		79%	77%	2%	71%	8%
Algebra		85%	61%	24%	54%	31%
ELA	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the biggest improvement was Middle School Acceleration. They went from 20% proficiency in the 2023-2024 school year to 70% proficiency in the 2024-2025 school year. That jump happened because middle school students on an accelerated track took and passed high school-level courses in Algebra I, Geometry, and Biology End-of-Course assessments. The school boosted this improvement by introducing more rigorous preparation programs, offering extra resources, and focusing instruction on those subjects for students in grades 6 through 8. All of that really helped drive the progress.

The 2024-2025 Algebra I data revealed an overall proficiency rate at 95%. Two seventh grades students with 100% proficiency and 19 out of 20 students with a 95 percent proficiency. Geometry data showed an overall proficiency rate of 100% from one 8th grade student. The data from the Biology End-of-Course assessment showed that 21 out of 22 students passed the test, resulting in a 95% passing rate.

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 8th grade Science EOC Assessment. In the 2024-2025 PM3, the school’s achievement proficiency was 49%, compared to the state’s 54%. Over the past two years, similar trends were noted: in 2022-2023, the school’s proficiency was 32% versus the state’s 49%, and in 2023-2024, the school’s was 43% compared to the state’s 51%. The contributing factors to the low performance is the lack of consistent instructional resources and possible gaps in curriculum alignment with state standards. The trend shows some improvement over time, but the school still lags behind the state average consistently.

Another area that’s showing lower performance is how well English Learners are progressing in English Language Proficiency. The data from the 2024-2025 Accountability Component shows that their proficiency rate is at 29%, compared to the state average of 53%. In 2023-2024, there wasn’t any school data available, but back in 2022-2023, English Learners had a proficiency rate of 43%,

which was actually higher than the state average of 40% at that time. Language barriers is one factor that has impacted our ELL students' performance on math and ELA assessments. ELLs struggle with understanding the vocabulary used in math problems, even if they understand the mathematical concept. They may also have difficulty comprehending reading passages or word problems if they are still developing their English skills. Additionally, cultural differences in teaching methods or classroom expectations have made it harder for ELL students to fully engage with the material. These factors combined resulted in lower performance on standardized assessments that are heavily language dependent.

To better support our English language learner students, we will implement several strategies. These include providing targeted vocabulary instruction focused on key terms in math and ELA. We will also provide visual aids and bilingual glossaries to support understanding. Additionally, we will offer sheltered instruction that integrates language development with content learning, making the subject matter more accessible. Encourage peer support by pairing ELL students with proficient English speakers will also help explain concepts in simpler terms. Furthermore, we will provide professional development for teachers on culturally responsive teaching practices. Also, we will implement additional language support classes to help ELL students gradually build their English proficiency. Together, these steps will create a more supportive environment where ELL students can thrive academically.

ELA

The data component that showed the lowest performance in PM3 ELA F.A.S.T was Comprehension of Informational Text. 26% of students tested “Mid or Above Grade Level”, 17% of students tested “Early on Grade Level”, 20% of students of students tested “One Grade Level Below,” 8% of students tested “Two Grade Levels Below,” and 29% of students tested “Three or More Grade Levels Below.” This is the same component that showed the lowest performance in PM2.

Middle school students often struggle with comprehension of informational texts due to various factors. A limited vocabulary and lack of prior knowledge can make it difficult for them to understand key concepts or connect new information to what they already know. Additionally, many students are unfamiliar with the specific structures of informational texts, such as cause and effect or problem and solution, which can hinder their ability to follow the material. They may also lack effective reading strategies, like identifying the main idea or summarizing, which are essential for comprehending complex texts. Limited motivation or interest in the content can result in passive reading, and students may also struggle with complex sentence structures or managing the cognitive load required by informational texts. Furthermore, the pressure of testing and assessments can increase anxiety, preventing deep engagement with the material. Addressing these deficiencies by developing vocabulary, building background knowledge, teaching text structures, and fostering active reading

strategies can help improve students' comprehension skills.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data area that saw a significant drop compared to the previous year was Mathematics. Specifically, the overall proficiency in FAST Mathematics PM3 declined from 68% in the 2023-2024 school year to 65% in the 2024-2025 school year, marking a 3-point decrease. Additionally, there was a notable decline in several ESSA subgroups. For example, the math proficiency for Students with Disabilities dropped significantly from 39% in 2023-2024 to just 23% in 2024-2025, reflecting a substantial 16-point decline. This highlights a concerning regression in that subgroup’s performance.

In contrast, English Language Learners showed strong growth, with proficiency rising from 50% to 62%, reflecting effective interventions.

The Black or African American subgroup experienced a slight decline, moving from 67% to 65%. Although the decrease is small, data revealed stagnation and early signs of decline that warrant our attention.

Hispanic and Economically Disadvantaged students both showed minor declines. Hispanic students dropped from 67% to 62%, and Economically Disadvantaged students declined from 65% to 62%. Our goal for both groups is to raise proficiency back to at least 65% by the end of the next academic year. To achieve this, we need targeted support. For Hispanic students, culturally responsive teaching strategies or bilingual tutoring could be beneficial. For Economically Disadvantaged students, increasing access to resources like after-school programs, free tutoring, and better technology will be key.

Several factors contributed to the significant decline in math proficiency among students with disabilities. One major factor was changes in the support structures, with a new ESE teacher learning how to implement instructional resources available to these students, and in class instructional teacher methods that didn’t align well with the SWD learning styles. Additionally, disruptions in continuity of care or staff turnover, such as the loss of several math teachers throughout the school year, also played a role. Students with disabilities often benefit from consistent relationships with educators and support staff, and any disruption in those relationships likely had a negative impact on their learning outcomes.

In contrast, for groups like English Language Learners, the data revealed growth, which suggests that specific interventions tailored to their needs were effective. The disparity between the subgroups

underscores the importance of tailored interventions.

For the slight decline among Black or African American students, there was a lack of targeted support to maintain previous gains. Even small declines can indicate early signs of larger trends if not addressed promptly.

For Hispanic students, culturally responsive teaching or bilingual tutoring might help bring their proficiency back up. And for students from economically disadvantaged backgrounds, making sure they have access to after-school programs, free tutoring, and better technology resources will be crucial to assist students who are experiencing learning deficiencies.

Another data component showing the the biggest decline in proficiency was in Social Studies, 7th-grade Civics Assessment scores. The proficiency rate went down from 73% in the previous year of 2023-2024 to 61% this year, which is a 12-point drop. One of the main reasons for this decline is the lack of effective strategies in Social Studies to connect civics lessons to current events or local issues that students might care about. This way, students can see how government and laws affect their daily lives. The teacher will use simulations or role-playing activities, where students can act out parts of government processes or debates to make abstract concepts more concrete. Incorporating class discussions and debates will help students better understand different viewpoints and think critically about civic issues.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data summary for the Students with Disabilities subgroup under the ESSA guidelines for 2024-2025 shows a large gap in performance compared to the required state average proficiency rate of 41%. This highlights the significant challenges these students face, with their proficiency rate at only 36%. According to data, students with disabilities have been the lowest-performing subgroup for the past two years in ELA and Math.

Math

For Math, the PM3 data indicated that students with disabilities had a proficiency rate of 39% in 2023-2024, which dropped to 23% in 2024-2025. The PM3 2024-2025 Math data revealed 38% learning gains and 44% proficiency among the lowest 25% among SWD students in comparison of other subgroups showing some growth in the area of math. English Language Learners achieved 51% learning gains and 46% proficiency among the lowest 25%. Black or African American students had 50% learning gains and 62% proficiency among the lowest 25%. Hispanic students saw 62% learning gains and 55% proficiency among the lowest 25%. Economically disadvantaged students

had 55% learning gains and 62% proficiency among the lowest 25%.

A key factor contributing to the Math achievement gaps among our students with disabilities is the lack of focused instruction during core lessons and insufficient tailored support in small groups. This year, we will train general education teachers to analyze data more effectively for improved small group instruction and targeted support. In math, we i-ready will be implemented bi-weekly for progress monitoring checks and consistently implement the SAVVAS core program to bridge achievement gaps. The Intensive Math Teacher will focus on strengthening foundational math skills, using i-ready and reinforcement of SAVVAS tailored to additional extra personalized practice and remediation. In addition to general classroom instruction, the school will offer a push-in support model for ESE students in their core content courses of English and Mathematics courses. Based on IEP goals; ESE students will be scheduled into the Learning Strategies course to provide specific support strategies that they will implement to be used with meeting their annual goals. This approach provides personalized instruction to reinforce or enhance specific standards or benchmarks. Additionally, we will offer tutoring services before and after school to further close the achievement gaps for students with disabilities.

ELA

For the 2023-2024 school year, SWD English Language Arts proficiency rate was 30%. That rate dropped to 27% in the year 2024-2025. When compared to PM1 data the school's overall greatest gap came in the area of Comprehension of Informational Text. For PM1 we had 33% of students score “Three or More Grade Levels Below,” 12% of students “Two Grade Levels Below,” 25% of students “One Grade Level Below,” 11% of students “Early on Grade Level,” and 20% of students “Mid or Above Grade Level.” For PM3 in this same domain we had 29% of students “Three or More Grade Levels Below,” 8% of students “Two Grade Levels Below,” 20% “One Grade Level Below,” 17% “Early on Grade Level,” and 26% of students “Mid or Above Grade Level.”

Contributing to this gap for our students was lack of prior background knowledge, a lack in vocabulary skills, and reading fluency. Students from different backgrounds enter the classroom with varying levels of prior knowledge and experiences. Some students may have more exposure to the topics covered in informational texts, giving them an advantage in comprehension. This gap in background knowledge can affect how students engage with and understand the text. Vocabulary skills are crucial for comprehension. Students with limited vocabulary may struggle to understand the words and concepts presented in informational texts, leading to gaps in comprehension. This can be particularly challenging for students who are English language learners or who come from language-poor environments. Fluency, or the ability to read with accuracy, speed, and expression, is another factor that influences comprehension. Students who struggle with decoding words or who read slowly may have difficulty comprehending informational texts, especially if they require complex sentence

structures and vocabulary.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Analyzing the Early Warning Systems data, one issue that stands out is chronic absenteeism. The data identifies 12 students in this category; however, our students with disabilities were not a concern in terms of chronic absenteeism. During School Advisory Council meetings and Open House, parents are continuously advised of our school's attendance policy. Through the fostering of relationships between our school and families we can educate parents and guardians about the importance of regular attendance and involve them in addressing the root causes of absenteeism. In addition to this, providing a positive school climate allows students to have the opportunities to create a positive inclusive school while feeling valued and connected through the implementation of programs that promote a sense of belonging. Lastly, we will continue to provide clear attendance policies to our parents communicating the expectations for students as well as the consequences for chronic absenteeism. As we are enforcing these policies regular check-ins with students who have a history of chronic absenteeism will be conducted.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. SWD Math Achievement
2. ELLs in Achieving English Language Proficiency
3. Science Achievement
4. Social Studies Achievement
5. ELA Achievement

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the data from the 2024-25 school year; the subgroup of SWD had a 3% decrease from the previous school year in ELA Achievement moving from 30% down to 27%. Learning gains in ELA decreased from 64% to 48% and the lowest 25th percentile from 64% to 40%. Based on the lack of focused instruction during core lessons and insufficient tailored support in small groups. caused the SWD subgroup to regress.

By grade level; 6th grade had 6 SWD students that all tested in Reading. In Reading, 17% of 6th grade SWDs scored proficient. For grade 7; there were 14 SWD students that all tested in grade 7 Reading,. In Reading, 38% of the students tested proficient. Grade 8 had 10 SWD students that all tested in Reading. In the area of Reading, 20% scored proficient.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For ELA:

By the end of the 2025–26 school year, the percentage of Students with Disabilities (SWD) achieving proficiency in ELA will increase from **27% to at least 35%**, ELA learning gains will improve from **48% to at least 60%**, and learning gains for students in the **lowest 25th percentile will increase from 40% to at least 55%**, as measured by state assessment data. This improvement will be driven by the implementation of **targeted small-group instruction**, **differentiated core instruction**, and **weekly formative assessments** to ensure early intervention and data-informed instructional adjustments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

In the area of ELA:

Establish Baseline Data (August–September 2025)

- Collect and analyze baseline reading and ELA assessment data (e.g., diagnostic assessments, iReady, Reading Plus, or other school-adopted tools).
- Identify SWD students below proficiency and within the lowest 25th percentile.

2. Implement and Track Weekly Formative Assessments

- Use weekly standards-based formative assessments to monitor student understanding.
- Analyze data during PLCs (Professional Learning Communities) to identify trends, skill gaps, and needed instructional adjustments.

3. Deliver Targeted Small-Group Instruction (Ongoing)

- Schedule dedicated intervention blocks within or outside of core ELA instruction.
- Use data to group students by specific skill deficits.
- Ensure fidelity of intervention using walkthroughs and observation checklists.

4. Monitor Progress Monthly

- Review student progress monthly using interim benchmark data (e.g., progress monitoring tools or district interim assessments).
- Track learning gains and adjust instructional plans for students not showing expected progress.

5. Conduct Quarterly Data Chats (Each Quarter)

- Meet with ELA teachers and ESE support staff quarterly to review subgroup progress.
- Use data chats with students (when appropriate) to set individual goals and promote ownership of learning.

6. Provide Ongoing Professional Development

- Offer targeted PD on strategies for differentiated instruction, small-group management, and accommodations for SWD.
- Monitor implementation through classroom observations and coaching sessions.

7. Use Walkthroughs to Monitor Instructional Fidelity

- Conduct bi-weekly classroom walkthroughs with a focus on:
    - Evidence of small-group instruction.
    - Use of accommodations and modifications.
    - Student engagement and task alignment.

8. Communicate Progress with Stakeholders

- Share subgroup performance data regularly with leadership teams, parents, and district staff.
- Include updates in School Advisory Council (SAC) meetings and school newsletters.

9. Evaluate and Adjust (Mid-Year and Spring)

- Conduct a mid-year review in January 2026 to assess if the school is on track.
- Adjust interventions, grouping, or instructional approaches as needed based on data.

10. End-of-Year Review (May–June 2026)

- Analyze final assessment data to determine whether the SMART goal was met.
- Reflect on successes and areas for improvement to inform next year's plan.

Person responsible for monitoring outcome
Samantha Franconeri

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:

For ELA; the use of Explicit Instruction the General Education Classroom. The teacher will need to: Clear Learning Objectives (Daily) Post and state the standard and “I can” statement at the start of each lesson. Example: Standard: RI.1.2 – Determine the central idea of an informational text. “I can” Statement: "I can find the central idea of a nonfiction article and explain it using details." 2. Teacher Modeling (I Do) Use think-a louds to demonstrate reading comprehension strategies. Highlight key vocabulary and text structure while modeling annotation and question-answering strategies. Example: “I’m reading this paragraph and I notice the author repeats the word problem. That tells me it might be part of the central idea. Let’s underline that…” 3. Guided Practice (We Do) Work through an example with the class using scaffolded questions and prompts. Use visual organizers (e.g., main idea/ supporting detail charts). Prompt students to verbalize their thinking: “Why do you think that’s the main idea? What sentence helped you decide that?” 4. Collaborative Practice (You Do Together) Pair or group students strategically (including SWD and general ed peers). Provide leveled reading passages for practice with scaffolds like sentence starters and graphic organizers. Teacher circulates to support, correct misconceptions, and gather formative data. 5. Independent Practice (You Do Alone) Assign tasks that mirror the guided practice but increase rigor. Provide accommodations based on IEPs (e.g., text-to-speech, sentence stems, extra time). Collect work for formative assessment to guide next steps. 6. Formative Assessment and Feedback Use exit tickets, short responses, or digital tools (e.g., Nearpod, Google Forms). Provide timely feedback, reteaching where necessary. Track data weekly in a formative assessment tracker by subgroup. 7. Small-Group Instruction (Focused Intervention) Use formative data to create skill-based small groups for targeted support. Schedule groups at least 3x per week during intervention or ELA block. Use evidence-based programs or standards-aligned materials with explicit routines: Re-teach using modeling → guided → independent format. Include repeated reading, vocabulary practice, and comprehension strategy drills. 8. Differentiated Core Instruction (Tier 1) Implement Universal Design for Learning (UDL) strategies during whole-class lessons. Use scaffolded texts, sentence frames, and flexible grouping. Monitor SWD engagement and participation using checklists. 9. Progress Monitoring (Weekly &

Monthly) Weekly: Conduct brief skill-based checks (e.g., reading fluency, comprehension quizzes). Monthly: Use interim assessments to evaluate growth toward proficiency. Adjust instruction based on trends (e.g., reteach specific standards or regroup students). Supports and Tools Graphic organizers Leveled readers or adapted texts Anchor charts and word walls Audio versions of texts Reading strategy cue cards Reflection and Adjustments Analyze student work and assessment data weekly in PLCs. Adjust pacing, materials, or groupings based on data trends. Use classroom observations and student feedback to fine-tune instruction

Rationale:
Explicit instruction is a structured, systematic, and effective method for teaching academic content. It involves clear modeling of skills and concepts, guided practice with feedback, and independent application. This approach is especially effective for students who struggle with grade-level reading and writing, including those with disabilities. 1. Addresses Specific Learning Gaps in SWD Students with Disabilities often require direct, scaffolded instruction to build foundational literacy skills. The 2024–25 ELA data showed declines in proficiency and learning gains for SWD, indicating a need for more targeted and systematic teaching strategies. 2. Builds Skill Mastery Through Structure High school ELA content is complex and abstract (e.g., analyzing tone, evaluating arguments, drawing inferences). Explicit instruction breaks down these tasks into manageable steps, improving comprehension and writing fluency. 3. Supports Differentiation in Diverse Classrooms Teachers can easily adapt explicit instruction to meet individual needs, providing visual aids, sentence frames, and modeling appropriate for students at different reading levels. 4. Promotes Student Confidence and Independence Through guided practice and clear expectations, students develop confidence in applying strategies independently — a key skill for success on state assessments and post-secondary readiness. 5. Backed by Research and Best Practices Research from the National Reading Panel and What Works Clearinghouse supports explicit instruction as a high-yield practice, particularly for struggling readers. It is a core feature of effective Tier 1 and Tier 2 instruction in Multi-Tiered Systems of Support (MTSS).

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Establishing Baseline Data ELA

Person Monitoring:
Samantha Franconeri

By When/Frequency:
September 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Establish Baseline Data (August–September 2025) Collect and analyze baseline reading and ELA assessment data (e.g., diagnostic assessments, FAST PM 1, and IREADY. Identify SWD students below proficiency and within the lowest 25th percentile.

Action Step #2
Implement Weekly and Biweekly Formative Assessments

Person Monitoring:
Samantha Franconeri

By When/Frequency:
October 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement Weekly and Biweekly Formative Assessments Use curriculum-aligned exit tickets, quizzes, or digital tools to monitor mastery of specific math standards. Review results in weekly PLCs to track student progress and identify misconceptions. Use the data to regroup students for small-group intervention.

Action Step #3
Deliver Targeted Small-Group Instruction (Ongoing)

Person Monitoring:
Samantha Franconeri

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Deliver Targeted Small-Group Instruction (Ongoing) Schedule dedicated intervention blocks within or outside of core ELA instruction. Use data to group students by specific skill deficits. Ensure fidelity of intervention using walkthroughs and observation checklists.

Action Step #4
Leveraging the ESE Department, IEP Process and MTSS Team in designing and modifying interventions for SWD.

Person Monitoring:
Samantha Franconeri

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Actions to Leverage the ESE Department, IEP Process, and MTSS Team 1. Establish a Collaborative Framework Between ESE and General Education • Co-Planning and Co-Teaching: Schedule regular collaboration time between ESE staff and general education teachers to plan instruction and intervention aligned with students' IEP goals. • Shared Accountability: Ensure both general education and ESE teachers share responsibility for SWD progress. • Communication Systems: Implement shared digital tools (e.g., progress monitoring logs, communication apps) to ensure ongoing updates on student needs and intervention outcomes. _____ 2. Use the IEP Process as a Tool for Designing Targeted Interventions • Strength-Based IEP Development: Involve general education teachers in the IEP development process to ensure goals align with classroom expectations and curriculum standards. • Data-Driven Decisions: Use assessment data (academic and behavioral) to inform Present Levels of Performance (PLOPs), annual goals, and supplementary aids/services. • Align IEP with Tiered Supports: Ensure interventions outlined in the IEP correspond with Tier 2 and Tier 3 strategies in the MTSS framework when applicable. _____ 3. Integrate MTSS with the IEP Process • Pre-Referral Support: Use MTSS as a proactive framework to address needs early and determine whether more intensive (special education) support is necessary. • Progress Monitoring Systems: Use MTSS tools to collect frequent, measurable data on interventions and ensure that students with IEPs are making expected progress. • Problem-Solving Teams: Include ESE staff in MTSS meetings to analyze intervention effectiveness and adjust strategies collaboratively. _____ 4. Professional Development for All Staff • Train general education teachers on: o The MTSS process and how it relates to the IEP. o Their role in implementing accommodations and interventions. o How to collect and interpret student data to inform instructional practices. • Train ESE staff to: o Support general educators in implementing Tier 1

and Tier 2 interventions. o Align IEP services with school-wide MTSS structures. _____ 5. Regularly Monitor and Adjust Interventions • Schedule intervention review meetings that include ESE, general education teachers, and MTSS team members to: o Review progress data. o Revise or intensify interventions. o Make informed decisions about instructional placement, additional supports, or potential IEP revisions. _____ 6. Create a Clear Referral Pathway Between MTSS and ESE • Ensure that general education teachers understand: o When and how to refer students for ESE evaluation. o How MTSS data supports eligibility determinations. o Their role in documenting and communicating intervention results.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The data in the category of Mathematics from the 2024-25 school year; the subgroup of SWD had a decrease of 16% moving from 39% to 23%. With this significant decrease in achievement, it impacted learning gains causing a drastic drop for SWD students. Learning gains dropped 32% from the 2023-24 school year to 38%. The lowest 25th percentile had 44% learning gains; decreasing 31 %. Based on the lack of focused instruction during core lessons and insufficient tailored support in small groups. caused the SWD subgroup to regress.

By grade level; 6th grade had 6 SWD students that all tested in Grade 6 Mathematics. For the Grade 6 Mathematics, 17% of the 6 scored proficient. For grade 7; there were 14 SWD students that all tested in grade 7 Mathematics . In the category of Mathematics, 27% tested proficient. Grade 8 had 10 SWD students that all tested in Grade 8 Mathematics. In the area of Mathematics, 30% tested proficient.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025–26 school year, the percentage of Students with Disabilities (SWD) achieving proficiency /scoring a minimum of a Level 3 in Mathematics will increase from **23% to 35%**, on FAST PM 3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

Establish Baseline Data (August–September 2025)

- Administer beginning-of-year diagnostic assessments in Grades 6-8 Mathematics benchmarks (e.g., iReady, MAP, or district benchmarks).
- Identify SWD students' proficiency levels and those in the lowest 25th percentile.
- Create individual student data profiles.

2. Implement Weekly and Biweekly Formative Assessments

- Use curriculum-aligned exit tickets, quizzes, or digital tools to monitor mastery of specific math standards.
- Review results in weekly PLCs to track student progress and identify misconceptions.
- Use the data to regroup students for small-group intervention.

3. Deliver and Document Small-Group Instruction (Ongoing)

- Provide consistent, targeted small-group instruction during core instruction and designated intervention time.
- Focus on skill gaps specific to Algebra I and Geometry standards.
- Maintain instructional logs to document frequency, content focus, and student participation.

4. Conduct Monthly Progress Monitoring

- Use progress monitoring tools (e.g., iReady, ALEKS, or other adaptive programs) to track growth.
- Analyze monthly data for proficiency, learning gains, and 25th percentile performance.
- Use results to adjust instruction and interventions.

5. Facilitate Quarterly Data Reviews

- Conduct quarterly reviews with math teachers, ESE specialists, and administrators to:
    - Review subgroup progress toward proficiency and learning gains.
    - Identify instructional areas needing additional support or coaching.
    - Revise student groupings or strategies as needed.

6. Conduct Instructional Walkthroughs (Twice Monthly)

- Use a walkthrough tool focused on:
    - Evidence of small-group instruction.
    - Use of data-driven practices.
    - Student engagement and math discourse.
- Provide targeted feedback and coaching to teachers.

7. Provide Ongoing Professional Learning

- Offer regular PD on:
    - Differentiated instruction in math for SWD.
    - Use of manipulatives, technology, and visual supports.
    - Effective math intervention strategies.

- Monitor implementation through observations and post-PD reflections.

8. Engage in Student Data Chats (Quarterly)

- Hold one-on-one data chats with SWD students to:
    - Review personal progress toward goals.
    - Set individual math achievement and growth targets.
    - Build student ownership of learning.

9. Communicate Progress with Stakeholders

- Update leadership teams, families, and district support staff on progress using:
    - Quarterly reports or dashboards.
    - Parent-teacher conferences and IEP meetings.
    - SAC (School Advisory Council) and school newsletters.

10. Conduct End-of-Year Evaluation (May–June 2026)

- Analyze final state assessment data to determine if proficiency, learning gains, and lowest 25th percentile targets were met.
- Document successes and gaps to inform adjustments for the next school year's improvement plan.

Person responsible for monitoring outcome
Samantha Franconeri

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:
Differentiated instruction is a proactive approach that tailors content, process, product, and learning environment based on students' readiness levels, learning preferences, and interests. For SWD, it ensures access to rigorous math content with appropriate support, scaffolding, and challenge. Tiered Assignments Design lessons and tasks with varying levels of complexity based on student skill level. Example – Geometry: Tier 1: Identify and describe basic geometric shapes using visuals. Tier 2: Calculate angles or solve problems using formulas with guided prompts. Tier 3: Solve multi-step proofs with minimal scaffolding. 2. Flexible Small Groups (Ongoing Based on Data) Use formative

and diagnostic assessments to group SWD by skill needs. Rotate groups every 2–3 weeks based on progress. Provide targeted instruction in: Foundational concepts (e.g., number sense, fractions). Core course content (e.g., linear equations, functions). 3. Choice in Process and Product Allow students to demonstrate understanding in different ways. Solve problems using manipulatives, graphic organizers, or digital tools. Explain a math concept through a visual model, oral explanation, or written reflection. 4. Scaffolds and Supports for SWD Use accommodations and modifications based on IEPs, such as: Visual aids and anchor charts Step-by-step checklists Chunked assignments with reduced problem sets Text-to-speech and speech-to-text tools Incorporate math strategy cue cards for solving multi-step problems. 5. Co-Teaching and Push-In Support Implement co-teaching models (e.g., station teaching or parallel teaching) in Algebra I and Geometry classes. ESE teachers and general education teachers collaboratively plan and deliver instruction. Provide small-group reteach and enrichment within the general education classroom. 6. Differentiated Use of Technology Assign adaptive programs based on student level (e.g., ALEKS, iReady Math, Khan Academy). Use real-time data from digital tools to adjust instruction weekly. Pair technology with teacher-facilitated small-group instruction for deeper understanding. 7. Ongoing Progress Monitoring and Instructional Adjustment Conduct monthly reviews of: SWD learning gains Lowest 25th percentile subgroup data Adjust groups, assignments, and supports based on trends. Use this data in PLC meetings to plan targeted mini-lessons and re-teaching. Examples of Differentiated Learning in Algebra I and Geometry Skill Area Differentiation Example Solving Equations Use balance scales (concrete), visual diagrams (representational), and algebra tiles or abstract notation depending on student level. Graphing Linear Functions Scaffold with tables of values for some students, provide graphing calculators or Desmos simulations for others. Area and Volume (Geometry) Use 3D models and manipulatives for hands-on learners, assign complex word problems to advanced students.

Rationale:
Differentiated instruction ensures that all SWD receive appropriate support to access high school math content. By adjusting the level of support, challenge, and mode of learning, we can better engage students, close gaps, and help them meet or exceed the SMART goal targets by the end of the 2025–26 school year.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Establishing Baseline Data Mathematics

Person Monitoring:
Samantha Franconeri

By When/Frequency:
September 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Establish Baseline Data (August–September 2025) Collect and analyze baseline mathematics assessment data (e.g., diagnostic assessments, FAST PM 1, SAVVAS , and IREADY. Identify SWD students below proficiency and within the lowest 25th percentile: Overall learning gains will improve from 38% to at least 55%, and learning gains among students in the lowest 25th percentile will increase from 44% to at least 60%, as measured by state assessment data. These outcomes will be

supported through the implementation of focused small-group instruction during core lessons, differentiated support aligned to student needs, and biweekly progress monitoring to guide instructional adjustments and interventions.

Action Step #2
Implement Weekly and Biweekly Formative Assessments

Person Monitoring:
Samantha Franconeri

By When/Frequency:
October 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement Weekly and Biweekly Formative Assessments Use curriculum-aligned exit tickets, quizzes, or digital tools to monitor mastery of specific math standards. Review results in weekly PLCs to track student progress and identify misconceptions. Use the data to regroup students for small-group intervention.

Action Step #3
Deliver Targeted Small-Group Instruction (Ongoing)

Person Monitoring:
Samantha Franconeri

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Deliver Targeted Small-Group Instruction (Ongoing) Schedule dedicated intervention blocks within or outside of core ELA instruction. Use data to group students by specific skill deficits. Ensure fidelity of intervention using walkthroughs and observation checklists.

Action Step #4
Building Capacity with General Education Teachers Who Service SWD

Person Monitoring:
Samantha Franconeri

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Actions to Build Capacity in General Education Teachers 1. Ongoing Professional Development (PD) Provide consistent, high-quality training that focuses on: • Evidence-Based Interventions: Teach how to select and implement Tier 1 and Tier 2 interventions effectively. • Differentiated Instruction: Equip teachers with strategies to modify content, process, and product based on student readiness, interests, and learning profiles. • Universal Design for Learning (UDL): Emphasize proactive planning to meet the needs of all learners. • Behavior Management and Social-Emotional Support: Support students with behavioral and emotional disabilities through trauma-informed practices and Positive Behavioral Interventions and Supports (PBIS). • Collaborative Practices: Foster effective co-teaching models, consultation, and shared planning with special education staff. _____ 2. Job-Embedded Coaching and Mentorship • Pair general educators with experienced special educators or instructional coaches for hands-on support in the classroom. • Use observation-feedback cycles and peer learning communities to support implementation fidelity. _____ 3. Data-Informed Instruction • Train teachers to use formative assessment data, progress monitoring tools, and IEP goals to tailor instruction. • Emphasize the use of data to evaluate the effectiveness of accommodations and modifications. _____ 4. Accessible Curriculum and Materials • Ensure that materials are available in multiple formats (digital, audio, visual supports). • Teach general educators how to use assistive technology and accessibility features

to support SWD. _____ 5. Cultural Competency and Disability Awareness • Promote understanding of the diverse backgrounds and needs of students with disabilities. • Address implicit biases that may affect referral, placement, or expectations.

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

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.

Somerset Academy Preparatory Middle School area of focus is to support teachers through mentoring programs to help retain them so they can continue to address the needs of our low-performing subgroup of Students with Disabilities who are identified for ATSI.

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.

By the end of the 2025-2026 school year, Somerset Academy Academy Preparatory Middle School aims to have 100% of the current instructional staff committed to returning for the 2026-2027 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Throughout the course of the 2025-2026 school year, teachers will participate in the school's mentorship program and/or the new teacher support program known as NESS. These programs will be monitored on a monthly basis to ensure that teachers are receiving ongoing support and professional development on how to meet the needs of our Students with Disabilities. Additionally, teachers will complete a climate and culture survey in December 2025 and again in June 2026.

Ongoing monitoring of these initiatives will allow school leaders to track progress, identify areas needing improvement, and provide timely interventions. This consistent monitoring is expected to positively impact student achievement outcomes by ensuring teachers feel supported and effective in their roles, which in turn creates a more positive and productive learning environment for students.

Person responsible for monitoring outcome

Erika Mincey (emincey@somersetcentral.org)

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:

A Teacher mentorship program for teachers is an evidence-based intervention that can have significant positive impacts on the professional development and overall effectiveness of educators. Research consistently shows that mentorship programs enhance teaching quality. Experienced teachers serving as mentors can provide guidance, share effective teaching strategies, and offer constructive feedback to their mentees. This support helps novice teachers improve their instructional skills, classroom management, and pedagogical techniques for supporting our SWD population. The New Educator Support System (NESS) program is also conducted at our campus. This allows for new teachers to become a community of beginning teachers, where they have the opportunity to share their experiences, while being mentored by their Team Leader. The program focuses on providing the new teachers with some extra assistance, as they begin to build their own routines and comfort level with anything from conducting parent/teacher conferences, to completing accident reports or writing an email to a parent. The Somerset Leadership Cohort is a mentoring program for those aspiring to be future leaders. Part of the process is to attend monthly meetings, where current administrators present common, interesting topics to the group. The teachers participating in this cohort are also asked to shadow principals from other schools to learn about the variety of leadership styles.

Rationale:

The rationale for implementing the New Educator System(NESS) and the Somerset Leadership Cohort at our campus is to cultivate a robust pipeline of future leaders and ensure the success and retention of new educators. By offering these structured programs, we aim to address several critical needs. The NESS program fosters a sense of belonging among new teachers by creating a supportive community where they can share experiences and challenges. This camaraderie is vital in reducing feelings of isolation often faced by newcomers in the education field. The Leadership Cohort offered at Somerset Academy High School provides potential leaders exposure to diverse leadership styles. Through shadowing principals from other schools, aspiring leaders gain first-hand experience and insights into various leadership approaches. This broadens their understanding and equips them with the adaptability needed to manage different school environments effectively.

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

Somerset plans to support our teachers through mentoring programs to enhance teacher retention by pairing new teachers with experienced mentors to provide them with guidance, advice, and

continuous support on how to meet the needs of our Students with disabilities. In addition, our school administration will engage in mentorship with teachers by establishing a structured program where administrators will offer guidance and support to newer or less experienced teachers. This intervention will make new teachers and veteran teachers feel valued and less likely to leave the profession.

Person Monitoring:
Erika Mincey (emincey@somersetcentral.org)

By When/Frequency:
On-going through the last day of school June 3.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
For sixth grade, mentors will help teachers identify and leverage assistive technologies that can aid students with disabilities in accessing the curriculum more effectively. This might include text-to-speech software, audio books, or specialized graphic organizers. By using these tools, teachers can provide more equitable learning experiences for all SWD students. For seventh grade, mentors will emphasize data-driven instruction. They will guide teachers on how to analyze assessment data and Individualized Education Program (IEP) goals to tailor instruction and accommodations. This ensures that the approaches used in one grade are continuously refined and adjusted in the next for our SWD students. For eighth grade, in addition to individualized learning plans and self-advocacy, mentors will encourage teachers to collaborate with high school educators. This transition planning is essential for ensuring that supports are in place as SWD students move to the next educational stage. The school's administration team will conduct on-going informal observations on Teacher and provide regular feedback. Our mentoring program will assure our Teachers receive regular feedback during meetings and common planning where teachers can discuss their progress, challenges, and areas for improvement. This encourages a culture of growth and development. Frequent meetings with Mentors and Mentees will allow for ongoing support and the strengthening of relationships, providing teachers with a sense of community and lessening feelings of isolation.

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 dissemination of the School Improvement Plan (SIP), UniSIG budget, and School Wide Plan (SWP) is critical to engaging our stakeholders, which include students, families, school staff, leadership, and local businesses and organizations. All documents will be posted on the school's official website in a designated section for easy access. The documents will be available for download in multiple languages to accommodate our diverse community.

A comprehensive email will be sent to all stakeholders, including a brief overview of the SIP, UniSIG budget, and SWP, along with direct links to the full documents on the website. Parent-Teacher Meetings will be held and during those parent-teacher meetings, hard copies will be available for parents who prefer this format. We will offer translation services during these meetings to ensure all parents understand the content.

The school's newsletter will be sent to home to parents or sent via parent link with key points from the SIP, UniSIG budget, and SWP will be highlighted in the school's regular newsletter, directing readers to the full documents on the website.

Community Outreach will consist of local businesses and organizations, who will receive a letter introducing these plans and offering them the opportunity to support the school's efforts.

During staff meetings, the school staff and leadership team will receive briefings on the SIP, UniSIG budget, and SWP. They will have a chance to ask questions and provide feedback.

Our aim is to ensure all stakeholders are informed and involved in the school's improvement process. To make sure the information is accessible, all communication will be conducted in clear, simple language, and we will make every effort to provide translations to parents who need them. Regular updates on the progress of the SIP will be shared using these same channels to ensure all stakeholders stay informed about our school's progress and achievements.

Somerset Academy Preparatory Middle School’s webpage, where the School Improvement Plan is publicly available, is https://www.somersetcentral.org/apps/pages/?uREC_ID=162419&type=d

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)).

The school has set up initiatives to promote responsible, self-directed lifelong learners. One such initiative is the use of daily agendas/student planners. Students are encouraged to keep track of their homework and mark important dates, helping them develop organizational skills. This tool also doubles as a communication link with parents, ensuring they are kept in the loop.

In addition to this, the school will host Parent Universities. These events are designed to foster a stronger connection between families and teachers for the benefit of the students. Some of these Parent Universities will provide practical information, such as a tutorial on how to use the online gradebook system. This allows parents to monitor their child's academic progress easily and stay updated.

Another noteworthy event is the Curriculum Night. This event aims to empower parents with strategies on how to help their children understand concepts in reading and math. Teachers will explain the methodologies they use in the classrooms so parents can replicate them at home.

Additionally, the school will host a STEM night aimed at involving families and community members in the world of Science, Technology, Engineering, and Mathematics. These events provide a hands-on, interactive experience that will foster a sense of community and shared love for learning. It serves as an excellent platform for fostering community partnerships and showing the amazing projects and initiatives that the students are undertaking in these fields.

All these measures will not only boost academic performance but will also contribute to building a

supportive, engaged community centered around the school. The goal is to create a collaborative and inclusive environment that benefits all stakeholders and advances the mission of the school.

Somerset Academy Preparatory Middle School's webpage, where the Parent & Family Engagement Plan (PFEP) is publicly available, is https://www.somersetcentral.org/apps/pages/index.jsp?uREC_ID=162385&type=d&termREC_ID=&pREC_ID=1143575

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)).

Somerset Preparatory Charter Middle School is dedicated to enhancing the learning gains and proficiency in reading and math for Students with Disabilities (SWD). Our strategy includes implementing a district-approved Florida standard curriculum across all core courses, including our Intensive Reading and Math classes, to bridge any existing achievement gaps.

For English Language Arts (ELA) education across grades 6 to 8, we'll employ the Into Literature Curriculum. Additionally, we'll leverage Realbooks, the Read180/System 44 and Phonics Reading Program (Intensive Reading) curriculum to assist our Tier 2 and 3 students, honing their phonemic awareness, reading comprehension, and vocabulary skills.

In mathematics, learning will be enhanced with digital resources such as computers and laptops, alongside the use of i-Ready and Savvas curriculum. These tools will serve as both remediation and enrichment mediums. Our writing strategy comprises ongoing writing camps focused on specific skills to refine the writing process. We utilize R.A.C.E. and Four-Square writing strategies to facilitate our students' planning process.

Staying consistent with this, students will engage with the iReady online platform weekly, spending 45 minutes on both the ELA and Math sections. The expectation is to pass each lesson quiz with a 75% or higher score. iReady Diagnostic tests will be administered thrice annually in Math and ELA to help shape each student's iReady lesson pathway. The aim is to close the achievement gap across grades in Math and ELA.

The Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) will be crucial for prioritizing and enhancing the performance of students with disabilities and economically disadvantaged students. The Collaborative Problem-Solving Team (CPS), comprising the assistant principal, literacy coach, math/science coach, interventionist, and Exceptional Student Education

(ESE) specialist, will collaborate with teachers to execute the MTSS/RtI process effectively.

Intensive, targeted interventions will be provided for students identified as needing Tier II and Tier III support. Those in Tier II will receive interventions in the classroom and through a push-in/pull-out model in small groups, while Tier III students will receive one-on-one interventions.

Continuous monitoring every 4-6 weeks will assess the students' response to these interventions via student data reports, graphical comparisons, teacher notes and feedback from interventions. Students not responding adequately to Tier III interventions may obtain ESE services and will continue receiving Tier III interventions until progress is recognized. The program execution by teachers will be assuring through classroom observations by the instructional coach and regular data chats held with students.

Monthly assessments using iReady's growth monitoring tools for Math and ELA will inform the creation of small groups, tutoring groups, and push-in/pull-out groups, securing targeted intervention for all students in the subgroup and bolstering academic achievement.

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)).

Somerset Preparatory Charter Middle is a Title I school. We receive federally funded programs aimed at improving academic achievement among disadvantaged students. Through Title I, students are offered a variety of instruction in classrooms, to include after school, and during the summer tutoring programs to help students meet state standards in core academic subjects. They also provide additional teaching materials which supplement regular classroom instruction. Programs are designed to target and assist students are from low-income families. In addition, programs are aimed at improving the achievement of all students, particularly the lowest-achieving ones, by assessing their needs and implementing strategies that address those needs.

We provide supplementary instruction to children who are failing or at risk of failing to meet the state’s challenging academic achievement standards. This supplemental assistance can include instructional support, along with health and nutrition services.

Title I mandate that our school design and implement strategies to facilitate parental involvement.

This includes providing materials and training to help parents work with their children to improve their children's academic achievement.

We use Title I funds for professional development of teachers and other school staff to improve instruction and use of data from academic assessments. This aim is to enable them to better identify the needs, and improve the achievement, of low-performing students.

Through the Title I Migrant Education Program, it supports high quality education opportunities for migratory children in our school to help reduce the disruptions and other problems resulting from repeated moves. In addition, Title I provides assistance to support the enrollment, attendance, and success in school for our homeless children and youths.

All of these programs are built around flexibility, local control, parent involvement, and accountability. They aim to provide a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency in challenging State academic achievement standards and state academic assessments.

We are very fortunate to have a guidance counselor on our campus who works with students in need and is considered at-risk. Our School Resource Officer also provides our students with many educational lessons, such as, SOAR, Gun Safety and Stranger Danger, which helps students critically think and comprehend diversity within a community. Our Middle and High school students also assist our at-risk students by taking Early Childhood Education and working with our primary grades by offering instructional assistance, as well as serving as mentors. During Career Day, we also increased awareness of potential career paths by having a variety of presenters that provide insight into future career opportunities. Somerset also participate in the National School Lunch Program.

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 are very fortunate to have a guidance counselor at our campus who works with students in need and is considered at-risk. Our School Resource Officer also provides our students with many educational lessons, such as, SOAR, Gun Safety and Stranger Danger, which helps students critically think and comprehend diversity within a community. Our Middle and High school students also assist our at-risk students by taking Early Childhood Education and working with our primary grades by offering instructional assistance, as well as serving as mentors. During Career Day, we also increase awareness of potential career paths by having a variety of presenters that provide insight to future career opportunities.

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 mission of Somerset Academy Preparatory Middle School is to foster a college-preparatory education based on a philosophy of respect and high expectations for all students. Our goal is to nurture students into becoming confident, self-driven, and responsible lifelong learners.

We offer opportunities to former seventh-grade students who achieved high Level 3, 4, or 5 scores on the 2025 AP FAST ELA and Math assessments to enroll in high school courses during their current eighth-grade year. They can indulge in college-prep courses such as Algebra, Geometry, Biology, and Spanish.

Furthermore, we encourage students to start their post-secondary college preparatory opportunities as early as seventh grade by participating in Doral College Dual Enrollment program. Current seventh or eighth-grade students who earned a semester credit in a high school course during their seventh-grade year, and have maintained a 3.0 GPA, are eligible to participate. The first course, taken, titled College Success, help prepare students for taking college-level course work. The Dual Enrollment

goal is to enable them to accrue college credits, which could result in graduating from high school with an associate's degree.

At Somerset, we are committed to advancing learning opportunities for our 6th-8th grade students, preparing them for college and their future careers right from middle school. We take pride in facilitating various opportunities to support their involvement in the accelerated programs we offer.

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)).

Somerset Academy Preparatory Middle School has in place the Collaborative Problem Solving Team (CPST) to meet, review and analyze Early Warning System data and document data trends. CPST members consist of Ms. Athena Guillen (Principal), Ms. Erika Mincey (Assistant Principal over Middle school), Ms. Brianna Garcia (Guidance Counselor), Ms. Franconeri (ESE Specialist/School Support Specialist K-12), Ms. Deanna Mesadieu (Middle Curriculum Coach for Math and Science), Ms. Morgan Moore (Middle Curriculum Coach for Reading and Language Arts), and SRO Hadley. The CPST team meets at least once a month except for special circumstances which would require us to meet more frequently.

The school's Multi-Tiered Systems of Support is being implemented to support students who are not making adequate progress, have been retained, and/or need academic intervention services.

Tier 1: Universal Support
Universal Screening: The school regularly assesses all students to identify those who may need additional support. This assessment typically includes academic, behavioral, and social-emotional aspects.

Core Instruction: In Tier 1, all students receive high-quality, research-based instruction in the classroom. This includes differentiated instruction to meet the diverse needs of students.

Data Collection and Monitoring: Data on student performance is collected and analyzed to identify trends and areas where improvements may be needed. This data-driven approach helps educators make informed decisions.

Teacher Collaboration: Teachers collaborate to share strategies, resources, and best practices to improve instruction and meet the needs of all students.

Tier 2: Targeted Interventions
Identification: Students who are not making adequate progress in Tier 1 are identified for Tier 2 interventions. This may include students who are falling behind in specific subjects or those who exhibit mild behavioral or social-emotional challenges.
Intervention Plans: Individualized intervention plans are created for each student in Tier 2. These plans specify the additional support and strategies that will be provided to help the students catch up or address their specific needs.
Small Group Instruction: Students in Tier 2 often receive small group instruction or additional support sessions outside of regular classroom instruction. These sessions are designed to provide targeted assistance.

Progress Monitoring: Student progress is closely monitored, and adjustments are made to intervention plans as needed. This ensures that students are making meaningful progress toward their goals.

Tier 3: Intensive Support
Identification: Students who do not respond to Tier 2 interventions may be referred to Tier 3 for more intensive support. This includes students with significant academic, behavioral, or social-emotional challenges.
Individualized Support Plans: Tier 3 students receive highly individualized support plans, often involving specialized instruction, counseling, or other services. These plans are developed in collaboration with parents or guardians.
Intensive Monitoring: Progress is closely monitored, and frequent assessments are conducted to gauge the effectiveness of interventions. Adjustments are made as needed to ensure student success.

Team Collaboration: A multidisciplinary team, including educators, special education staff, counselors, and parents, collaborates to provide the highest level of support to Tier 3 students.

Professional Learning and Other Activities
Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Somerset Academy Preparatory Middle School will be offering Curriculum Professional Developments regarding the programs we have implemented at our campus. Our teachers will participate in Professional Learning Communities throughout the school year.

We will be focusing on Differentiating Instruction for Student Success, while analyzing data and developing strategies that will be demonstrated in the classroom. Our teachers will participate in Peer-to- Peer observations and Good Teaching Practices and Instructional videos. Teachers will participate in approximately 30 hours of professional learning hours and 10 hours of classroom application.

Our Professional Learning Communities (PLCs) will take place once a month during the teacher's common planning time, on the 3rd Tuesday of every month and on early release days. These PLCs will have minutes and sign-in sheets and will end with an application component, where after analyzing data, teachers will implement differentiated instruction strategies to target specific areas of weakness and monitor student progress. Teachers will conduct data chats with students and hold parent/teacher conferences to ensure all stakeholders understand the overall goal for each child by the end of the school year.

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)).

Somerset Academy Central Miramar Campus encompasses three schools, including Somerset Neighborhood School (Pre K – 5), Somerset Academy Preparatory Middle School (Grades 6-8), and Somerset Academy Miramar High School (Grades 9-12). We employ multiple strategies to facilitate preschool children's transfer from early childhood education programs to local elementary programs.

- We inform parents about readiness skills during Kindergarten Round-Up,
- We offer preschool programs and work collaboratively with kindergarten teachers on grade-level expectations,
- We arrange meetings with local preschool programs to discuss the readiness of transitioning students,
- We adopt a staggered start schedule during the initial week of school,
- We allow classroom visitations for transitioning students and their parents.

Additionally, we host New Parent Orientation sessions for 5th-grade students transitioning into 6th grade. These sessions provide opportunities for students and their parents to visit the middle school campus, meet with teachers, and familiarize themselves with the new environment prior to the new school year's commencement. Our middle school teachers coordinate with elementary teachers to create a curriculum that bridges the gap between early childhood education, elementary school learning, and middle school understanding. These strategies aid our students in understanding the

expectations at the middle school level.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

To review the use of resources to meet SWD students' needs, we first identify the Broward County School district-approved resources for each subject. The school submits annually the District's K-12 Comprehensive Evidence-Based Reading Plan Addendum listing evidence-based curriculum materials and progress monitoring assessments. By opting into the district's Comprehensive Evidence-Based Reading Plan and Opting into District CERP for the 2025-2026, we support students with disabilities by ensuring they have access to specialized and aligned resources. We make sure teachers and curriculum coaches use the resources according to the district's guidelines, and any supplemental materials are from approved vendors and aligned with Florida's standards. This ensures that all students' educational needs, including those of students with disabilities, are effectively met.

Funding and resources for the 2025-2026 school year will be used to provide Students with Disabilities with interventions based on the school's Formative Assessment data and FAST PM1 and PM2 data. Funding requests are brought to School Advisory Council (SAC) meetings and discussed. Rationales for the requests and supports are provided at the meeting. The council has open discussions about the requests, then vote to approve or deny the funding requests. Somerset Preparatory Charter Middle School Leadership Team, Comprehensive Needs Assessment Team and the School Advisory Council (SAC) continue to disaggregate multiple data sources to ensure resources are allocated based on needs. ESSER, Title II and Title IV funds are used to support instructional personnel, supplemental curriculum i- Ready (Reading & Math), READ 180/System 44 programs; SAVVAS (Math); Into Lit (ELA); Phonics Reading Program (Intensive Reading), Progress Learning, tutoring resources (student workbooks) and parental resources to support learning at home (instructional family nights).

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).

According to the 2025 FAST PM3 results, our students with disabilities achieved proficiency rates of 27% in ELA and 23% in math. Since these rates fall below the Federal Index threshold of 41%, our school will prioritize targeted interventions for this subgroup to enhance their performance.

To meet these needs, we will employ a combination of evidence-based programs and resources. For ELA, we will implement i-Ready, Read180/System 44 to improve comprehension and vocabulary, along with an Intensive Phonics Reading Program to bolster foundational skills. For math, we will utilize i-Ready for Math classes to provide targeted interventions based on individual student data. The rationale for using these resources is that the data indicates students require both foundational skills and higher-level comprehension and problem-solving support.

Diagnostic and progress monitoring assessments will be conducted three times a year, using the F.A.S.T, Read180, and i-Ready to establish a baseline for each student's proficiency in reading and mathematics. Our MTSS Team will meet bi-weekly to discuss student progress based on assessment data. Based on data results, our ESE Specialist will develop individualized objectives and goals for each SWD's IEP. This information will be shared with the General Education teachers to align resources and tailor instruction to meet individual student needs, making adjustments to instructional strategies as necessary.

Frequent progress review meetings will be held with the ESE Specialist, ESE Teacher, General Education Teachers, and parents to discuss SWD students progress and make any necessary modifications to action plans. Ongoing progress monitoring will continue to assess growth, with instructional goals being revised as necessary. By the mid-year point, we will review SWD students' progress to make sure they're on track to surpass that 41% threshold for students with disabilities by the end of PM2 FAST assessment.

Specialized ESE instruction will be put in place. This will include an extra 30 minutes of focused support within intensive reading and math classes, all tailored to address each student’s unique learning objectives and goals.

We will adopt a tiered 2 and 3 level approach to ensure that all students receive the right level of support based on their individual needs with small group interventions for differentiated instruction. The school will rely on ongoing IEP goal monitoring and data collection, as well as the use of MTSS and RTI frameworks, which are grounded in evidence-based practices. These strategies will help us track and align student progress toward proficiency, as outlined by the RTI guidelines.

In mid-May, the FAST ELA Reading and Math PM3 assessments will be administered to obtain a final diagnostic evaluation, measuring overall growth for our SWD population for the school year.

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

Broward County Public Schools

SOUTH BROWARD MONTESSORI CHARTER SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 7

D. Early Warning Systems 8

II. Needs Assessment/Data Review 11

A. ESSA School, District, State Comparison 12

B. ESSA School-Level Data Review 13

C. ESSA Subgroup Data Review 14

D. Accountability Components by Subgroup 15

E. Grade Level Data Review 18

III. Planning for Improvement 19

IV. Positive Learning Environment 30

V. Title I Requirements (optional) 35

VI. ATSI, TSI and CSI Resource Review 39

VII. Budget to Support Areas of Focus 41

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 South Broward Montessori Charter School (SBMCS) is designed as a child-centered, community oriented elementary public school rooted in the scientific teachings of Dr. Maria Montessori. This academic program offers a uniquely prepared, individualized educational environment that emphasizes development of students who are self-disciplined, cooperative, responsible, creative thinkers of the community and the world.

Provide the school's vision statement

Our school aims to facilitate a well-rounded, comprehensive curriculum, utilizing the Montessori pedagogy. Our goal is to instill a sense of wonder about the universe and the child’s place within it. We strive to implement an individualized child-centered curriculum that includes movement, manipulation, and discovery within a multi-aged classroom. Our classrooms extend into the community, creating a web of exchange among community members, families, and teachers. Academic standards will be high and all students will have a personal education and goal plan to ensure direction and encouragement along a path that allows them to become the best they can be. All students will be proficient in the Florida learning standards and will be prepared to be successful in their continuing education, in their chosen careers, and as productive citizens of the United States.

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

Livia Moreno

principal@sbmontessoricharter.com

Position Title
Principal

Job Duties and Responsibilities

The school principal is responsible for overseeing the daily operations and academic instructions of the school. It is her responsibility to hire qualified teachers, oversee the purchase, delivery, and implementation of the school's academic curriculum. It is also the principal's responsibility to provide a safe, appropriate, and welcoming environment for all students, families, and staff. The duties of the ELL compliance specialist include providing systems for identifying and supporting ELLs, conducting meetings related to ESOL, and providing guidance and support to teachers of ELLs.

Leadership Team Member #2

Employee's Name
Olmary Rodriguez

orodriguez@sbmontessoricharter.com

Position Title
Curriculum Resources Teacher & Title 1 Liaison

Job Duties and Responsibilities

It is the responsibility of the curriculum facilitator to identify the academic needs of the school, provide professional development, and support teachers in the classroom to provide best practices to students. The facilitator is responsible for ensuring that both the Montessori curriculum and B.E.S.T. standards are being taught by teachers. Her duties are to check lesson plans especially in English Language Arts and Montessori subjects.

Leadership Team Member #3

Employee's Name
Olmary Rodriguez

orodriguez@sbmontessoricharter.com

Position Title
Instructional Coach

Job Duties and Responsibilities

It is the responsibility of the ELA Coach to identify the academic needs of the ELA teachers, provide professional development, and support teachers in the classroom to provide best practices to students. The facilitator is responsible for ensuring that ELA B.E.S.T. standards are being taught by teachers.

Leadership Team Member #4

Employee's Name
Alexis Tye

atye@sbmontessoricharter.com

Position Title
ESE Specialist and Instructional Services Facilitator

Job Duties and Responsibilities

The ESE Specialists provide on-site procedural and curricular assistance to all school-based personnel with regard to the education of students with disabilities. ESE Specialist is responsible for providing support to SBMCS to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems. The purpose of ESE is to help each family and child with a disability progress in school and prepare for life after school.

Leadership Team Member #5

Employee's Name
Natalia Lopez

nlopez@sbmontessoricharter.com

Position Title
ELL Compliance Specialist

Job Duties and Responsibilities

The duties of the ELL compliance specialist includes providing systems for identifying and supporting ELLs, conducting meetings related to ESOL, and providing guidance and support to teachers of ELLs.

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.

Under the supervision of the school leadership to continue utilizing the School Board, P.T.A., Behavior

Threat Assessment Team (B.T.A. Team), Guidance Counselor, and resource officer to help prevent behavior issues through close contact and developing positive student relationships. In addition, the law enforcement officer assigned to the school shall conduct security inspections to identify possible threats and delinquent activities in collaboration with the B.T.A. team. They will work together to design behavior-prevention strategies. The Parent and Teacher Association, in partnership with the school Broward - 5717 - South Broward Montessori Charter School - 2024-25 Parent Liaison will make more effort to encourage community engagement and fun activities. Monthly meetings will be held to evaluate the S.I.P.'s success or to change strategies accordingly to the student's needs and data.

The steps to promoting focus and continuing school improvement are:

1. Follow up on the areas of concern and monitor areas of focus progress.
2. Set monthly goals and performance targets.
3. Continue updating, implementing, and developing strategies and action plans.
4. Constantly monitor progress in achieving goals.

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 leadership will monitor the SIP (Principal, Literacy Coach, Curriculum Resource Teacher, ESE Specialist, ESOL Coordinator, and school counselor). There are people assigned to the specific areas of focus. The School Leadership will:

1. Gather information as the improvement strategies are implemented and compare it to the same sources of information gathered to conduct need assessments (i-Ready, Diagnostic, PM 1, 2, and 3, Early Warning System). The school will track each student's progress toward attaining proficiency indifferent subjects. Also, to indicate whether the school is making sufficient progress toward the goals. Broward SOUTH BROWARD MONTESSORI CHARTER SCHOOL 2024-25 SIP

2. Monitor Progress: The leadership will build a series of checkpoints for formal evaluation of the SIP, developing milestones to evaluate students' progress and opportunities for review through regular monthly status updates.

3. The School Leadership will work on a weekly and monthly basis (Depending on the type of assessments, evaluation, and area of focus) on assessing, reflecting, and adjusting practice based on data indicating what is working to ensure that goals are met, and revising implementation strategies based on the same information as that used to determine the original goals, areas of focuses, strategy, and timeline.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**3.7%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
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)	**ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: C** **2022-23: C** **2021-22: F** **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	33	33	29	33	21	26				175
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	6	12	8	6	12	7				51
Level 1 on statewide Math assessment		5	9	8	10	6				38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	27	17	13	14						71
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	2	0	0				2
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	20	11	8	14	11	8				72
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	6	12	8	6	12	7				51
Level 1 on statewide Math assessment		5	9	8	10	6				38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	27	17	13	14						71
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	[]	[]	[]	[]	[]	[]	[]	[]	[]	0

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	[]	[]	[]	[]	[]	[]	[]	[]	[]	0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	48	64	59	46	61	57	42	56	53
Grade 3 ELA Achievement	45	63	59	55	60	58	63	56	53
ELA Learning Gains	71	65	60	63	64	60			
ELA Lowest 25th Percentile	70	60	56		60	57			
Math Achievement*	54	70	64	46	66	62	37	62	59
Math Learning Gains	53	68	63	43	66	62			
Math Lowest 25th Percentile	50	55	51		55	52			
Science Achievement	24	60	58	35	56	57	38	48	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	57	63	63	64	59	61	39	59	59

*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)	ATSI
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	472
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
52%	50%	50%	34%	45%		51%

* 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%
English Language Learners	50%	No		
Black/African American Students	35%	Yes	4	
Hispanic Students	55%	No		
White Students	64%	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	48%	45%	71%	70%	54%	53%	50%	24%					57%
English Language Learners	38%	31%	69%	70%	49%	59%	50%	23%					57%
Black/ African American Students	40%				30%								
Hispanic Students	50%	47%	77%	70%	54%	63%		18%					60%
White Students	50%		70%		75%	60%							

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	46%	55%	63%		46%	43%		35%					64%
English Language Learners	40%		54%		37%	46%							64%
Black/African American Students	45%				27%								
Hispanic Students	45%	50%	67%		45%	48%		33%					67%
White Students	50%				70%								
Economically Disadvantaged Students	45%	50%	65%		40%	35%		29%					66%

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	42%	63%			37%			38%					39%
English Language Learners	32%	50%			28%			15%					68%
Black/African American Students	42%				25%								
Hispanic Students	40%	69%			37%			27%					68%
Economically Disadvantaged Students	39%	67%			35%			40%					75%

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	3	46%	61%	-15%	57%	-11%
ELA	4	41%	62%	-21%	56%	-15%
ELA	5	47%	62%	-15%	56%	-9%
Math	3	63%	68%	-5%	63%	0%
Math	4	48%	69%	-21%	62%	-14%
Math	5	50%	63%	-13%	57%	-7%
Science	5	20%	57%	-37%	55%	-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?

The data shows the most improvement in two areas. For Kindergarten and first grade the most improved were foundational skills. There was an 87% over all progress rate in this component. From second through fifth grade the most improved component was High Frequency Words and building vocabulary. There was an 90%% overall growth in the component. There were actions taken to assist these students in their progress. SBMCS provided computers in the classrooms, teachers and admin had monthly meetings to discuss student progress, data was analyzed with the department heads such as the principal, curriculum director, RTI coordinator, then meetings were held with the teachers to review the data and analyze together. In doing this SBMCS was able to create a plan of actions for the groupings of students and provide the support needed to both the students and the teachers. There were professional development targeting areas of deficit in ELA school wide and there were also professional developments per grade and class. The goal was to scaffold and eventually see the classes growing with less guidance and more data driven activities.

Black African American subgroups showed the most improvement in first-grade classrooms, where students' performance was at 100% on the first-grade level for the Reading level.

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 shows the lowest performance is vocabulary and comprehension. The primary contributing factor is the large population of ELL students. 59% of SBMCS student enrollment is ELL and receiving ESOL services. Though vocabulary was one of our most improved areas students’ scores are not to the level where they need to be. Another contributing factor is the number of teachers in the classroom that do not have the ESOL endorsement and are teaching out of field.

Black African American subgroups showed the lowest performance in vocabulary and comprehension in fourth-grade classrooms, where students' performance was at 75% below the fourth-grade level for the Reading level.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline was vocabulary across all subgroups including Black African Americans. 37% of students in the school over all scored between a 1 and 2 in the Star and FAST for comprehension PM3. A contributing factor to this decline would be the vocabulary component. In the case of SBMCS 59% of students are ELL. The passages, short stories, and questions being asked are not to the student's level of understanding.

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.

Comparing data between the school and the state the greatest SBMCS scored at a 46% compared to the state average of 56%. The greatest gap was in 5th grade scoring 47% compared to the state average of 56%. Contributing factors were continuous low class attendance, below average parent involvement, large population of ELL students, and Reading endorsement not yet completed by primary lead ELA teacher.

Black African American subgroup greatest gap was vocabulary and comprehension.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Area of Concern:

- Black/African American students (35%) are below the 41% target.
- This subgroup has been consistently below 41% for 4 consecutive years, which places them at significant risk under ESSA accountability.
- While not below 32%, the persistence of underperformance signals an urgent need for targeted improvement planning.

Reflecting on the EWS data two potential areas of concerns are attendance of students and the impact on vocabulary and comprehension due to the increased population of ELL students.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The Highest Priorities across all grade levels and subgroups are:

1. Catering to the students different strengths and finding different ways to close gaps: K-2 in Foundational Skills and from 3-5 Grade Vocabulary and Comprehension
2. Focus on a good intervention plan that can be used all school year by our teachers and interventionists.
3. Provide Professional developments that allow teachers to understand and use the skills learned in the classroom for their students (Mostly during Differentiate Instruction).
4. Teachers will be expected to take the courses needed to get ESOL and Reading Endorsed.
5. Work on a protocol that will stop the inconsistency in student attendance. Broward SOUTH BROWARD MONTESSORI CHARTER SCHOOL 2024-25 SIP

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 data reviewed showed critical need in the following domains: HFW and PH showing 23% of K students below grade level. 55% of 1st grade students are one grade below grade level in comprehension (literature) and 59% in Vocabulary. 45% of 2nd grade students fell below grade level in Vocabulary and INFO. 46% of 3rd grade students are shown to be below grade level in Vocabulary and 53% in Comprehension. 52% of 4th grade students are showing to be below grade level in Vocabulary and 56% in Comprehension. 38% of 5th grade show to be below in comprehension following 55% low achievement level in Vocabulary. The ELA achievement for the school was 52% compared to the district and state performance levels of more than the 55%. The AP3 2024-25 data showed that students in K-5 had a 60% proficiency in Reading. Grade 4 had the largest percentage of students underperforming in Vocabulary at 48% while Grades 2, 3, 4 and 5 had the highest students underperforming in comprehension by 47%, 55%, 56%, and 40% respectively. The Reading domains that need the most improvement are foundational skills in High Frequency Words and vocabulary for K-2 students, and vocabulary and comprehension for grades 3-5. The ELL ACCESS assessment for 2024-25 showed a significant decline in the English language arts achievement. Although data was not too low to gauge student performance of SWD and gifted students on the ELA FAST, AP3 IReady scores in reading in 2024-25 school year. 68% of SWD population tested near or below grade level in the phonics and vocabulary domain. Also, another subgroup that score 2 or more year below grade level under the 41% of the performance are the Black African American students, for three consecutive years, on the following domains mostly: vocabulary and comprehension for 3 to 5th grade and Foundational Skills and vocabulary for KG to 2nd grade. KG through 5th grade 20 out of 37 (54%) Black African American are below level Across grade level the areas of concern are all domains being vocabulary and comprehension their biggest deficiency.

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.

55% of grade K students demonstrate proficiency on the Renaissance STAR Early Literacy, 55% of grades 1st grade students demonstrate proficiency on the Renaissance STAR Early Literacy for their grade (*K and 1 students who score 852 on Star Early Literacy may take the STAR Reading). 55% of grades 2nd grade students demonstrate proficiency on the Renaissance STAR Reading for their grade, 55% of grade 3, 4, and 5 demonstrate proficiency on the F.A.S.T. Reading for their grade. 40% of ELLs who demonstrate proficiency on the Renaissance STAR Early Literacy, Renaissance STAR Reading, or F.A.S.T. Reading, depending on their grade level 30% of SWD who demonstrate proficiency on the Renaissance STAR Early Literacy, Renaissance STAR Reading, or F.A.S.T. Reading, depending on their grade level. 50% of Black African American who demonstrate proficiency on the Renaissance STAR Early Literacy, Renaissance STAR Reading, or F.A.S.T. Reading, depending on their grade level.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The school will utilize IReady to monitor K-5 student growth in reading. After the Beginning-of-Year diagnostics (AP1) and Progress Monitoring 1 (PM1), IReady provides a baseline to establish typical growth measures for each student, teachers will monitor the typical growth of students to ensure students are making adequate progress by the third diagnostic (AP3). The school leadership will conduct a data chat with teachers to guide them on personalized learning goals for students; teachers will in turn also discuss data chats with students to provide agency on improving their performance. IReady will also be utilized to monitor the progress of SWD and students identified as deficient in reading. ELL students will utilize Imagine Learning to provide the practice opportunities that students need to close gaps in their literacy skills. Imagine Learning is an adaptive literacy program for ELL that are low in English proficiency. Data from Imagine Learning will be monitored to gauge student progress

Person responsible for monitoring outcome

Livia Moreno (principal@sbmontessoricharter.com), Olmary Rodriguez (orodriguez@sbmontessoricharter.com)

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:

General education, ELLs, SWD, Black African American and Gifted students will be provided with explicit instruction and systematic instruction in ELA, as well as differentiated instructions will be implemented subgroups. Explicit and systematic instructions consist of breaking skills into manageable steps to provide direct instructions in a structured way. Most foundational skills like

phonics are taught using direct instruction in a structured, systematic way that targets specific reading skills. Another strategy that will be implemented is that of differentiated instructions. Differentiated instruction can be provided by changing content, the process involved in accessing material, or providing different ways or products for students to show what they know. Teachers will utilize these strategies to provide support in developing phonics skills and vocabulary acquisition. ELLs will also be provided flexible scheduling, teacher modeling, graphic organizers, and heritage language support. In addition to differentiated instruction, SWD will be provided one on one instruction and flexible scheduling.

Rationale:
The rationale for selecting these specific reading strategies is because research supports their effectiveness in supporting learners toward building reading skills. The criteria for choosing explicit and systematic instruction was based on research from reliable sources like the What Works Clearinghouse, this is a reliable resource that provides evidence based strategies on how to support reading skills of young learners. Another reliable source that supports these strategies is that of the popular report published by the National Reading Panel in 2000. Differentiated instruction is also another strategy found in various studies and literacy-based publications (Tomlinson, 2014). These strategies have been proven to improve academic skills and close reading learning gaps. SBMCS will utilize evidence-based reading programs and resources to support vocabulary acquisition through its cross-disciplinary and vertical curriculum. Teachers will utilize lesson plans and centers t0 differentiate activities to improve phonics, vocabulary, and comprehension skills.

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
The school's core reading program is Wonder, it combines elementary subject areas like science, social studies to provide foundational skills-development, vocabulary acquisition, and close reading activities; with the skills and concepts following a systematic, simple-to-complex, progression from K-5th grade levels. School will utilize other programs like: Teacher-Toolbox, Primary Phonics and Montessori Word Study to support kindergarten and second grade students in HFW automaticity, phonics skills, and vocabulary acquisition, first and third grade students in HFW automaticity, and vocabulary acquisition, and comprehension, fourth grade students in vocabulary acquisition and comprehension, and fifth grade students in vocabulary acquisition and comprehension. IReady and BA assessments will be utilized to monitor student progress within the areas of phonics, vocabulary, and comprehension. Mini-lessons and explicit instructions will be utilized to improve phonics and vocabulary acquisition. Tutoring will be provided to students in grades 3-5 to remediate, reinforce, and enrich their ELA skills and strategies.

Person Monitoring:
Olmary Rodriguez
(orodriguez@sbmontessoricharter.com

By When/Frequency:
The ELA area of the focus action plan will be monitoring with weekly walkthroughs and monthly informal evaluations.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The following actions will be taken to monitor the impact of the above action steps. Grade band professional developments providing examples, peer work, and modeling of how to use the resources, curriculums and programs. Professional developments on differentiating instruction and providing enrichment opportunities in the classrooms. Tutoring is done by grade bands and provided on multiple days for students to take advantage of this opportunity. Tutoring teachers and interventionists have meetings through out the school year to understand student needs and form an educational plan for student. Mandating and staying on top of teacher reading endorsements. Providing support in the areas that teacher are needing assistance. Targeting the specific need of the child and creating an educational plan for students in our bi-monthly teacher and admin meetings.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Data reviewed showed critical need in the following domains: Measurement and Data showing 42% of kindergarten students below grade level, GEO and MD showing 47% of 1st grade students below grade level, Geometry and Algebra showing 48% of 2nd grade students below grade level. Geometry showing 50% of 3rd grade students below grade level Geometry and Algebra showing , 43% of 4th grade 45% of 5th grade students below grade level. The achievement level of the 2024-25 FAST math for the school was 54%. The AP3 2024-25 data showed that students in K-5 had a 58% proficiency in math. The on or above grade-level student achievement in math per level was 68%, 59%, 48%, 58%, 59%, and 55% for K, 1, 2, 3, 4, and 5 grade-levels respectively. A further analysis of the data showed that domains with the highest number of underperforming students were 42% of KG students in MD; 47% of 1st grade students in MS; 48% 2nd graders in Algebra; 50% 3rd graders in GEO; 45% of 4th graders in GEO; and 50% 5th graders in Algebra. K-2 showed a recurring low performance in MS, while grades 3-5 showed significant underperformance in GEO. Grade 4 showed the highest number of underperforming students in all of the four math domains. 49% of the ELLs and SWD performed one to two years below grade level on IReady—AP3. Also, another subgroup that score 2 or more year below grade level under the 41% of the performance are the Black African American students, for FOURTH consecutive years, on the following domains mostly: Geometry AND Algebra for 3 to 5th grade and Geometry AND Measurement & Data for KG to 2nd grade. KG through 5th grade 17 out of 37 (46%) Black African American are below level. Across grade level the areas of concern are all domains being NO and Geometry their biggest deficiency.

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.

60% of grades K students who demonstrate proficiency on the Renaissance STAR Math for their grade 60% of grades 1st grade students who demonstrate proficiency on the Renaissance STAR Math for their grade 60% of grades 2nd grade students who demonstrate proficiency on the Renaissance STAR Math for their grade 60% of grade 3 who demonstrate proficiency on the F.A.S.T. Math for their grade. 60% of grade 4 who demonstrate proficiency on the F.A.S.T. Math for their grade. 60% of grade 5 who demonstrate proficiency on the F.A.S.T. Math for their grade. 45% of ELLs who demonstrate proficiency on the Renaissance Math or F.A.S.T. Math, depending on their grade level 35% of SWD who demonstrate proficiency on the Renaissance Math or F.A.S.T. Math, depending on their grade level.

Academic: By June 2025, Black/African American subgroup performance index will increase 50%.
Attendance/Engagement: Reduce chronic absenteeism among Black students by 10% by the end of the school year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The school will utilize IReady and Progress Monitor (PM) State Assessment to monitor K-5 student growth in math. After the Beginning of-Year diagnostics (AP1), IReady and PMs provides a baseline to establish typical growth measures for each student, teachers will monitor the typical growth of students to ensure students are making adequate progress by the third diagnostic (AP3). The school leadership will conduct data chats with teachers to guide them on personalized learning goals for students; teachers will in turn also discuss data with students
to build their agency on improving academic performance. IReady and the PMs will also be utilized to monitor the progress of SWD and students identified as deficient in math. ELL students will utilize IReady Math to provide the practice opportunities that students need to close gaps in their math skills. IReady Math is an adaptive program that provides support for ELLs to develop their math skills. Data from IReady will be used to monitor student progress.

Data reviews every 6 weeks (academic progress, attendance, referrals).
Quarterly reports to leadership team.
Student surveys on engagement and belonging (Ex. i-Ready Data Chat)

Person responsible for monitoring outcome

Livia Moreno (lmoreno@sbmontessoricharter.com)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Description of Intervention #1: The evidence-based resources that will be implemented are the use of IReady math program, IReady-based student grouping and differentiated instructions. Specific strategies that will be implemented will include the use of concrete-representation-abstract modeling, scaffolding, and explicit instructions to close gaps in the NO, GEO, and MS domains. The focus of K-2 will be on using IReady teacher toolbox, manipulatives, small group and multi-tiered instructions to develop conceptual and procedural understanding of numbers, operations, and measurement and data. Students in 3-5th grade will also utilize IReady Teachertoolbox and manipulatives to improve on their understanding of concepts and procedures related to numbers and operations; spatial relationships, and measurement and data. SWD will be provided manipulatives, extra time, and one-on-one support in the areas of focus. ELLs will have flexible time, peer-grouping, heritage support, and teacher modeling and manipulatives to support their learning. Black African American Subgroup: Targeted small-group & tutoring, Implement daily Tier 2/3 interventions; progress monitor bi-weekly, manipulatives and hands on activities.

Rationale:

Strategies that utilize a student's zone of proximal development to provide scaffolding; teacher modeling, use of manipulatives and data-based instructional groupings has significantly improved student performance over the years. IReady is an evidence-based program that utilizes adaptive assessments to place and provide students with remediation and enrichment math experiences. IReady also has a Teachertoolbox resource that teachers can use to scaffold instructions to improve student performance in math. Scaffolding, use of manipulatives or concrete learning experiences have also been shown by studies to close learning gaps of SWD, Black African American and ELLs.

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

SBMCS will utilize Teacher-Toolbox, IReady program and Montessori manipulatives to support kindergarten, third, and fourth grade students in Geometry, first grade students in Measurement, second grade students in Algebra, and fifth grade students in Measurement, Numbers/Operations. IReady will be utilized to monitor student progress for the purpose of grouping and instructing students according to their specific needs. Students performing below grade level: Extra time and scheduling will be provided as well as small group instructions for all students that are performing below-level in the areas of focus. Students that are underperforming at one grade level below will be provided 30 minutes extra time with interventionists, three times a week, to help close learning gaps. The leadership team will schedule classroom visits, collect student samples, and plan teacher conferences to ensure the implementation of scaffolding, concrete-representation-abstract model, and small group instructions. ELLs and SWD will be provided manipulatives, teacher support.

Person Monitoring: **By When/Frequency:**

Livia Moreno (lmoreno@sbmontessoricharter.com) The Math area of the focus action plan will be monitoring with weekly walkthroughs and monthly informal evaluations.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The leadership team will schedule classroom visits, collect student samples, and plan teacher conferences to ensure the implementation of scaffolding, concrete-representation-abstract model, and small group instructions. ELLs and SWD will be provided manipulatives, teacher support.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Data reviewed showed critical need in the subject area of Science, mostly in the following domains: Physical Science and Life Science. The data is showing that only 29% of the fifth graders passed the test. The following subgroups: ELL and Black African American students performed from 1 to 2 years below grade level across all domains. The FSSA for 2024-25 showed a significant decline in the TEST achievement.

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.

45% of the Fifth grade students who demonstrate proficiency on Science Statewide Assessment for their grade. 40% of ELLs, SWD, and Black African American who demonstrate proficiency on the Science Statewide Assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The school will utilize HMH FL Science Statewide Assessment Review and Practice Booklet to monitor 5th student growth in Science. After the Beginning-of-Year Pre-Test and Progress Monitoring 1, the pre-test provides a baseline to establish typical growth measures for each student, teachers will monitor the typical growth of students to ensure students are making adequate progress by the 2 y 3 Post test. The school leadership will conduct a data chat with the 5th grade teacher to guide them on personalized learning goals for students; teachers will in turn also discuss data chats with students to provide agency on improving their performance. The HMH FL Science Statewide Assessment Review

and Practice Booklet will also be utilized to monitor the progress of SWD and Black African American students identified as deficient in the Science Statewide Assessment. ELL students will utilize Imagine Learning to provide the practice opportunities that students need to close gaps in their literacy skills to help them being successful in the FL Science Statewide Assessment. Imagine Learning is an adaptive literacy program for ELL that are low in English proficiency. Data from Imagine Learning will be monitored to gauge student progress. New Science program was added K-5and with the interactive foundations m manipulatives, experiments, and exit tickets teachers and admin can monitor progress.

Person responsible for monitoring outcome
Wendy Peralta, Science and Math Coach

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 evidence-based resources that will be implemented are the use of STEM Scope Curriculum and program, the Stem Scope based student grouping and differentiated instructions. Specific strategies that will be implemented will include the use of hand-on experiment materials (concrete)-representation-abstract modeling, scaffolding, and explicit instructions to close gaps in all domains. Manipulatives to improve on their understanding of concepts and procedures related to numbers and operations; spatial relationships, and measurement and data. SWD and Black African American subgroups will be provided manipulatives, extra time, and one-on-one support in the area of focus. ELLs will have flexible time, peer-grouping, heritage support, and teacher modeling and manipulatives to support their learning.

Rationale:
Strategies that utilize a student's zone of proximal development to provide scaffolding; teacher modeling, use of manipulatives and data-based instructional groupings has significantly improved student performance over the years. STEM Scope and HMH FL Science Statewide Assessment Review and Practice Booklet are an evidence-based program that utilizes adaptive assessments to place and provide students with remediation and enrichment science experiences. The STEM Scope program has resources that teachers can use to scaffold instructions to improve student performance in Science. Scaffolding, use of manipulatives or concrete learning experiences have also been shown by studies to close learning gaps of SWD and ELLs.

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
SBMCS Strategies that utilize a student's zone of proximal development to provide scaffolding; teacher modeling, use of manipulatives and data-based instructional groupings has significantly improved student performance over the years. STEM Scope and HMH FL Science Statewide Assessment Review and Practice Booklet are an evidence-based program that utilizes adaptive assessments to place and provide students with remediation and enrichment science experiences. The STEM Scope program has resources that teachers can use to scaffold instructions to improve student performance in Science. Scaffolding, use of manipulatives or concrete learning experiences have also been shown by studies to close learning gaps of SWD and ELLs. SBMCS will, also, utilize Montessori manipulatives to support Fifth grade students in Science. HMH Practice and Review Booklet will be utilized to monitor student progress for the purpose of grouping and instructing students according to their specific needs. Students performing below grade level: Extra time and scheduling will be provided as well as small group instructions for all students that are performing below-level in the areas of focus. Students that are underperforming at one grade level below will be provided 30 minutes extra time with interventionists, three times a week, to help close learning gaps. The leadership team will schedule classroom visits, collect student samples, and plan teacher conferences to ensure the implementation of scaffolding, concrete-representation-abstract model, and small group instructions.

Person Monitoring:
Wendy Peralta, Math and Science Coach & Livia Moreno, School Principal

By When/Frequency:
The Sience area of the focus action plan will be monitoring with weekly walkthroughs and monthly informal evaluations.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The leadership team will schedule classroom visits, collect student samples, and plan teacher conferences to ensure the implementation of scaffolding, concrete-representation-abstract model, and small group instructions. ELLs, Black African American, and SWD will be provided manipulatives, teacher support.

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.

Parental Involvement: South Broward Montessori Charter School will have a parent and family engagement plan to create academic and extracurricular activities to integrate the school community. SBMCS will provide a flexible number of meetings, conferences, and events in the morning, evening, and/or weekends to guarantee flexibility for parents to attend. At the beginning of the school year, the parents will be invited to participate in the Orientation Night and the Back to School Night/Annual Title I meeting, where the school will prepare parents with Literacy strategies across content areas to

improve their child's academic achievement. Parents workshops will be scheduled to notify parents and guardians about preparing for testing in all grade level (K-5). Furthermore, different strategies will be presented to parents to help with homework assignments. Literacy Nights will accentuate the integration of the English Language Arts and Social Studies standards during Fall, and the School will celebrate Math Nights to train parents across the curriculum. During the school year, the School will share information for parents of SWD regarding District and Title I-sponsored activities, workshops, and classes open to all stakeholders. In addition, the School will display and inform the parents and students about Special Needs and acceptance to positively interact with all students. SBMCS will spotlight culture awareness by creating educative activities and educating students regarding pertinent historical and current information. The SBMCS will conduct positive behavioral interventions and support to promote school safety, security, and positive behavior. Our behavioral and safety plan will consist of the following: school-wide SEL program, student-parent's workshops and extracurricular activities. Create parent's WhatsApp room chats, and the use of the agendas/work plans.

Subgroup: Black African American Students:

A. Academic Interventions

- Implement targeted small-group instruction in literacy and math for Black/African American students.
- Use data-driven interventions (progress monitoring, MAP, iReady, etc.) every 4–6 weeks.
- Provide extended learning opportunities (after-school tutoring, Saturday academies, summer bridge programs).

B. Culturally Responsive Teaching

- Provide PD for teachers on culturally responsive pedagogy.
- Include more diverse texts, perspectives, and representation in the curriculum.
- Encourage student voice and choice in learning.

C. Family & Community Engagement

- Strengthen home-school partnerships with consistent communication, workshops, and family literacy nights.
- Create opportunities for mentorship programs with community leaders.
- Hold listening sessions with Black families to understand barriers and build trust.

D. School Climate & Belonging

- Monitor discipline data to ensure equity.
- Expand student leadership and recognition opportunities for Black students.
- Foster positive peer and teacher relationships through mentoring programs.

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.

60% of SBMCS students have Reading Deficiency In grades KG, 1, 3, 4 and 5 more than 10% have absentees. 60% of grades K students who demonstrate proficiency on the Renaissance STAR Literacy Reading and Math for their grade 60% of grades 1st grade students who demonstrate proficiency on the Renaissance STAR Reading and Math for their grade 60% of grades 2nd grade students who demonstrate proficiency on the Renaissance STAR Reading and Math for their grade 60% of grade 3 who demonstrate proficiency on the F.A.S.T. Reading and Math for their grade. 60% of grade 4 who demonstrate proficiency on the F.A.S.T. Reading and Math for their grade. 60% of grade 5 who demonstrate proficiency on the F.A.S.T. Reading and Math for their grade. 45% of ELLs who demonstrate proficiency on the State test Reading and Math 35% of SWD who demonstrate proficiency on the State test Reading and Math.

Black African American Subgroup:
Academic: By June 2026, Black/African American subgroup performance index will increase from **35% → 45%**.
Attendance/Engagement: Reduce chronic absenteeism among Black students by **10%** by the end of the school year.
Climate/Equity: Decrease discipline referrals for Black students by **15%**

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: In collaboration with the Student Services Coordinator, the student's guidance counselor will monitor students' attendance and start an informative campaign on the importance of attending school daily. The teacher will schedule parent-teacher conferences to address absentee issues and orientate parents on how the lack of attendance can affect the student's academic progress. The Parent Liaison, in collaboration with the Parent and Teacher Association, volunteers, School Administration, and School Board will create a school calendar schedule monthly for academics, culture, and recreational activities to orientate, educate and foster active participation of parents and students to educational workshops, recreational, and mental health activities, etc.

Subgroup: Black African American Students

The area of focus will be to monitor and cover the following areas:

1. Instructional gaps (curriculum not aligned to their needs, lack of culturally responsive teaching).
2. Access to resources (tutoring, advanced courses, intervention supports).
3. Attendance/engagement issues (chronic absenteeism, discipline referrals).
4. Family/community engagement barriers (limited communication, less involvement).
5. Opportunity gaps (lower participation in enrichment, leadership, or advanced learning programs).

Accountability & Monitoring

- Set specific measurable goals (e.g., raise subgroup index from 35% → 45% in 1 year).
- Use a Subgroup Action Team (teachers, admin, counselors, family reps) to meet monthly and monitor progress.
- Report updates to staff and families quarterly.

Person responsible for monitoring outcome
Olmary Rodriguez (orodriguez@sbmontessoricharter.com)

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:
Measurable outcomes will be implemented through the Early Warning System Program (EWS) and FOCUS. EWS provides accurate data on attendance and Reading and Math students' deficiencies. FOCUS is an attendance, behavior, grades, calendar activities, and communication tool with parents and students platform. In Broward district, FOCUS attendance, reports, grades and communication system for all school community (Staff, students and parents), an evidence-based resource to provide effective interaction between admin, teachers, parents, and students. Several studies demonstrating statistically significant effects found that it improved attendance and community active participation when used with fidelity. Longitudinal research has found that achievement in reading and mathematics is hindered for students who are chronically absent as early as kindergarten, and chronic absence in elementary school is linked to an increased likelihood of dropout even if attendance improves over time (Romero & Lee, 2007; Schoeneberger, 2012).

Rationale:
There are several reasons why parental involvement leads to positive outcomes for students: When parents are involved in their child’s education, the child is more likely to have positive attitudes towards school and learning. Parental involvement provides support for the child both at home and at

school. Studies have shown that children whose parents are involved in their education have higher grades and test scores and are more likely to complete their education. Parental involvement can lead to increased communication and collaboration between families and schools. SBMCS affirm the aspirations of the national early childhood curriculum for children to grow up as competent and confident learners and communicators, healthy in mind, body, and spirit.

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
Homework: Parents can help their children with homework by providing guidance, support, and encouragement. Attendance: 1. Students attendance will be monitoring and parents will be contact to orientate them. 2. Parents can show their support for their children's education by attending school events such as open houses, parent-teacher conferences, and school plays. Participation: Parents can have a voice in their children's education by participating in school decision making processes, such as serving on a school committee or joining a parent-teacher organization. Communication: Parents can stay informed about their children's education by communicating with the school regularly. This can be done through Facebook, email, phone calls, or in-person meetings. Volunteering in the classroom: Parents can contribute to their children's education by volunteering in the classroom or on a school committee. Supporting the school: Parents can show their support by participating in fundraisers, attending school events, or becoming a member of the school's Parent-Teacher Organization. Subgroup: Black African American 1. Academic Intervention: Target Small Groups and Tutoring by implement daily Tier 2/3 interventions; progress monitor bi-weekly 2. Instructional Practice: Culturally Responsive teaching by create PD's on culturally relevant pedagogy; review lesson plans for inclusivity 3. Extended Learning: Additional Support outside school hours. Launch after-school tutoring & Saturday Academy for Black students below proficiency 3. Family Engagement: Strengthen school-home connection and host family literacy/math nights; monthly communication updates 4. School Climate: Build belonging & reduce discipline by implement peer mentoring, restorative circles, and leadership opportunities

Person Monitoring:
Olmary Rodriguez (orodriguez@sbmontessoricharter.com) and Livia Moreno (principal@sbmontessoricharter.com)

By When/Frequency:
Attendance will be monitored daily.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All Subgroups: ELL, SWD, and Black African Americans. 1. This area of the focus action plan will have monthly activities to engage community participation. 2. Attendance will be monitored daily (The counselor and teachers will follow up with parents). 3. Data reviews every 6 weeks (academic progress, attendance, referrals). 4. Quarterly reports to leadership team. 5. Student surveys on engagement and belonging (fall & spring).

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.

There are various methods of dissemination that will take place in the school year to assure stakeholder have access to the SIP, and SWP. Meetings are held at the school on different days and time blocks to provide families, staff, and students an opportunity to participate in the meeting. All information is discussed and translated if needed for everyone's understanding. Translations are not only done in writing but also orally through reading and presentations. Visuals
and a page by page read is done in these meetings to open the floor for discussion or suggestions and to also continue tracking progression. The plans are posted on the website. Parent links are sent to the parents with the information of where to find these plans and the information of school representative they may contact for further information. SBMCS Website: https://www.sbmontessoricharter.com

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)).

The school plans to continue to build positive relationships by catering to the community within our school and the supportive community outside of the school. Academic events such as literacy night and math night assist with parents understanding academically student goals per grade level, understanding of what the materials are and what the students are doing in class, and promotes

communication between families and the teachers. Annual events in the SWP such as winter fest and pumpkin patch are advertised and help bring in the community itself to be involved in the festivities. As part of the schools mission our classrooms extend into the community, creating a web of exchange among community members, families, and teachers. Family Engagement Plan is made publicly available: https://www.sbmontessoricharter.com

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)).

The plan to strengthen the academic program continues to be analyzing our data and understanding our strengths and weaknesses as whole school, per grade, and per class room. It has been identified that our school struggles greatly in vocabulary due to our large population of ELL students. It is our understanding that the first place we need to start is with teacher professional development. Having teachers understand how to differentiate instruction, accommodations, and how to cater to the ELL students to ensure understanding of targeted skill. Most importantly we are focusing on how to bring vocabulary into every day lessons. SBMCS has placed a targeted intervention plan with the interventionist which will start on the very first day of school and will continue to be monitored, discussed, and updated with admin throughout the school year. A new computer lab has been created for the student classrooms and this will assist with having student work on lessons catered to the level of proficiency.

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)).

N/A

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)).

SBMCS provides one on one counseling through the school Mental Health Provider. Psychologist may be seen through a student request with parent consent, teacher referral with documented observation of concerns that support request, or a parent request with consent. Character education is built with in our curriculums to provide students guidance and strategies to support outside environmental circumstances. Grade level lessons are discussed with a different monthly theme such as kindness,
honesty, meaning of friendship.

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)).

N/A

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)).

SBMCS has developed a fair and consistent schoolwide multi-serviced tiered support system that addresses behavioral and early intervening services for all students including scholars placed in ESE and ESOL. A request for review is given to administration; a checklist is completed that details the infraction, it is collected and previewed by a designated team. The designated team and administration determine which tier the student is demonstrating appropriate functioning under and based on the results of the data review meeting, the team then meets and design an intervention plan for the student. As mentioned, with this model students are placed into one of three tiers: Tier I, Tier II, and Tier III. Students who are demonstrating appropriate grade or age level functioning are placed

in Tier I and given appropriate plan. These plans under Tier I include minor infractions that can be addressed through level one responses such as a phone call home or restorative conversations. If the student continues to demonstrate tier 1 level functioning, they stay in Tier I; if not, assessments, checklist and data are collected, and student will be evaluated for Tier II. Under tier II, students will receive an appropriate plan which will include interventions such as detention, assistance in assignment completion (during student free time) and parent-teacher conferences. If student is responding appropriately to Tier II interventions they will continue to stay in Tier II, if the student is not responding to Tier II intervention, they are evaluated based on data collected and placed in Tier III. A behavioral intervention plan will be developed and written for tier III students and given to the parent and the instructor. Parents must participate in parent-teacher conference where the intervention plan is discussed. Tier III infractions are behaviors that severely disrupt the learning environment. Students who don't respond to Tier III interventions will then be considered for psychoeducational evaluation. Students who are protected under IDEA will have a manifestation determination meeting where the ESE team determines if the student's performance or functioning is a result of their disability. The degree to which the student will be evaluated is based on individual circumstances.

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)).

SBMCS provides professional developments to teachers, para professionals, and other school personnel's in house that target specific data driven needs or challenges in the school. Based off teacher observations and class data teachers are assigned district professional learning classes they must complete and show proof of completion. All teachers are required to complete the Reading Endorsement and ESOL endorsement classes to better assist our students in these areas. To recruit and retain effective teachers SBMCS provides teachers with assistance in developing the skills required to become highly effective, a fair and safe community that relies heavily on teamwork and collaboration, a positive reinforcement system that caters to showing appreciation of all school personals contribution to success.

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)).

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

SBMCS will worked closely with the district to make sure resources are used in ways that directly support students' needs. We start by looking at data, such as test results, attendance, and student growth, to see where extra help is needed most. Together with the district, we review the programs, staff, and supports already in place and decide how to best use funding and resources so that every student has the opportunity to succeed.

Throughout the year, we check student progress to make sure the supports are working, and we make changes if needed. At the end of the year, we review results with the district and families to see what worked well and what we can improve for the next school year. This process helps us keep our resources focused on closing gaps, raising achievement, and ensuring all students feel supported.

For Example:

- Engage school leadership teams and teacher representatives to provide input.
- Ensure alignment with district-wide goals and ESSA requirements.
- If needed: Meet with district leaders to prioritize and or receive guidance where resources should be directed (e.g., additional intervention staff, extended learning opportunities, culturally responsive training).
- Work with the district's finance and federal programs departments to allocate funding sources
- Verify compliance with regulations while ensuring equity in distribution.

Implementation & Monitoring

- Develop a clear plan for how resources will be deployed at the school level.
- Establish progress monitoring systems (benchmarks, walkthroughs, progress reports).
- Share data regularly with the district to evaluate impact.

Review & Adjust

- Hold mid-year and end-of-year review meetings with the district to assess effectiveness.
- Adjust allocations based on student outcomes and emerging needs.
- Document lessons learned to inform future planning cycles.

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).

1. Reading:

Wonders reading and writing online and hardcopies programs and resources.
iReady Reading
Suplemental: Montessori Language and Reading system, SRA and Primary Phonics

i-Ready and Wonder Diagnostic assessments and growth monitoring assessments

2. Math:

curriculum Associate: Teacher-Toolbox, iReady
Montessori Math System and Math SRA
i-Ready Diagnostics and growth monitoring assessments

3. Science:

STEM Scope Curriculum

Data: HMH Florida Science - FL Statewide Science Assessment review and practice booklet K-5th Grade

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

Broward County Public Schools

SUNFIRE HIGH SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 11

D. Early Warning Systems 12

II. Needs Assessment/Data Review 15

A. ESSA School, District, State Comparison 16

B. ESSA School-Level Data Review 17

C. ESSA Subgroup Data Review 18

D. Accountability Components by Subgroup 19

E. Grade Level Data Review 22

III. Planning for Improvement 23

IV. Positive Learning Environment 41

V. Title I Requirements (optional) 44

VI. ATSI, TSI and CSI Resource Review 47

VII. Budget to Support Areas of Focus 49

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 SunFire High Schools is to provide our students with a safe and nurturing learning environment that will help them achieve their goals–both academically and personally. We believe that by working with families and the community, all students can achieve their maximum potential. We are committed to working together to provide each student with the best possible education while instilling in every student the belief that they can succeed and become responsible, contributing members of society.

Provide the school's vision statement

The vision of SunFire High Schools is to ensure that students are prepared both socially and academically for their post high school career or educational pathway through the educational, mentoring, and counseling opportunities provided by the school. We envision that our students will become successful members of the community, and who possess a strong academic foundation combined with a set of values and principles that guide their lives in a positive and meaningful way

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

DeeEtte Naukana

dnaukana@sunfirehigh.com

Position Title

Director of Education/Principal

Job Duties and Responsibilities

Maintenance and Facility management, Beginning Teachers Educator Support Program for Teachers New to the Profession, Athletics, Community Service, Graduation: Ceremony, Diplomas, Program, and Rehearsal. Ms Naukana also assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff, and oversees facilities.

Leadership Team Member #2

Employee's Name
Stephen Williams

swilliams@sunfirehigh.com

Position Title
Assistant Principal

Job Duties and Responsibilities

Mr. Williams will oversee disciplinary policies and procedures, handle student behavioral issues, manage the internal suspension program, and support students who are suspended. Mr. Williams will also lead the school-based threat management team. This role has the following responsibilities: Oversee and Lead the BTMT: Facilitate team meetings, delegate tasks, ensure adherence to protocols, and provide leadership in all aspects of the threat assessment and management process. Intake and Triage: Serve as the primary point of contact for receiving reports of concerning behavior or potential threats. Evaluate the reports to determine their validity, level of concern (e.g., low, medium, or high), and whether they warrant further investigation or can be summarily closed. Direct Threat Assessments: Guide the team in conducting thorough investigations, gathering relevant information about the individual of concern, their behaviors, and any contributing factors. Develop and Implement Risk Management Plans: Based on the assessment findings, lead the development of individualized safety and support plans, including interventions, monitoring strategies, and referral to appropriate services (e.g., counseling, mental health resources). Communicate and Coordinate: Serve as a liaison with relevant stakeholders, including reporting parties, individuals of concern and their families, school administrators, law enforcement, mental health providers, and other community partners, ensuring timely and appropriate communication while maintaining confidentiality. Ensure Compliance: Maintain adherence to applicable laws, regulations, and organizational policies related to behavioral threat assessment and management, ensuring legal and ethical guidelines are followed. Training and Education: Coordinate and potentially deliver training to team members and the broader community on recognizing and reporting concerning behavior, the BTMT process, and related topics. Documentation and Reporting: Ensure thorough and accurate documentation of all cases, assessments, plans, and actions taken, including appropriate record-keeping and reporting procedures. Program Development and Evaluation: Contribute to the development and refinement of the organization's behavioral threat management program, policies, and procedures, ensuring they

are aligned with best practices.

Mr. Williams will also serve as the PBIS Supervisor. His responsibilities in this area will be as follows:
Oversees the implementation of PBIS systems across multiple schools or a district.
Provides training and technical assistance to school teams and PBIS coaches. Supports the school in developing and maintaining school-wide PBIS systems. Work with school teams to develop action plans and evaluate progress. Facilitates training at all three tiers of PBIS (Tier 1, Tier 2, and Tier 3).
Develops and delivers professional development opportunities for staff. Provides ongoing coaching and support to school-based PBIS teams. Monitors and analyzes student behavioral data, such as office discipline referrals and suspensions.
Utilizes data to inform decision-making and guide PBIS implementation.
Ensures data collection and analysis are aligned with local, state, and federal requirements.
Collaborates with various district departments (e.g., curriculum, guidance, special education). Serves as a liaison between school PBIS teams and district administration. Communicates with stakeholders about PBIS initiatives and progress.
Ensures PBIS is consistent with the district's strategic plan and school improvement plans.
Develops processes for recognizing school-wide PBIS accomplishments.

Mr. Williams will also assist in coordinating the security personnel and procedures, advise on IT and social media matters, and address online safety concerns. Mr. Williams will assist in supervising and evaluating instructional staff, supporting curriculum development and implementation.

Leadership Team Member #3

Employee's Name
Melani Timmis

mtimmis@sunfirehigh.com

Position Title
Assistant Principal

Job Duties and Responsibilities

Ms. Timmis will collaborate with the Principal to develop, implement, and evaluate curriculum across all subject areas. She will also assist in observing and evaluating instructional staff, providing constructive feedback, and supporting professional growth. Ms Timmis will coordinate professional development opportunities for teachers and staff, ensuring alignment of curriculum with state standards and district goals.

Ms. Timmis will oversee the development and implementation of special programs, including gifted education and extracurricular activities. She will monitor program effectiveness and make

recommendations for improvements. She will collaborate with program coordinators to ensure smooth operation and integration with the overall school curriculum.

Ms. Timmis will oversee the ESE department, ensuring compliance with federal and state regulations, coordinate the development and implementation of Individualized Education Programs (IEPs), facilitate communication between ESE staff, general education teachers, and parents, and monitor the progress of ESE students and evaluate the effectiveness of interventions. In addition, she will supervise the ESOL program, ensuring adherence to district and state guidelines, coordinate ESOL assessments and placement procedures, support ESOL teachers in implementing effective instructional strategies, and monitor ESOL student progress and program effectiveness.

Ms. Timmis will oversee the development and implementation of 504 Plans for eligible students, ensure compliance with federal regulations regarding accommodations for students with disabilities, and collaborate with teachers, counselors, and parents to address the needs of students with 504 Plans.

In addition, Ms. Timmis will develop and implement strategies to attract and retain students, oversee the enrollment process, including student registration and orientation, analyze enrollment trends and make recommendations for improvement, and collaborate with the Principal to set enrollment goals and develop marketing strategies.

Finally, Ms. Timmis will assist in overseeing and evaluating the performance of administrative staff and paraprofessionals, provide guidance and support to ensure efficient office operations, coordinate professional development opportunities for non-instructional staff, and foster a positive work environment and promote teamwork among all staff members.

Leadership Team Member #4

Employee's Name
Margaret Senn

msenn@sunfirehigh.com

Position Title
School Social Worker

Job Duties and Responsibilities

Ms. Senn will serve as the primary coordinator for the school's PBIS component, develop and implement school-wide strategies to promote positive behavior, collaborate with teachers and staff to integrate PBIS principles into classroom management, monitor and evaluate the effectiveness of

PBIS initiatives, and provide training and support to staff on PBIS implementation.

Also, Ms. Senn will oversee the development and implementation of the school's mental health plan, coordinate mental health services and resources for students, conduct individual and group counseling sessions as needed, develop and maintain partnerships with community mental health providers, implement crisis intervention strategies when necessary, and educate staff and parents on mental health awareness and support strategies.

Ms. Senn will oversee the implementation and management of the HEART program, coordinate activities and initiatives that promote social-emotional learning, develop curriculum and resources for the HEART program, train staff on HEART program principles and implementation, and monitor and evaluate the program's impact on student well-being.

Finally, Ms. Senn will conduct assessments to identify students' social, emotional, and behavioral needs, develop and implement intervention plans for at-risk students, collaborate with teachers, administrators, and families to support student success, maintain accurate and confidential records of student interactions and interventions, participate in Individualized Education Program (IEP) meetings as needed, and advocate for students' needs and rights within the school system.

Leadership Team Member #5

Employee's Name
Shayla Everett

severett@sunfirehigh.com

Position Title
Lead Teacher

Job Duties and Responsibilities

Ms. Everett will provide instructional support to all reading, ELA, Math, Science, and Social Studies Teachers and students by co-teaching, mentoring, and modeling in classrooms. She will provide support for continual assessment, development, and the collection, management, and analysis of data.

Ms. Everett will also serve as the testing coordinator for the school. Her responsibilities in this role are as follows: Developing and maintaining test schedules, securing testing locations, and coordinating staff and resources. Recruiting, training, and supervising testing staff, including proctors and other personnel. Ensuring the secure handling and distribution of testing materials, including test booklets, answer sheets, and other necessary supplies. Overseeing the testing process on the day of the

exam, ensuring compliance with testing protocols, and addressing any issues or irregularities. Preparing reports on testing activities, documenting any incidents or irregularities, and maintaining accurate recordsServing as the main point of contact for students, staff, and other stakeholders regarding testing procedures and logistics. Utilizing online testing platforms and tools, such as College Board's Test Day Toolkit, to manage testing activities. Ensuring the accuracy and integrity of testing data and procedures. Handling unexpected situations and resolving issues that may arise during the testing process.

Leadership Team Member #6

Employee's Name
Alquavia Brown

abrown@sunfirehigh.com

Position Title
Community Liaison

Job Duties and Responsibilities

Ms. Brown will conceptualize, plan, and execute community events that align with our organization's mission and values. She will also manage all aspects of event logistics, including venue selection, vendor coordination, and budget management, develop marketing and promotional strategies to ensure high attendance and engagement at community events, conduct post-event evaluations and prepare comprehensive reports on event outcomes and community feedback, and identify opportunities for innovative event concepts that address community needs and interests.

In addition, Ms. Brown will establish and nurture strategic partnerships with local businesses, non-profit organizations, government agencies, and community groups, negotiate and manage partnership agreements, ensuring mutual benefit and alignment with organizational goals, collaborate with internal teams to identify partnership opportunities that support our programs and initiative, serve as the primary point of contact for community partners, maintaining open lines of communication, and develop and implement strategies to leverage partnerships for community outreach and resource sharing.

Ms. Brown will represent the organization at community meetings, forums, and other local events, conduct regular community needs assessments to inform event planning and partnership strategies, develop and maintain a comprehensive database of community contacts and resources, create and distribute community-focused communications, including newsletters and social media content, and facilitate dialogue between the organization and community stakeholders to address concerns and gather feedback.

Finally, Ms. Brown will track and analyze key performance indicators (KPIs) related to community events and partnerships, prepare regular reports on community engagement activities, outcomes, and impact, identify trends and opportunities for improving community relations and expanding our reach, and collaborate with the leadership team to align community initiatives with organizational strategic goals.

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.

Stakeholders are an essential component of the learning community and provide feedback towards the School Improvement Process (SIP). Their input is provided through the School Advisory Council (SAC), where components of the SIP are shared along with data to support the decisions made for continuous improvement. During the SAC meetings, teachers, parents, students, and community business partners vote upon the components of the SIP and come to a consensus on additional action steps needed to support student achievement.

Each academic year at Sunfire High School begins with a structured, week-long Teacher Orientation and Training program. This initiative is designed to prepare educators with the tools and knowledge necessary to cultivate a productive and engaging classroom environment.
At the end of the school year, all staff members come together for a Florida Continuous Improvement Meeting. This session provides an opportunity to reflect on the year's accomplishments and challenges. Through open dialogue, the team identifies areas for growth and develops strategies to strengthen the school's educational practices. Educator feedback is highly valued and is incorporated into plans whenever possible.

The school administers surveys to both parents and students. The feedback collected from these surveys, along with insights gathered during Parent Nights, is carefully analyzed to inform the ongoing enhancement of school programs and policies. This continual cycle of evaluation and improvement reflects Sunfire High School's dedication to creating a collaborative and adaptive educational environment that values the contributions of all members of its community.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be monitored regularly by the curriculum leadership team as we use the assessment plan to monitor student achievement and surveys to gather feedback from stakeholders to plan for ongoing professional development, family engagement opportunities, and adjustments to student interventions. Stakeholders will have the opportunity to review the SIP and provide input on goals and action steps quarterly throughout the school year. Specifically, Stakeholders will meet at the end of the 24-25 school year before the start of the 2025-2026 school year to analyze the data from PM 3 and set goals for the upcoming 25-26 school year. After the assessments of PM 1 in August of school year 26, stakeholders will meet to review the data to determine if the interventions planned for PM 1 were effective or not and to modify those interventions for PM 2, if necessary. Stakeholders will repeat this process during the assessment periods in November and December and before the assessment period May of 2026. The SIP will be revised based on what the data shows are areas of concern for the school overall and for each ESSA subgroup.

In addition to this, the School Improvement Plan (SIP) will be continuously monitored to ensure it is effectively implemented and positively impacting student achievement, in alignment with state academic standards. Particular attention will be given to supporting students with the widest achievement gaps. A key part of this effort is ensuring that all new teachers are well-versed in the school's systems, policies, and procedures, while experienced staff members receive ongoing training to reinforce and maintain consistent practices schoolwide.
Monitoring will involve multiple approaches, including classroom walkthroughs, quarterly staff meetings, department-level discussions, and Professional Learning Community (PLC) sessions. These sessions will focus on understanding the benchmarks for passing scores on standardized tests and the academic standards being assessed. Student attendance will also be a major area of focus. To address this, a Collaborative Problem-Solving team has been formed to review attendance data weekly to follow up with students, parents, and guardians as needed.

The Florida Continuous Improvement Model (FCIM) will be reviewed twice per year—once mid-year and again at the end of the school year. As part of this process, feedback will be collected from staff and through surveys completed by parents and students.
Quarterly Parent Nights will provide a space for families to engage with the SIP. The effectiveness of these events will be evaluated based on this feedback and will be shared at future meetings to

promote transparency and strengthen collaboration.

When survey results are reviewed, school leaders will meet with teachers and staff to discuss the findings. Areas identified for improvement will be addressed collaboratively, with the team working together to generate practical solutions. This inclusive process reinforces the school's commitment to continuous improvement by valuing stakeholder feedback and using it to enhance educational practices.
after each session to ensure that parent input is acknowledged and, when possible, integrated into school plans.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**ALTERNATIVE EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**11.6%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
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)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)*** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL IMPROVEMENT RATING HISTORY	**2024-25: MAINTAINING** **2023-24: MAINTAINING** **2022-23:** **2021-22: MAINTAINING** **2020-21:**

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					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
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	3	62	59	6	57	55	5	50	50
Grade 3 ELA Achievement									
ELA Learning Gains		59	58	33	59	57			
ELA Lowest 25th Percentile		59	56		57	55			
Math Achievement*	0	55	49	1	47	45	9	36	38
Math Learning Gains		53	47		50	47			
Math Lowest 25th Percentile		59	49		57	49			
Science Achievement		74	72	0	66	68		60	64
Social Studies Achievement*	8	81	75	23	74	71	9	66	66
Graduation Rate	10	92	92	16	92	90	15	90	89
Middle School Acceleration									
College and Career Acceleration	0	71	69	15	62	67	0	61	65
Progress of ELLs in Achieving English Language Proficiency (ELP)		53	52		50	49		50	45

*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)	CSI
OVERALL FPPI – All Students	4%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the FPPI	21
Total Components for the FPPI	5
Percent Tested	54%
Graduation Rate	10%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
4%	13%	8%	10%	27%		16%

* 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	16%	Yes	6	6
English Language Learners	0%	Yes	1	1
Black/African American Students	6%	Yes	6	6
Hispanic Students	11%	Yes	1	1
Economically Disadvantaged Students	5%	Yes	6	6

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	3%				0%				8%		10%	0%	
Students With Disabilities											16%		
English Language Learners											0%		
Black/African American Students	9%				0%						9%		
Hispanic Students											11%		
Economically Disadvantaged Students											10%	0%	

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	6%		33%		1%			0%	23%		16%	15%	
Students With Disabilities					0%								
Black/African American Students	21%		30%		7%			0%	18%		16%	17%	
Economically Disadvantaged Students					0%						16%	18%	

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	5%				9%				9%		15%	0%	
Students With Disabilities											17%		
Black/African American Students	12%								10%		11%		
Hispanic Students											33%		
Economically Disadvantaged Students	13%										13%		

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	10	8%	61%	-53%	58%	-50%
Biology		2%	77%	-75%	71%	-69%
Algebra		5%	61%	-56%	54%	-49%
Geometry		0%	60%	-60%	54%	-54%
History		9%	76%	-67%	71%	-62%
ELA	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		14%	50%	-36%	41%	-27%
Algebra		5%	24%	-19%	16%	-11%
Geometry		3%	31%	-28%	23%	-20%
History		7%	59%	-52%	48%	-41%

2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		27%	30%	-3%	29%	-2%
Algebra		5%	25%	-20%	18%	-13%
Geometry		0%	16%	-16%	19%	-19%
History		31%	28%	3%	33%	-2%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the **most improvement** is the 10th-grade Black or African American students with no primary exceptionality. During PM 1, 11% of this data component achieved a level 3 or higher. During PM 3, 25% of this data component achieved a level 3 or higher. The school implemented a collaborative problem-solving team that identified specific students for interventions throughout the year. Targeting these students for intervention is the main contributor to the improvement from PM 1 to PM 3 for this data component.

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(s) from PM3 progress monitoring assessments that showed the **lowest** performance were the 9th-grade Hispanic or Latino ELL students with no primary exceptionality. This data component achieved an average scale score of 174 on the FAST ELA Reading Assessment. There are at least two major contributing factors to this low performance: 1) The language barrier that exists between the student and the assessment. 2) The factor that contributed the most to this low performance was the fact that the school, for half of the year, had one person who was both the ESE and ESOL coordinator. During the second half of the year, another person was brought on to fill the ESOL coordinator position; however, it would be unfair to think that in four months, this person could assist low ELL students in any significant way.

An analysis of the lowest-performing components from the PM3 assessment for ninth grade reveals that *Reading Across Genres* and *Vocabulary* are key areas of concern. These challenges are intensified by a diverse influx of new students who have transferred from various schools and countries, many of whom are English Language Learners (ELLs) or receive Exceptional Student Education (ESE) services. This diversity in educational backgrounds contributes to the difficulty in addressing these literacy gaps.

A similar trend is observed in the tenth-grade PM3 assessment data, which also highlights ongoing struggles in *Reading Across Genres* and *Vocabulary*. Contributing factors include a high number of

ELLs as well as a significant portion of students who previously performed at Level 1 in ninth grade. The presence of many reluctant readers further complicates efforts to improve outcomes in these areas.

For students retaking the F.A.S.T. ELA Reading assessment, *Reading Across Genres* and *Vocabulary* remain the most problematic areas. Multiple issues contribute to this, including the growing number of Level 1 and 2 ELL students from Haiti. Additionally, a large percentage of students transferring to Sunfire High School have shown Level 1 proficiency in previous assessments. Limited vocabulary skills among these students pose a significant barrier to engaging effectively with diverse reading materials.

To address these challenges, educators and school leaders are implementing focused strategies to boost literacy achievement. These include targeted vocabulary instruction, differentiated reading interventions, and tailored support for ELL and ESE students. By creating a learning environment that embraces student diversity and addresses individual needs, schools aim to increase engagement and build the literacy skills critical to academic success. The school has also implemented a Collaborative Problem-Solving Team, which meets to target students who are on the cusp of passing state assessments and those students who struggle.

Reading Prose and Poetry- The most significant declines observed from Progress Monitoring 1 (PM1) to Progress Monitoring 3 (PM3) pertain to Grade 9 students in the areas of Reading Prose and Poetry, Reading Informational Text, and Reading Across Genres & Vocabulary.

The decline observed in the *Reading Prose and Poetry* domain can be attributed to several factors, with student attendance as a major influence. This attendance instability impacts performance outcomes, as students lack consistent engagement, creating noticeable disparities in achievement within this area.

A significant drop was also noted in the *Reading Informational Text* category. This decline is largely tied to student struggles in four key subskills: Argument, Central Idea, Purpose and Perspective, and Text Structure. Some students have shown difficulty engaging with the reading curriculum, which has resulted in avoidance behaviors. These behaviors, including disruptions during instructional time, have negatively affected their learning and are reflected in lower assessment scores.

In the area of *Reading Across Genres and Vocabulary*, a pronounced decline was also evident. This drop appears closely linked to the increased enrollment of Level 1 and Level 2 English Language Learners (ELLs), along with a growing proportion of students receiving Exceptional Student Education (ESE) services. A majority of students retaking assessments fall into either the ELL or ESE category.

Performance in subskills such as Argument, Purpose and Perspective, Comparative Reading, Figurative Language, Morphology, and Rhetorical Analysis was significantly below grade level. These findings highlight the ongoing challenges faced by ELL, ESE, and striving readers, many of whom require additional instructional support to meet academic expectations.

Finally, this analysis underscores the urgent need to address the identified challenges through focused interventions and strategic support. By creating a learning environment that encourages academic growth and resilience, we can improve outcomes for all students and support their path to success. It is essential to take a proactive approach in meeting the diverse needs of our student population, ensuring every learner has the opportunity to achieve their full potential.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the **greatest decline** from PM1 to PM3 during the 2024-2025 school year was non-ELL Black or American students with specific learning disabilities. During PM 1 these students achieved an average score of 220; however, during PM 3, their scale score fell to 205. The major contributing factor to this decline is that the school, for half of the year, had one person who was both the ESE and ESOL coordinator, which split their attention between the two groups.

When looking at our data, during the 2024–2025 school year, a decline was observed in the *Literary Elements* subgroup every subgroup from PM1 to PM3. The review of Reading Informational Text performance for 10th-grade students showed a notable difference compared to PM1 results. This decline was partly due to apathy, which resulted in rushed responses. Another contributing factor was the rise in student enrollment, especially among English Language Learners (ELL) and Students with Disabilities (SWD). Poor attendance also played a key role, as several students were absent on their scheduled test days.

For students retaking the assessment, results in Reading Informational Text also showed a significant drop compared to PM1. As with the 10th-grade group, a lack of effort and rushed test-taking contributed to lower scores. Increased enrollment—particularly among ELL and SWD students—was again a factor. Additionally, absenteeism had a major impact, with many retakers missing their designated reading test days.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the

factor(s) that contributed to this gap and any trends.

When analyzing all of the data components during the three 24-25 progress monitoring periods, all data components performed poorly compared to the state overall. The following data show that the percentage of students at the school who achieved a level three or higher did not compare to the state's percentage:

SCHOOL FALL: BIOLOGY=27% ALGEBRA=5% GEOMETRY=0% HISTORY= 31%
STATE FALL: BIOLOGY=29% ALGEBRA=18% GEOMETRY=19% HISTORY=33%

SCHOOL WINTER: BIOLOGY=14% ALGEBRA=5% GEOMETRY=3% HISTORY=7%
STATE WINTER BIOLOGY=41% ALGEBRA=16% GEOMETRY=23% HISTORY=48%

SCHOOL SPRING: ELA=8% BIOLOGY= 2% ALGEBRA=5% GEOMETRY=0% HISTORY=9%
STATE WINTER: ELA=58% BIOLOGY= 71% ALGEBRA=54% GEOMETRY=54% HISTORY=71%

The gaps in these data are due to many factors already mentioned in other areas of the school improvement plan. Focusing on the two math subjects and history, it should be noted that these two subjects experienced significant instructional changes during the year. Specifically, the math department lost one of its instructors due to legal issues less than a month into the school year. The math department did not get another teacher until well into the second semester of the school year. The teacher who remained was a first-year teacher. This fact, compounded with our students' deficiency in foundational math skills, is the primary reason for the gap that exists between the school and the state. However, it must also be noted that despite their inexperience, the percentage of students scoring three or higher on the Algebra EOC remained at 5% throughout the school year.

The social studies department experienced a similar disruption in instructional staff. One instructor was reassigned to teach the ELA class during the second half of the school year, leaving the social studies department headed by an inexperienced social studies teacher.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

To boost attendance, several proactive strategies are being put into place. During registration, we plan to engage new students and their families to stress the importance of consistent attendance. Many of our students have a history of poor attendance, so we've introduced a mentoring initiative where each student is assigned a mentor, similar to a traditional homeroom model. These mentors

will contact parents if a student is absent for more than two consecutive days.

To further motivate regular attendance, a reward system has been launched. Students with perfect attendance will be recognized with a certificate and a gift card. Additionally, every two weeks, students with an attendance rate of 80% or higher will be invited to participate in special events like game days or movie showings.

In terms of academic support, students needing extra help in reading will be placed in Intensive Reading classes. For math, learners will utilize online tools such as Quizzes and Kahoot to strengthen skills in key areas. Direct Instruction lessons will also be offered to reinforce math concepts.

These targeted efforts are designed to improve both attendance and academic performance, fostering a more supportive and successful learning environment for all students.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The following key focus areas have been identified to guide schoolwide improvement efforts for the 2025–2026 academic year:

Improving Student Attendance: Increasing attendance rates across the student body will be a top priority.

Enhanced Support for non-ELL Black and African American Students with no Primary Exceptionality: We will strengthen targeted interventions for these students with an emphasis on improving their reading proficiency.

Creation of a Cross-Curricular Literacy Plan: A comprehensive plan will be introduced to ensure consistent application of effective reading strategies across all subjects and grade levels.

Boosting Participation in Intensive Reading Courses: We will work to motivate students to take part in Intensive Reading classes, fostering greater engagement and dedication.

Strengthening Stakeholder Communication: Ongoing communication with stakeholders will be established to encourage open dialogue and gather input on key issues impacting school success.

These priority areas will shape our efforts to promote academic achievement and support the overall development of our students in the upcoming school year.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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 data component that showed the **greatest decline** from PM1 to PM3 during the 2024-2025 school year was non-ELL Black or American students with specific learning disabilities. During PM 1, these students achieved an average score of 220; however, during PM 3, their scale score fell to 205. Therefore, our area of focus in the 2025-26 school year will be to increase the vocabulary and writing skills of our Black/African-American students. The rationale for this area of focus is that many students of this subgroup are low in these areas due to poor academic performance.

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.

Our school will implement strategies and/or interventions for non-ELL Black/African-American students so that they can understand the material more efficiently in order to raise their proficiency levels on state assessments. To achieve this outcome, by May of 2026, student ELA achievement will increase by 25%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored by identifying which interventions listed below are the most beneficial for non-ELL Black/African-American students. Each area of intervention will be reviewed to identify the strategies that work best for the Black/African-American population at our school. Data from intervention programs will be utilized regularly.

Person responsible for monitoring outcome

Shayla Everett

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:
There are different interventions and strategies that can take place to make sure that all Black/ African-American students are getting the help they need to be successful. These interventions include: • Make simplified language for coursework/assessments. • Provide notes to students in simplified terms. • Teach word-learning strategies: provide opportunities for in-depth understanding of words through reading, writing, listening, and speaking. • Provide a glossary of terms for a better understanding. • Provide an auditory component for all materials and assignments. Student progress will also be monitored through a combination of formative and summative assessments throughout the year. Also, student progress will be monitored through the use of Exact Path and Study Island.

Rationale:
The reason for applying these interventions to the Black/African-American students at our school is because they are the most beneficial strategies to obtain the desired outcome. The overall outcome is for the students to understand the material that is being taught to raise their proficiency levels on state assessments. In addition, Exact Path/Study Island are research/evidence-based programs supporting student skill gaps and instructional needs.

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
Action Steps for Black/ African-American Students

Person Monitoring:
Shayla Everett

By When/Frequency:
August 11/ bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Establish a diagnostic schedule for Exact Path Train teachers on Exact Path/Study Island Monitor and utilize actionable data from Exact Path and Study Island every week for the Collaborative Problem-Solving Team. The goal of the Problem-Solving Team is to identify and assist students whose behavior, attendance, health, and/or academic performance indicate that they may have difficulty achieving success in school. The Problem-Solving Team utilizes a problem-solving model with an emphasis on student strengths and assets to implement, monitor, and evaluate interventions for referred students. Plans are developed with the input of the student and their parent(s)/guardian(s). Parent(s)/guardian(s) may be invited to attend a team meeting in further support of their student's success. The Problem-solving team will take an MTSS approach, which has the following three tiers: Tier 1: All students: Teachers will differentiate instruction within the core curriculum to address all students' educational needs. Tier 2 Students performing below grade level benchmark(s): Based on progress data, students who are either unsuccessful in Tier 1 or anticipated to need support (based on testing data) will be provided supplemental research-based interventions matched to their needs.

The MTSS team, an instructional support team, will track the student's progress, and parents will receive ongoing progress data. This support will be provided in math and English Language Arts and will not only fill gaps in subject knowledge but will also support student success on Tier One curricular outcomes.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL)

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 data component(s) from PM3 progress monitoring assessments that showed the **lowest** performance were the 9th-grade Hispanic or Latino ELL students with no primary exceptionality. This data component achieved an average scale score of 174 on the FAST ELA Reading Assessment. There are at least two major contributing factors to this low performance: 1) The language barrier that exists between the student and the assessment. 2) The factor that contributed the most to this low performance was the fact that the school, for half of the year, had one person who was both the ESE and ESOL coordinator. During the second half of the year, another person was brought on to fill the ESOL coordinator position; however, it would not be that within four months, this person would be able to assist low ELL students in any significant way.

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.

Our school will implement strategies and/or interventions for 9th-grade Hispanic or Latino ELL students with no primary exceptionality. so that they can understand the material more efficiently in order to raise their proficiency levels on state assessments. To achieve this outcome, by May 2026, student Reading/ELA achievement will increase by 15%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored by identifying which interventions listed below are the most beneficial for Sunfire Students. Each area of intervention will be reviewed to identify the strategies that work best for the economically disadvantaged student population at our school. This area of focus will also be monitored by comparing the results of Progress Monitoring 1 and 2 to observe learning gains and outcomes. Students who are not on track to produce learning gains will receive

additional interventions.

Person responsible for monitoring outcome
Melani Timmis

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:
There are different interventions and strategies that can take place to make sure that all students are getting the help they need to be successful. These interventions include: • Make simplified language for coursework/assessments. • Provide notes to students in simplified terms. • Teach word-learning strategies: provide opportunities for in-depth understanding of words through reading, writing, listening, and speaking. • Provide a glossary of terms for a better understanding. • Provide an auditory component for all materials and assignments. Student progress will also be monitored through a combination of formative and summative assessments throughout the year. Student progress will also be monitored through a combination of formative and summative assessments throughout the year. Also, student progress will be monitored through the use of Exact Path and Study Island

Rationale:
The reason for applying these interventions for the students at our school is that they are the most beneficial strategies to obtain the desired outcome. The overall outcome is for the students to understand the material that is being taught and raise their proficiency levels on state assessments. In addition, Exact Path/Study Island are research/evidence-based programs supporting student skill gaps and instructional practices.

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
Establish a diagnostic schedule

Person Monitoring:
Stephen Williams

By When/Frequency:
August 2025/ per semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Sunfire High School will train new teachers on how to use all diagnostic tools (i.e., Lexia, Exact Path, Study Island). In addition, Exact Path Diagnostic assessments in Reading, Language Arts, and Math will be conducted twice during the 2025-26 school year, August 11 through September 15, 2025, and again from January 1 through June 30, 2026. Based on the results from these diagnostics, students

will be placed in classes in Exact Path as an intervention piece. Each subject area teacher will monitor student progress and submit data to the Literacy Team for evaluation.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Hispanic Students (HSP)

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.

Based on schoolwide data, one of **the grade levels that is the lowest performing** group in the school (PM1, PM2, PM3) is 9th-grade Hispanic or Latino ELL students, with no primary exceptionality, who achieved a scale score of 174. This was the lowest-performing group. The factor that contributed the most to this low performance was the fact that the school, for half of the year, had one person who was both the ESE and ESOL coordinator. During the second half of the year, another person was brought on to fill the ESOL coordinator position; however, it would not be expected that within four months, this person would be able to assist low ELL students in any significant way.

The actions that the school took to achieve these improvements were as follows: • Make simplified language for coursework/assessments. • Provide notes to students in simplified terms. • Teach word-learning strategies: provide opportunities for in-depth understanding of words through reading, writing, listening, and speaking. • Provide a glossary of terms for a better understanding. • Provide an auditory component for all materials and assignments. Student progress will also be monitored through a combination of formative and summative assessments throughout the year. Also, student progress will be monitored through the use of Exact Path and Study Island.

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.

Our school will implement strategies for Hispanic or Latino students with no primary exceptionality so that they can understand the material more efficiently in order to raise their proficiency levels on state assessments. To achieve this outcome, by May 2026, student Reading/ELA achievement will increase by 15%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored by identifying which interventions listed below are the most

beneficial for Sunfire Students. Each area of intervention will be reviewed to identify the strategies that work best for the economically disadvantaged student population at our school. This area of focus will also be monitored by comparing the results of Progress Monitoring 1 and 2 to observe learning gains and outcomes. Students who are not on track to produce learning gains will receive additional interventions.

Person responsible for monitoring outcome
Melani Timmis

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:
There are different interventions and strategies that can take place to make sure that all students are getting the help they need to be successful. These interventions include: • Make simplified language for coursework/assessments. • Provide notes to students in simplified terms. • Teach word-learning strategies: provide opportunities for in-depth understanding of words through reading, writing, listening, and speaking. • Provide a glossary of terms for a better understanding. • Provide an auditory component for all materials and assignments. Student progress will also be monitored through a combination of formative and summative assessments throughout the year. Student progress will also be monitored through a combination of formative and summative assessments throughout the year. Also, student progress will be monitored through the use of Exact Path and Study Island.

Rationale:
The reason for applying these interventions for the students at our school is that they are the most beneficial strategies to obtain the desired outcome. The overall outcome is for the students to understand the material that is being taught and raise their proficiency levels on state assessments. In addition, Exact Path/Study Island are research/evidence-based programs supporting student skill gaps and instructional practices.

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
Establish a diagnostic schedule for Exact Path

Person Monitoring:	**By When/Frequency:**
Stephen Williams	August 2025/ Per Semester

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:
Sunfire High School will train new teachers on how to use all diagnostic tools (i.e. Lexia, Exact Path, Study Island). In addition, Exact Path Diagnostic assessments in Reading, Language Arts, and Math will be conducted twice during the 2025-26 school year, August 11 through December 20, 2025, and again from January 1 through June 3, 2026. Based on the results from these diagnostics, students will be placed in classes in Exact Path as an intervention piece. Each subject area teacher will monitor student progress and submit data to the Literacy Team for evaluation.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the 24-25 school year, there is not enough data available to discuss for one or more levels of data for any subject area. However, students with disabilities require significant attention, instruction, and repetition to accurately understand and complete assignments. Our area of focus for these students is to ensure that they have all the extra supports necessary to be successful in the least restrictive environment.

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.

The overall outcome for our SWD is for them to complete their classes and obtain the required number of credits to earn their standard high school diploma. The Area of focus for students is to ensure that all students have the means and support to understand the material and complete the coursework to make gains in their classes. SWD students are all provided with the same opportunities and support aides to allow them to be successful in school and build their understanding and vocabulary skills of ELA. To achieve this outcome, by May of 2026, the percentage of students with disabilities meeting proficiency/scoring a minimum of Level 3 on the PM 3 ELA FAST assessment
will be 15%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To monitor our student population who have been diagnosed with a disability, our school will collect data on the different interventions and strategies stated as being helpful for these students. The most

effective intervention will be identified to continue on the path of achievement in classes.

Person responsible for monitoring outcome
Melani Timmis

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 interventions and strategies that are implemented to help SWD achieve their greatest potential in the classroom include: • Many practices with examples of acceptable answers. •Differentiated instruction • Behavioral and academic accommodations for struggling learners • Positive reinforcements for course completion, Student progress will also be monitored through a combination of formative and summative assessments throughout the year. Also, student progress will be monitored through the use of Exact Path and Study Island.

Rationale:
The above interventions and classroom strategies are used to help students with disabilities work towards ensuring their success in the classroom and completing their coursework to earn credit towards their high school graduation requirements. All of the strategies we implement provide our struggling students with disabilities the opportunity to focus on their instruction with additional supports. The reason for applying these interventions to the SWD at our school is that they are the most beneficial strategies to obtain the desired outcome. The overall outcome is for the students to complete classes and understand the material that is being taught. In addition, Exact Path/Study Island are research/evidence-based programs supporting student skill gaps and instructional needs.

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
Evidence-Based Interventions and Strategies

Person Monitoring:	**By When/Frequency:**
Melani Timmis	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Evidence-based interventions and strategies that are implemented to help students with disabilities achieve their greatest potential in the classroom include: • Many practices with examples of acceptable answers. • Differentiated instruction • Behavioral and academic accommodations for struggling learners • Positive reinforcements for course completion. During direct instruction, teachers will implement learning strategy instruction and use a sequential, simultaneous, structured,

multisensory approach. In addition, teachers will break learning into small steps, administer probes, supply regular quality feedback, use diagrams, graphic organizers, and well-designed intensive practices. In addition, teachers will model instructional practices they want students to follow, provide prompts for strategies to use, and engage students in process-type questions like, "How is the strategy working? Where else might you apply it?" In addition, we will establish a diagnostic schedule for Exact Path, train teachers on Exact Path/Study Island, monitor and utilize actionable data from Exact Path and Study Island weekly. Also, the impact of these action steps will be monitored monthly during the monthly mentoring session, the third Thursday of the month.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)

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.

In the 2024-25 school year, not enough data exists to evaluate for this group or its subgroup (i.e., foster, homeless, migrant, etc).

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.

For the 25-26 school year, a priority will be to identify these students to assess them so that data will be available to evaluate. Our school will also implement strategies and/or interventions for economically disadvantaged students so that they can understand the material more efficiently in order to raise their proficiency levels on state assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored by identifying which interventions listed below are the most beneficial for Sunfire Students. Each area of intervention will be reviewed to identify the strategies that work best for the economically disadvantaged student population at our school. This area of focus will also be monitored by comparing the results of Progress Monitoring 1 and 2 in order to observe learning gains and outcomes. Students who are not on track to produce learning gains will receive additional interventions.

Person responsible for monitoring outcome

Stephen Williams

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:

There are different interventions and strategies that can take place to make sure that all students are getting the help they need to be successful. These interventions include: • Make simplified language for coursework/assessments. • Provide notes to students in simplified terms. • Teach word-learning strategies: provide opportunities for in-depth understanding of words through reading, writing, listening, and speaking. • Provide a glossary of terms for a better understanding. • Provide an auditory component for all materials and assignments. Student progress will also be monitored through a combination of formative and summative assessments throughout the year. Student progress will also be monitored through a combination of formative and summative assessments throughout the year. Also, student progress will be monitored through the use of Exact Path and Study Island.

Rationale:

The reason for applying these interventions for the students at our school is that they are the most beneficial strategies to obtain the desired outcome. The overall outcome is for the students to understand the material that is being taught and raise their proficiency levels on state assessments. In addition, Exact Path/Study Island are research/evidence-based programs supporting student skill gaps and instructional practices.

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

Establish a diagnostic schedule for Exact Path Train teachers on Exact Path/Study

Person Monitoring:	**By When/Frequency:**
Stephen Williams	June 30, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Sunfire High School will train new teachers on how to use all diagnostic tools (i.e., Lexia, Exact Path, Study Island). In addition, Exact Path Diagnostic assessments in Reading, Language Arts, and Math will be conducted twice during the 2025-26 school year, August 11 through December 20, 2024, and again from January 1 through June 30, 2026. Based on the results from these diagnostics, students will be placed in classes in Exact Path as an intervention piece. Each subject area teacher will monitor student progress and submit data to the Literacy Team for evaluation.

Area of Focus #6

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Collaborative Planning

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.

Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts or find solutions to problems. Similar to the idea that two or three heads are better than one, educational researchers have found that through peer instruction, students teach each other by addressing misunderstandings and clarifying misconceptions. Research shows that educational experiences that are active, social, contextual, engaging, and student-owned lead to deeper learning. The benefits of collaborative learning include: • Development of higher-level thinking, oral communication, self-management, and leadership skills. • Promotion of student-faculty interaction. • Increase in student retention, self-esteem, and responsibility. • Exposure to and an increase in understanding of diverse perspectives. • Preparation for real-life social and employment situations.

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.

Continue to organize monthly collaborative planning activities throughout the year to improve collaboration and increase proficiency scores by 15% by May 2026.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This focus area will be closely monitored to ensure it leads to the intended academic improvements. Student progress will be reviewed every two weeks using data from multiple assessment tools, including Lexia, Wayground, Study Island, and Direct Instruction Assessments.
This consistent evaluation is expected to have a meaningful impact on student success in Algebra 1 and Geometry. Through regular progress checks, students will gain confidence in these essential math subjects and better understand where they may need extra help or resources.
With this targeted strategy, we expect to see noticeable gains in student performance, reflected in improved course grades. Our dedication to ongoing assessment and feedback is meant to cultivate a supportive learning environment that promotes mastery of key concepts and drives overall academic success.

Person responsible for monitoring outcome
Stephen Williams

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:
This focus area will be closely monitored to ensure it leads to the intended academic improvements. Student progress will be reviewed every two weeks using data from multiple assessment tools, including Lexia, Wayground, Study Island, and Direct Instruction Assessments. This consistent evaluation is expected to have a meaningful impact on student success in Algebra 1 and Geometry. Through regular progress checks, students will gain confidence in these essential math subjects and better understand where they may need extra help or resources. With this targeted strategy, we expect to see noticeable gains in student performance, reflected in improved course grades. Our dedication to ongoing assessment and feedback is meant to cultivate a supportive learning environment that promotes mastery of key concepts and drives overall academic success.

Rationale:
Collaboration is a key ingredient in creating authentically inclusive classrooms and schools. However, research shows that, right now, collaboration about student needs is not being maximized. In ABC's survey, 80% of educators identified enhancing collaboration as a pivotal method for improving special education, but only 10% of schools actually have formal collaborative structures. This stark disparity presents a significant opportunity for leaders to improve special education by focusing on building more structures for collaboration and supporting educators in developing their skills in working together to plan for lessons. Collaborative planning, done well, ensures diverse learning needs are considered and woven into instructional planning across all grade levels. This can be done irrespective of whether the class will be taught by one or more teachers. The goal of collaborative planning is to maximize the different areas of educators' expertise and knowledge to proactively embed inclusive practices and accommodations into lesson plans - will will effectively improve classroom instruction to best meet the needs of all learners, especially those with special needs or diverse learning requirements.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Collaborative Problem-Solving Team

Person Monitoring:
DeeEtte Naukana

By When/Frequency:
Bi-monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:
In addition to collaborative planning, the school will continue to utilize its Collaborative Problem-Solving Team. The goal of the Problem-Solving Team is to identify and assist students whose behavior, attendance, health, and/or academic performance indicate that they may have difficulty achieving success in school. The Problem-Solving Team utilizes a problem-solving model with an emphasis on student strengths and assets to implement, monitor, and evaluate interventions for referred students. Plans are developed with the input of the student and their parent(s)/guardian(s). Parent(s)/guardian(s) may be invited to attend a team meeting in further support of their student's success. The Problem-solving team will take an MTSS approach, which has the following three tiers: Tier 1: All students. Teachers will differentiate instruction within the core curriculum to address students' educational needs. Tier 2 Students performing below grade-level benchmark(s): Based on progress data, students who are either unsuccessful in Tier One or anticipated to need support (based upon testing data) will be provided supplemental research-based interventions matched to their needs. The MTSS team, an instructional support team, will track the student's progress, and parents will receive ongoing progress data. This support will be provided in math and English Language Arts and will not only fill gaps in subject knowledge but willalso support student success on Tier One curricular outcomes. Tier Three Students performing considerably below grade level benchmark: Students who are not reaching grade level benchmarks will receive more intensive interventions at this level. Parents will receive ongoing progress data.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the 2024-2025 school year, the data show that Black/African Americans were the subgroup with the highest rate of chronic absenteeism (80.9%). The most important job for a school is to create an environment where students feel safe, supported, engaged, and accepted. Students who are afraid of being bullied or fighting do not learn as well as they should. Negative emotions make it harder for students to process information and learn. Conversely, learning flourishes when children feel emotionally and physically safe, when they know they are in a caring environment, and when they are challenged in their learning. Research has found that a positive school climate can improve students' academic achievement, attendance, engagement, and behavior. A positive school climate can also improve teacher satisfaction and retention

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.

School climate involves everyone connected to the school—students, teachers, support staff, administration, and parents. Therefore, it will be the goal of the school to reduce the percentage of chronic absenteeism of Black/African American students by 25% by May 11, 2026.

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.

This area of focus will be monitored by closely watching the attendance patterns and trends that are shown in our attendance data that relate to the subgroup in question. Specifically, Students are considered “off-track” by meeting the criteria for one or more of the following required indicators: A student’s attendance below 80% (15+ total days). This does not differentiate between excused or unexcused absences. The school will also consider the time of year in which the absences occur. Another indicator will be if the student has one or more suspensions. For all students meeting the criteria for two or more indicators* the school must: Convene a child study or other school-based team formed to determine appropriate interventions. Provide parents a minimum of 10 days' written notice of the meeting's Purpose, Time, Location, and Opportunity to participate.

Person responsible for monitoring outcome

DeeEtte Naukana

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Our evidence-based interventions assume that students can be divided into tiers reflecting the level of anticipated need for support. The strategies involve core principles: Monitor data, Engage students/ families, recognize good/improved attendance, provide outreach/remove barriers. Tier 1 = students whose good attendance can be maintained and cultivated as long as the universal, prevention-oriented supports are provided. Tier 2 = students who have a history of less than 5% (9 days) unexcused absences during the past 180 days) or face a risk factor (e.g. a chronic illness like asthma) that makes attendance more difficult and requires a higher level of more individualized support in addition to benefiting from the universal support. Tier 3 = students who are (5% /9+ days) unexcused absences during the past 180 days) and/or face a risk factor (like involvement in the child welfare or juvenile justice system, homelessness, or having a parent who has been incarcerated). The school’s evidence-based interventions will take an RTI/PBIS approach, which assumes that students can be divided into tiers reflecting the level of anticipated need for support. RTI/PBIS is a problem-solving process where research-based interventions are provided to struggling learners, interventions that are matched to the student’s needs, and monitoring is continuous. Some key features of RTI are the use of data to make decisions, Interventions based on research, Dependent on progress monitoring, Multidisciplinary team. Research-based Interventions. School-wide data informs interventions by evaluating their effectiveness. Measurement of progress monitoring to assess progress toward meeting goals.

Rationale:
The school's evidence-based interventions will take an RTI/PBIS approach, which assumes that students can be divided into tiers reflecting the level of anticipated need for support. RTI/PBIS is a problem-solving process where research-based interventions are provided to struggling learners, interventions that are matched to the student's needs, and monitoring is continuous. Some key features of RTI are the use of data to make decisions, Interventions based on research, Dependent on progress monitoring, Multidisciplinary team. Research-based Interventions. School-wide data informs interventions by evaluating their effectiveness. Measurement of progress monitoring to assess progress toward meeting goals.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
PBIS Training

Person Monitoring:
Margaret Senn

By When/Frequency:
July 29, 30, 31 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The administrative team will be trained in PBIS Tier 1.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The school has implemented a comprehensive process to review and allocate school improvement funding, ensuring resources are strategically distributed based on identified needs. This rigorous approach aligns with the school's commitment to addressing the unique challenges faced by Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) subgroups.

Review Process:

Data-Driven Assessment: Conduct an in-depth data analysis to identify specific areas of need for CSI, TSI, and ATSI subgroups. Utilize ESSA-mandated criteria and performance indicators to pinpoint academic and non-academic challenges.

Stakeholder Input: Engage with stakeholders, including teachers, parents, and community members, to gather valuable insights into the needs of subgroups. Host regular feedback sessions to ensure diverse perspectives are considered in the resource allocation process.

Curriculum and Program Evaluation: Evaluate existing curriculum and instructional programs to identify areas that require enhancement or modification. Ensure alignment with state standards and evidence-based practices.

Grant Utilization: Clearly outline the grants and funding sources allocated for school improvement efforts, emphasizing transparency and accountability. Leverage federal, state, and local grants to supplement and enhance existing initiatives.

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).

Resources Supporting School Improvement:

Targeted Academic Programs: Implement evidence-based academic programs tailored to the specific needs of CSI, TSI, and ATSI subgroups. Provide additional resources for literacy and

numeracy support, focusing on individualized learning plans.

Professional Development Initiatives: Allocate funds for ongoing professional development opportunities for teachers and staff, with a focus on addressing the unique challenges faced by subgroups. Prioritize training on culturally responsive teaching, differentiated instruction, and effective classroom management. Community

Support Initiatives: Establish partnerships with community organizations to provide supplementary support services, such as after-school programs, tutoring, and mentoring. Engage community leaders to actively participate in school improvement initiatives.

Technology Integration: benefit from additional online resources. Ensure equitable access to devices and internet connectivity for all students.

Family Engagement Programs: Develop and implement family engagement programs that encourage parental involvement in the learning process. Organize workshops, informational sessions, and events to build strong connections between families and the school.

Regular Assessments: Conduct regular assessments to measure the effectiveness of implemented programs and interventions. Use formative and summative evaluations to gauge progress and make data-driven adjustments.

Feedback Mechanisms: Establish feedback mechanisms, including surveys and focus groups, to gather insights from teachers, students, and parents regarding the impact of allocated resources.

Continuous Improvement: Foster a culture of continuous improvement by regularly reviewing and refining the resource allocation process based on evolving needs and emerging best practices. By taking these concrete actions, the school is proactively addressing the requirements of ESSA and demonstrating a commitment to equitable, evidence-based, and student-focused resource allocation. This process ensures that the allocated funds contribute significantly to the success of both subgroups and the broader school population.

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

Broward County Public Schools

SUNSHINE ELEMENTARY CHARTER SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 6

D. Early Warning Systems 7

II. Needs Assessment/Data Review 10

A. ESSA School, District, State Comparison 11

B. ESSA School-Level Data Review 12

C. ESSA Subgroup Data Review 13

D. Accountability Components by Subgroup 14

E. Grade Level Data Review 17

III. Planning for Improvement 18

IV. Positive Learning Environment 24

V. Title I Requirements (optional) 26

VI. ATSI, TSI and CSI Resource Review 30

VII. Budget to Support Areas of Focus 31

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 our schools is to create a safe, stimulating, and nurturing environment that will help students become accomplished readers, writers, and problem solvers. Our highly skilled faculty and staff and caring parents help to foster in our students a fascination with learning and a desire to become responsible, contributing members of society. The following core philosophies have been established to help us attain our goals:

· Success is a continuous process involving home, school, and community
· Every person is entitled to a safe, comfortable, nurturing environment conducive to learning
· Each student has the right to learn and experience individual success
· All students benefit through cultural and social diversity
· Students benefit from curriculum and instructional practices that incorporate a variety of learning activities to accommodate differences in learning styles, including those of exceptional students and English language learners

Provide the school's vision statement

Paragon Academy and Sunshine Elementary Charter School students will remain actively engaged in the learning process as they acquire the skills and knowledge necessary to become responsible, contributing citizens within the local, state, national, and world community.
Paragon Academy and Sunshine Elementary Charter School's parents will remain actively involved as advocates for their children and supporters of the school programs and staff.
Paragon Academy of Technology and Sunshine Elementary Charter School staff members will actively engage all students in the learning process and teach students to become critical thinkers, problem-solvers, and life-long learners.

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
Alejandro Camurri

acamurri@sunpatcharter.com

Position Title
Principal

Job Duties and Responsibilities

The role of the School Principal is to provide instructional leadership for all educational programs at the school in order to maintain a safe and nurturing learning environment. The School Principal also prepares and manages the school's budget including keeping an accurate inventory of the school's assets. The principal must also read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws. The Principal must use effective interview techniques, coaching procedures, and evaluation procedures to ensure instruction takes place at the highest level of rigor to prepare students in a 21st century learning environment. The Principal must use effective public speaking skills, group dynamics, and interaction and problem-solving skills. In doing this, he/she must maintain a sensitivity to multicultural issues, perceive the impact of a decision on other components of the organization and then communicate effectively, both orally and in writing, and through the use of technology. Finally, the School Principal must be able to analyze and use data to make necessary changes to instruction to promote teaching and learning throughout the year.

Leadership Team Member #2

Employee's Name
Landy Laredo

llaredo@sunpatcharter.com

Position Title
ESE Specialist/ Interim A.P.

Job Duties and Responsibilities

ESE School Specialist, Support Lead for ESE Teachers and provides guidance and support to general education teachers to ensure that the students' IEP Goals are being met. He coordinates and Conducts IEP Meetings and staffing for students, ESE Student Support, and students' families.

Leadership Team Member #3

Employee's Name

Daisy Ortiz

dortiz@patsecs.com

Position Title
ESOL Contact

Job Duties and Responsibilities

ESOL assessments and record keeping.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Principal Mr. Camurri assigned the following duties to the stakeholders:
I & II. Mr. Camurri: uploads and submits the appropriate documents for the school's SIP Plan. Mr. Camurri also developed the 24–25 reading plan. The school team reviewed the plan and finalized the list of individuals accountable for each component.
III. Ms. Miskell, Mr. Camurri, and Mr. Laredo
IV Mrs. Jules - Social Worker, Mrs. Miskell and Mr. Camurri.
V. Mr. Laredo ESE,
VI & VII. Dr. Montes, our CEO, manages our budget and financial activities. He discusses the budget with our board and receives guidance and approval.
The student council for Paragon will speak on behalf of the students' needs and requests for the school improvement plan. Members of the student council will be invited to attend the school improvement meetings.

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)).

We have implemented a periodic monitoring regimen that includes weekly, monthly, quarterly, and semiannual gatherings with various stakeholder groups to ensure that we are effectively influencing our pupils' highest performance disparities. We will engage with stakeholders throughout the year to amend and adapt the SIP in order to maximize the benefits of improving student learning. We will track progress toward the set targets using data from stakeholder (student, parent, and teacher) surveys, PM1, PM2, and PM3 FAST testing, i-Ready diagnostics, and Lexia Core 5 information reports created in the Intensive Reading program. This will include measuring overall student achievement and evaluating the reduction of achievement gaps for targeted student groups. We will revise the plan based on the data discussed in those meetings.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
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)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: C** **2022-23: D** **2021-22: C** **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	1	15	6	20	10	10				62
Absent 10% or more school days	0	0	0	0	1	0				1
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	2	13	19	18	13	7				72
Level 1 on statewide Math assessment	1	11	10	12	9	11				54
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	0	0	0						0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0						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	1	5	4	6	7	6				29

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	12	0	0				12
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	15	6	20	10	10				62
One or more suspensions					1					1
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	2	13	19	18	13	7				72
Level 1 on statewide Math assessment	1	11	10	12	9	11				54
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	1	5	4	6	7	6				29

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			1	4						5
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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	51	64	59	42	61	57	34	56	53
Grade 3 ELA Achievement	46	63	59	40	60	58	37	56	53
ELA Learning Gains	58	65	60	48	64	60			
ELA Lowest 25th Percentile	56	60	56	54	60	57			
Math Achievement*	43	70	64	46	66	62	32	62	59
Math Learning Gains	51	68	63	57	66	62			
Math Lowest 25th Percentile	59	55	51	77	55	52			
Science Achievement	15	60	58	24	56	57	30	48	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	64	63	63	62	59	61	35	59	59

*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)	CSI
OVERALL FPPI – All Students	49%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	443
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
49%	50%	37%	52%	40%		49%

* 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	27%	Yes	6	3
English Language Learners	46%	No		
Black/African American Students	36%	Yes	3	
Hispanic Students	52%	No		
Economically Disadvantaged Students	50%	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%	46%	58%	56%	43%	51%	59%	15%					64%
Students With Disabilities	14%		50%		14%	30%							
English Language Learners	43%	42%	50%	55%	36%	58%	54%	10%					64%
Black/African American Students	42%	18%	68%		36%	44%		8%					
Hispanic Students	56%	57%	54%	54%	48%	56%	62%	20%					61%
Economically Disadvantaged Students	52%	47%	59%	56%	43%	52%	59%	15%					64%

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	42%	40%	48%	54%	46%	57%	77%	24%					62%
Students With Disabilities	25%				17%								
English Language Learners	29%		56%		29%	63%							62%
Black/African American Students	37%	41%	31%		44%	50%		20%					
Hispanic Students	45%	35%	63%	50%	47%	63%		30%					63%
Economically Disadvantaged Students	43%	37%	50%		54%	57%		27%					50%

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	34%	37%			32%			30%					35%
Students With Disabilities	6%				0%								
English Language Learners	25%				30%								50%
Black/African American Students	29%	35%			24%			13%					
Hispanic Students	36%	46%			39%			46%					50%
Economically Disadvantaged Students	35%	38%			32%			28%					

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	3	39%	61%	-22%	57%	-18%
ELA	4	46%	62%	-16%	56%	-10%
ELA	5	46%	62%	-16%	56%	-10%
Math	3	33%	68%	-35%	63%	-30%
Math	4	38%	69%	-31%	62%	-24%
Math	5	39%	63%	-24%	57%	-18%
Science	5	14%	57%	-43%	55%	-41%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The data component showed the **most improvement** when compared to PM1 data was 4 B ELA. The factor that contributed to this improvement was that the number of ESOL students was only 11 %.

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 from PM3 progress monitoring assessments showed the lowest performance was 3A grade ELA. The contributing factors are the number of ESOL/ESE students in that cohort, which is 57%, 48% of whom are ESOL and 8% ESE. It is important to notice that 90% of the students showed an average growth of 8.90 percentage points in i-Ready and 82 % of these students showed a growth of 2.29 percentage points in FAST. Some of the contributing factors to this result are foundational skill gaps. When some students first entered the grade level from another school or country, their below-average decoding and fluency abilities hindered their comprehension. Problems with attendance and engagement, persistent absences, and irregular involvement in interventions also hindered the growth of some of these students.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the **greatest decline** from PM1 to PM3 during the 2024-2025 school year was 3 A ELA. The contributing factors are the number of ESOL/ESE students in that cohort which is 57 %, 48 % of which are ESOL and 8 % ESE.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the

factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to PM1 data was 3A ELA. The factors(s) that contributed to this gap are the number of ESOL/ESE students in that cohort which is 57 %, 48 % of which are ESOL and 8 % ESE. The trend identified was that the majority of both ESE and ESOL students showed growth between PM1- PM3.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concerns is that even though our ESOL students showed growth the foundational skill gaps in their education hindered their progress, so for next school year we will have a new literacy coach and a math resource teacher who will help both students and teachers to ensure our students' success.
Another are of concern is our SWD. Only 33 % of our SWD got a level 3 in the Fast PM3.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The progress of our ESE/ESOL students will be our highest priority for school wide improvement for the upcoming school year.

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 Differentiation

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 data component from PM3 progress monitoring assessments showed the lowest performance was 3A grade ELA. The contributing factors are the number of ESOL/ESE students in that cohort, which is 57%, 48% of whom are ESOL and 8% ESE. It is important to notice that 90% of the students showed an average growth of 8.90 percentage points in i-Ready and 82 % of these students showed a growth of 2.29 percentage points in FAST. Some of the contributing factors to this result are foundational skill gaps. When some students first entered the grade level from another school or country, their below-average decoding and fluency abilities hindered their comprehension. Problems with attendance and engagement, persistent absences, and irregular involvement in interventions also hindered the growth of some of these students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025-26 school year, the percentage of 3rd grade students meeting proficiency (scoring Lvl3 or more), on PM3 ELA FAST assessment will increase form 52 to 55 percent.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Sunshine will use a methodical, data-driven strategy to help ESOL students and SWD improve. Regular reporting to parents and IEP teams is part of this, as is data collecting via formative assessments, classroom observations, and work samples. Regular evaluations are focused on each student's Individualized Education Plan (IEP) goals. Academic attainment is improved by tailored interventions that cater to each student's specific needs, made possible by this data-driven approach.

Continuous observation makes it possible to spot problems early and implement flexible solutions.

We encourage teachers to receive regular professional development with an emphasis on leveraging assessment data to modify instruction and guarantee the best possible results for students with disabilities.
We will use progress monitoring through formal and informal assessments. The school will measure the desired outcome by comparing the results between FAST scores in PM1, PM2, and PM 3, and iReady results in AP1, AP2, and AP3. This data will help us measure student learning gains in K–5. General education teachers and support facilitators will collaborate in ensuring evidence-based practices are consistently employed to increase student engagement and performance.

Person responsible for monitoring outcome
Landy Laredo (llaredo@sunpatcharter.com) and Alex Camurri (acamurri@sunpatcharter.com)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Students will receive personalized instruction based on their areas of weakness. We will implement small-group instruction and project-based learning to increase student engagement. We will strengthen our RtI process and provide teachers with adequate training and support.

Rationale:
Teachers approach instruction with the intent to impart the content of the course they teach. Response to Intervention (RtI) has an exceptional impact rate of 1.29 standard deviations of growth per year, which is equivalent to two to three grade levels of growth in a single school year (John Hattie,2020). RtI is a multi-tier approach to the identification and support of students with learning, behavior and attendance concerns. The RtI process begins with high-quality instruction and screening of all in the classroom. Struggling learners are provided with interventions and support at increasing levels of intensity to accelerate their rate of learning.

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
Personalized and differentiated instruction

Person Monitoring:
Landy Laredo

By When/Frequency:
Monthly CPST meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will receive personalized instruction based on their areas of weakness. We will implement small-group instruction and project-based learning to increase student engagement. We will strengthen our RtI process and provide teachers with adequate training and support. We will use progress monitoring through formal and informal assessments. The school will measure the desired outcome by comparing the results between FAST scores in PM1, PM2, and PM 3, and i-Ready results in AP1, AP2, and AP3. This data will help us measure student learning gains in K–5.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Differentiation

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.

Another are of focus for our next school year 2025-2026 will be the instruction of our SWD. Our data showed that only a 33 percent of our SWD got a level 3 in the Fast PM 3 ELA. Some of the contributing factors to this result are foundational skill gaps. When some students first entered the grade level from another school or country, their below-average decoding and fluency abilities hindered their comprehension. Problems with attendance and engagement, persistent absences, and irregular involvement in interventions also hindered the growth of some of these students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025-26 school year, the percentage of SWD meeting proficiency (scoring Lvl3 or more), on PM3 ELA FAST assessment will increase from 33 % to 38 percent.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Sunshine will use a methodical, data-driven strategy to help SWD improve. Regular reporting to parents and IEP teams is part of this, as is data collecting via formative assessments, classroom observations, and work samples. Regular evaluations are focused on each student's Individualized Education Plan (IEP) goals. Academic attainment is improved by tailored interventions that cater to each student's specific needs, made possible by this data-driven approach.
Continuous observation makes it possible to spot problems early and implement flexible solutions. We encourage teachers to receive regular professional development with an emphasis on leveraging assessment data to modify instruction and guarantee the best possible results for students with disabilities.

We will use progress monitoring through formal and informal assessments. The school will measure the desired outcome by comparing the results between FAST scores in PM1, PM2, and PM 3, and iReady results in AP1, AP2, and AP3. This data will help us measure student learning gains in K–5. General education teachers and support facilitators will collaborate in ensuring evidence-based practices are consistently employed to increase student engagement and performance.

Person responsible for monitoring outcome
Landy Laredo ESE Specialist.

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:
Apart form the services that our SWD receive in the pull out sessions, we will hire a resource teacher to give our SWD personalized instruction based on their areas of weakness. We will implement small-group instruction and project-based learning to increase student engagement. We will strengthen our RtI process and provide teachers with adequate training and support.

Rationale:
Teachers approach instruction with the intent to impart the content of the course they teach. Response to Intervention (RtI) has an exceptional impact rate of 1.29 standard deviations of growth per year, which is equivalent to two to three grade levels of growth in a single school year (John Hattie,2020). RtI is a multi-tier approach to the identification and support of students with learning, behavior and attendance concerns. The RtI process begins with high-quality instruction and screening of all in the classroom. Struggling learners are provided with interventions and support at increasing levels of intensity to accelerate their rate of learning.

Tier of Evidence-based Intervention:

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
Personalized and differentiated instruction

Person Monitoring:	**By When/Frequency:**
Landy Laredo	Monthly CPST meeting

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will receive personalized instruction based on their areas of weakness. We will implement small-group instruction and project-based learning to increase student engagement. We will strengthen our RtI process and provide teachers with adequate training and support. We will use progress monitoring through formal and informal assessments. The school will measure the desired

outcome by comparing the results between FAST scores in PM1, PM2, and PM 3, and i-Ready results in AP1, AP2, and AP3. This data will help us measure student learning gains in K–5.

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.

Students attendance impacted negatively our students learning.

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.

By the end of the year, only 15% or less of our students will be under the 90% attendance category in Focus.

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 CPS team will meet regularly to monitor attendance and create an intervention plan for the students with attendance problems.

Person responsible for monitoring outcome

Ms. Jules

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:

Anti-bullying programs, social-emotional learning practices, personalized settings, Individual Education Plans, access to physical and mental health support and attendance incentives.

Rationale:

Research has shown that students who are bullied at school have attendance and truancy problems.

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
Attendance

Person Monitoring:
Annide Jules

By When/Frequency:
biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Both the administration and the social worker will closely monitor attendance. The administration and the social worker will monitor students who have five unexcused absences in the first quarter, 10 unexcused absences or more in the first two quarters, and 15 or more unexcused absences by the end of the third quarter. The school will send a letter to the parents of students with five unexcused absences during the first quarter, informing them about the attendance problem and the consequences of chronic absenteeism. If the problem persists after 10 or more unexcused absences in the first two quarters, the school will send another letter. The letter will outline the problem and the potential consequences if the issues continue. Additionally, the school will dispatch a social worker to the student's home to assess the problem and discuss potential solutions with the parents. The school will dispatch the social worker again and fill out the appropriate reports with the relevant authorities if the student shows more than 15 unexcused absences before the 3rd quarter.

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 Wide Improvement Plan will hold a meeting for parents and teachers to provide input on October 25th, per Title 1 timeline. After we write the SIP plan, we will upload it to the school website and notify parents on classdojo.com, a platform where the majority of parents receive information. In addition to the website (https://sunpatcharter.com/,) we will create a newsletter for stakeholders that outlines the SIP goals and progress. We will give stakeholders the opportunity to review the SIP goals and provide feedback during the Title I meetings.

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)).

The school plans to invite families to campus for workshops and events. We held our open house in August and had our fall festival in October. Bringing families on campus includes them in the culture of school involvement. They become familiar with the teachers and bridge the learning gap between school and home. We include the community with events like the dental van, inviting authors to campus, career day, and inviting community partners to attend events. You can find the family engagement plan at https://sunpatcharter.com/apps/pages/index.jsp?uREC_ID=368274&type=d.

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)).

The ESE students were listed as TSI. The school intends to use the specialists in the ESE department to continue to work in small groups and utilize technology available to increase learning. Our department utilizes manipulatives and interventionists to make sure the students are receiving the additional time, support and attention they need to overcome academic obstacles listed on IEPs.

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 Department of Health provides the dental program to the campus. Amigos Tutoring sponsors the school for academic assistance. The school does not have a Head Start Program. Our social worker and Dean provide families with resources when needed including counseling referrals, community resources for food, clothing and shelter.

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)).

Students are identified by staff or through parental concern. Once a student has been identified he/she may be on the school social worker's counseling case load. If the parent prefers to receive outpatient therapy, they may be referred to the Family Skill Builder's Program. Improving the mental health of a student directly affects their resilience and confidence in their abilities and academic skills.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

n/a

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)).

The school utilizes MTSS model for support. Behavioral needs are addressed by our Dean of students, and mental health needs are addressed by our social worker. A successful way to stop and deal with problem behavior in schools is to implement a tiered plan that applies to the entire school. This concept aims to provide a variety of interventions and support to meet the diverse needs of students, including those with disabilities. The Individuals with Disabilities Education Act (IDEA) frequently uses it in conjunction with early intervention services to ensure every child receives the proper assistance and interventions. Implementing a schoolwide tiered model requires the presence of certain essential elements. These elements include staff cooperation, data-driven decision-making,

progress tracking, evidence-based interventions, and universal screening. Children who require additional assistance beyond the scope of Tier 1 interventions receive Tier 2 or Tier 3 interventions. These programs focus on specific student populations that are more likely to engage in problematic behavior. They could include customized behavior regimens, mentoring programs, or small-group 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)).

Opportunities for professional learning provide teachers with the information, abilities, and tactics they require to improve their teaching methods. These events can take many forms, including workshops, conferences, seminars, webinars, online courses, and collaborative learning communities. Subject specific material knowledge, pedagogical approaches, assessment literacy, data analytic abilities, technological integration, cultural competency, and classroom management tactics are some of the areas of concentration for professional learning. Teachers must receive training on the collection, analysis, interpretation, and application of assessment results to instruction in order to use data from academic tests effectively. This entails being aware of the many kinds of assessments (such as formative and summative), analyzing test results and competency levels, determining the strengths and weaknesses of each student, and utilizing data to focus interventions and modify instruction.

Finally, finding and keeping qualified teachers in disciplines with significant student needs can be difficult. Schools and districts use a variety of tactics to solve this problem, including focused recruitment campaigns, cash incentives, mentorship programs for incoming instructors, professional development opportunities catered to the needs of certain subjects, and encouraging work conditions.

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)).

n/a

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

There are several crucial elements in the process of reviewing how resources are used to satisfy students' identified needs:
Needs Assessment: Determine the needs of the students and rank them according to data analysis.
Inventory of Resources: List all available resources and assess their efficacy.
Resource Allocation: Use resources wisely in order to meet requirements that are most urgent.
Implementation: Create action plans and inform relevant parties of any changes.
Monitoring and Assessment: Keep a close eye on and evaluate the effects of resource usage at all times.
Evaluate and Modify: Examine the results and modify the distribution of resources as necessary.
Accountability and Reporting: Make sure that the efficient use of resources is accountable for and report on the results. By ensuring that resources are in line with students' requirements, this cyclical process promotes both academic and personal development.

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).

The Core 5-Reding intervention program caters to Tier 2, Tier 3, and ESE students. Tier 2 students receive 60 minutes of weekly intervention; Tier 3 students receive 90 minutes; and ESE students receive intervention according to the IEP stipulations.
• i-Ready, Study Island, and IXL—a reading supplement program. Use every week to provide differentiated and targeted instruction to all students.
• The ESE Specialist and ESE Teacher oversee the ESE Pullout for ELA and Math. The IEP stipulations dictate the pullout of ESE students.
• The IEP stipulations guide the differentiation of instruction in classroom work and assignments.
• The IEP stipulations dictate the ESE accommodations.

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**