BCPS Charter Schools

2026 - 2027

School Improvement Plans (SIP)

Table of Contents

2025-26 Comprehensive Support and Improvement (CSI) Schools

(5009) Andrews High School 3
(5023) Renaissance Charter School at Plantation 55
(5028) Academic Solutions Academy 96
(5053) SunEd High of South Broward 132
(5060) SunFire High School 222
(5209) Ascend Career Academy 285
(5233) Academic Solutions Academy A 324
(5355) Eagles Nest Charter Academy 357
(5400) Sunshine Elementary Charter School 403
(5481) Sandra Marie Curtis High School 442
(5861) SunEd High of North Broward 510

2025-26 Targeted Support and Improvement (TSI) Schools

(5381) Paragon Academy of Technology 623

2025-26 Additional Targeted Support and Improvement (ATSI) Schools

(5441) Somerset Collegiate Academy Central Miramar 664
(5021) Somerset Neighborhood School 738
(5052) West Broward Academy 786
(5177) Innovation Charter School 824
(5164) Atlantic Montessori Charter West Campus 872
(5410) Ben Gamla Charter School 914
(5271) Charter School of Excellence at Davie 977
(5710) Renaissance Charter Schools at Pines 1015
(5020) Renaissance Charter School at Coral Springs 1049
(5015) Avant Garde Academy K-5 Broward 1093
(5041) Central Charter School 1132
(5161) North Broward Academy of Excel 1189
(5006) Somerset Prep Academy High at N Lauderdale 1224
(5017) Avant Garde Academy Foundation K-8 1277
(5003) Somerset Prep Academy at N Lauderdale 1315

Broward County Public Schools

ANDREWS HIGH SCHOOL

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 16

D. Early Warning Systems 17

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 40

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 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 dedicated to fostering a culture of

academic excellence and continuous improvement. She sustains a shared vision focused on maximizing student achievement by ensuring rigorous, standards-based instruction and promoting high-quality teaching practices. She actively supports ongoing professional learning opportunities that strengthen teacher effectiveness and student outcomes.

As the school leader, Ms. Brammer oversees the school's daily operations, ensuring a safe, efficient, and supportive learning environment for students and staff. She maintains strong communication and collaborative partnerships with families, community members, and key stakeholders to advance the school's mission.

Her leadership responsibilities include:

- Ensuring compliance with and supporting the implementation of all policies and procedures established by AchieveLearning, the local school district, and applicable governmental agencies.
- Overseeing the daily operation of the school, including the recruitment, hiring, supervision, and management of all staff.
- Using the strategic plan, district goals, board policies, and the School Improvement Plan to guide leadership decisions and school-wide initiatives.
- Conducting formal and informal staff evaluations based on job responsibilities, established goals, student achievement data, and performance expectations.
- Developing and sustaining a shared mission and clear vision that promotes continuous improvement in teaching and learning.
- Fostering collaborative learning communities and team-building initiatives that encourage professional growth and shared leadership among staff.
- Providing meaningful professional development opportunities designed to enhance instructional practices and improve student achievement.
- Leading the development, implementation, and evaluation of data-driven school improvement plans that utilize multiple measures of student performance to inform instructional decisions.
- Managing the school's budget and financial resources in partnership with AchieveLearning to ensure fiscal responsibility and support the school's educational priorities.

Leadership Team Member #2

Employee's Name
Rayscene Kirkland

rkirkland@andrewshighschool.com

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal oversees the school's Positive Behavior Support (PBS) and Mentoring Programs and serves as the lead instructional administrator for all Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS) behavioral processes, including interventions, documentation, and referrals. The Assistant Principal ensures that the Student Code of Conduct is clearly communicated to students and families during orientation and reinforced throughout the school year.

Working collaboratively with the Principal, the Assistant Principal helps establish and sustain a positive, structured, and student-centered school culture that promotes academic excellence, accountability, and college and career readiness. The Assistant Principal provides instructional leadership by supporting curriculum implementation, coaching teachers in effective classroom management and instructional practices, and monitoring student achievement.

The Assistant Principal operates in accordance with the AchieveLearning Achievement Framework, Standard Operating Procedures, and the school's established expectations and core values. As the second-in-command, the Assistant Principal collaborates with school leadership to ensure continuous improvement in teaching, learning, and school operations.
Because strong relationships are essential to student success, the Assistant Principal works collaboratively with administrators, teachers, counselors, families, and support staff to identify and remove barriers to learning. Through a data-driven approach, the Assistant Principal supports the implementation of systems, processes, and practices aligned with the school's vision, mission, strategic goals, and the AchieveLearning Achievement Framework.

Primary Responsibilities

- Assist with the implementation and monitoring of all requirements outlined in the school's charter, charter agreement, governing board policies, and district expectations.
- Ensure the school is represented at all required district compliance meetings and professional learning opportunities.
- Oversee compliance within the ESE Department to ensure students with disabilities receive instructional supports, accommodations, modifications, interventions, and services in accordance with their Individualized Education Programs (IEPs), Educational Plans (EPs), or Section 504 Plans.
- Ensure the ESOL program remains in compliance and that English Language Learners receive appropriate instructional supports based on their language proficiency levels and academic needs.
- Conduct regular classroom observations, instructional walkthroughs, and learning walks, providing timely feedback and coaching that promotes teacher growth and instructional

excellence.

- Supervise, support, and evaluate assigned instructional and support staff to ensure high-quality instruction, professional accountability, and improved student achievement while recognizing exemplary performance and cultivating future leaders.
- Monitor and maintain accurate student records, including enrollment, attendance, retention, academic progress, behavioral interventions, and required compliance documentation.
- Participate in school leadership meetings, data reviews, Professional Learning Communities (PLCs), and departmental meetings to support continuous school improvement.
- Ensure the school's adopted reading and intervention programs are implemented with fidelity and in accordance with district and state requirements.
- Utilize multiple sources of student achievement data to develop, implement, and monitor a comprehensive annual Professional Development Plan aligned with the school's strategic goals, School Improvement Plan (SIP), and the AchieveLearning instructional framework.
- Lead and monitor the implementation of the school's Multi-Tiered System of Supports (MTSS), ensuring students receive appropriate academic and behavioral interventions based on data-driven decision-making.
- Facilitate ongoing progress monitoring using diagnostic, benchmark, formative, summative, and standardized assessment data to guide instructional planning and improve student outcomes.
- Ensure instructional staff implement the Florida Department of Education's academic standards and approved curriculum while developing and delivering high-quality, standards-based lesson plans aligned with the AchieveLearning instructional model.
- Monitor the administration of benchmark and state-required assessments and use assessment results to evaluate instructional effectiveness and inform continuous improvement.
- Delegate responsibilities appropriately to school leaders and staff to ensure efficient and effective school operations.
- Perform additional leadership responsibilities and other duties as assigned by the Principal.

The Assistant Principal serves as an instructional leader committed to fostering a safe, supportive, and academically rigorous learning environment where all students are empowered to achieve success through collaboration, innovation, and continuous improvement.

Leadership Team Member #3

Employee's Name
Penny Skalis

pskalis@andrewshighschool.com

Position Title
ESE Coordinator

Job Duties and Responsibilities

The Exceptional Student Education (ESE) Specialist is responsible for coordinating, implementing, and monitoring the school's Exceptional Student Education programs while ensuring compliance with all federal, state, district, and AchieveLearning policies, procedures, and regulatory requirements. The ESE Specialist provides leadership in the delivery of specialized instructional services and collaborates with administrators, teachers, families, and support personnel to ensure students with disabilities receive high-quality educational services that support academic success.
The ESE Specialist manages all aspects of the school's ESE program, including services for students with Individualized Education Programs (IEPs), Educational Plans (EPs), and Section 504 Plans. This position oversees compliance, facilitates required meetings, monitors student progress, recommends instructional interventions and accommodations, and serves as a liaison between the school, families, district personnel, and community agencies to ensure equitable access to educational opportunities.

Primary Responsibilities

- Serve as the Principal's designee for Exceptional Student Education (ESE) services in accordance with the annual Local Education Agency (LEA) Memorandum and district requirements.
- Coordinate, facilitate, and document all required IEP, EP, and Section 504 meetings in compliance with federal, state, and district regulations.
- Maintain secure, accurate, and confidential ESE records in accordance with district, state, federal, and AchieveLearning requirements.
- Coordinate the implementation of specialized instructional services, accommodations, modifications, and related services identified in students' IEPs, EPs, and Section 504 Plans.
- Monitor student progress toward IEP and EP goals through ongoing progress monitoring and data analysis, recommending instructional interventions and adjustments as needed.
- Ensure all student learning plans comply with the principles of Least Restrictive Environment (LRE), Free Appropriate Public Education (FAPE), and the Individuals with Disabilities Education Act (IDEA).
- Monitor timelines for referrals, evaluations, eligibility determinations, annual reviews, reevaluations, and compliance reporting to ensure all legal requirements are met.
- Collaborate with administrators, general education teachers, intervention teams, and student support personnel to implement the school's Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) processes.
- Provide school leadership with regular reports regarding ESE compliance, student achievement, progress monitoring, program effectiveness, and identified areas for improvement.
- Support and monitor the implementation of appropriate service delivery models, including consultation, collaboration, co-teaching, resource instruction, facilitated instruction, inclusion,

and direct instructional services.
- Identify and correct compliance concerns through ongoing internal monitoring and ensure corrective actions are completed in accordance with federal, state, district, and AchieveLearning requirements.
- Communicate effectively and consistently with parents, teachers, administrators, district personnel, and specialized support staff regarding IDEA, FAPE, LRE, eligibility, assessments, progress monitoring, compliance, and student services.
- Utilize the district-approved electronic data management system to prepare, maintain, and submit all required ESE documentation and reports.
- Participate in district, state, and AchieveLearning professional development opportunities related to special education, compliance, instructional practices, and student achievement.
- Facilitate productive IEP, EP, and Section 504 meetings by utilizing collaborative meeting strategies that encourage meaningful participation from families and school personnel.
- Ensure parents receive procedural safeguards, draft IEPs for annual reviews, and information regarding available district and community resources that support student success.
- Collaborate with instructional staff and related service providers when developing, reviewing, and revising student educational plans to ensure services are individualized and data driven.
- Attend all required district compliance meetings, ESE leadership meetings, student support meetings, and school leadership meetings as assigned.
- Maintain accurate inventories of instructional materials, adaptive equipment, assessments, and specialized resources required to support students with disabilities.
- Support ongoing professional learning by providing guidance and technical assistance to instructional staff regarding effective accommodations, modifications, inclusive instructional practices, and legal compliance.
- Perform additional duties and responsibilities as assigned by the Principal.

The ESE Specialist plays a critical leadership role in ensuring equitable access to high-quality educational opportunities by fostering collaboration, maintaining compliance, supporting instructional excellence, and advocating for the academic, behavioral, and social-emotional success of all exceptional education students.

Leadership Team Member #4

Employee's Name
Parbattie Boodhoo

pboodhoo@andrewshighschool.com

Position Title
ESOL Coordinator

Job Duties and Responsibilities

The English for Speakers of Other Languages (ESOL) Coordinator is responsible for overseeing the implementation, coordination, and compliance of the school's ESOL program while ensuring adherence to all federal, state, district, and AchieveLearning policies, procedures, and program requirements. The ESOL Coordinator collaborates with school leaders, teachers, families, and district personnel to ensure English Language Learners (ELLs) receive equitable access to rigorous instruction and the language supports necessary for academic success.
The ESOL Coordinator provides instructional leadership by supporting teachers in implementing effective instructional strategies, monitoring student progress, ensuring compliance with state and district requirements, and promoting culturally responsive teaching practices that foster language acquisition and student achievement.

Primary Responsibilities

- Coordinate and oversee all components of the school's ESOL program in accordance with federal, state, district, and AchieveLearning requirements.
- Ensure compliance with all ESOL regulations, including student identification, eligibility, placement, progress monitoring, annual assessments, reclassification, and program exit procedures.
- Maintain accurate and confidential records for all English Language Learners (ELLs), including Home Language Surveys, English language proficiency assessments, parent notifications, instructional plans, and required compliance documentation.
- Monitor the academic progress and English language development of ELL students using multiple sources of data to recommend appropriate instructional supports and interventions.
- Collaborate with administrators, instructional coaches, classroom teachers, intervention teams, counselors, and the ESE department to ensure coordinated services that address students' academic and language needs.
- Provide guidance and coaching to teachers regarding effective instructional strategies, accommodations, and differentiated instruction for multilingual learners.
- Ensure that classroom instruction incorporates the Florida English Language Development (ELD) Standards and district-approved curriculum while supporting rigorous, standards-based instruction.
- Coordinate required state assessments and monitor accommodations for eligible English Language Learners.
- Facilitate communication with parents and families regarding language services, assessment results, student progress, and educational opportunities in accordance with federal and state requirements.
- Serve as the school's liaison with the sponsoring district's ESOL Department and participate in all required district meetings, compliance reviews, professional learning, and program

monitoring activities.
- Support school leadership by preparing reports related to ESOL enrollment, compliance, student achievement, language proficiency growth, and program effectiveness.
- Assist with the development and implementation of intervention plans for students requiring additional language or academic support through the school's Multi-Tiered System of Supports (MTSS).
- Provide ongoing professional development and technical assistance to instructional staff on best practices for supporting multilingual learners and promoting language acquisition across all content areas.
- Monitor classroom implementation of instructional accommodations and language supports to ensure compliance and instructional effectiveness.
- Maintain an inventory of ESOL instructional resources, assessments, and supplemental materials needed to support English Language Learners.
- Promote culturally responsive instructional practices that value students' linguistic and cultural diversity while fostering an inclusive learning environment.
- Participate in school leadership meetings, Professional Learning Communities (PLCs), data meetings, and School Improvement Plan (SIP) initiatives to support continuous improvement.
- Perform additional duties and responsibilities as assigned by the Principal.

The ESOL Coordinator serves as an instructional leader and advocate for multilingual learners by ensuring compliance, promoting instructional excellence, supporting teacher development, and fostering equitable educational opportunities that empower every English Language Learner to achieve academic success and language proficiency.

Leadership Team Member #5

Employee's Name
Dr. Denise Granston

dgranston@andrewshighschool.com

Position Title
MTSS Coordinator

Job Duties and Responsibilities

The Multi-Tiered System of Supports (MTSS) Coordinator is responsible for leading, coordinating, and monitoring the implementation of the school's MTSS framework to ensure that all students receive timely, data-driven academic, behavioral, and social-emotional supports. The MTSS Coordinator collaborates with school leadership, teachers, interventionists, counselors, families, and support staff to identify student needs, implement evidence-based interventions, monitor progress, and remove barriers to student achievement.

The MTSS Coordinator ensures alignment with federal, state, district, and AchieveLearning expectations while supporting a school-wide culture of continuous improvement, collaboration, and student success. This role serves as a key member of the instructional leadership team and supports the effective use of data to guide decision-making, intervention planning, and resource allocation.

Primary Responsibilities

- Coordinate and oversee the implementation of the school's Multi-Tiered System of Supports (MTSS) framework in alignment with district requirements, state guidelines, and AchieveLearning instructional practices.
- Facilitate the development, implementation, and monitoring of Tier 1, Tier 2, and Tier 3 academic, behavioral, and social-emotional interventions.
- Lead MTSS problem-solving teams and coordinate meetings to review student data, identify areas of need, develop intervention plans, and determine appropriate next steps.
- Utilize multiple sources of student data, including diagnostic assessments, progress monitoring results, classroom performance, behavioral data, and benchmark assessments, to guide instructional decisions.
- Ensure accurate documentation of interventions, student progress, parent communication, and team recommendations in accordance with compliance requirements.
- Monitor the effectiveness of interventions through ongoing progress monitoring and data analysis, making adjustments as needed to improve student outcomes.
- Collaborate with administrators, teachers, ESE staff, ESOL staff, counselors, and intervention personnel to ensure students receive appropriate academic and behavioral supports.
- Support the identification and implementation of research-based instructional strategies and interventions designed to meet diverse student needs.
- Provide coaching and professional development to teachers regarding MTSS processes, differentiated instruction, data analysis, intervention strategies, and progress monitoring practices.
- Assist teachers in developing targeted intervention plans aligned with student needs, academic standards, and instructional goals.
- Ensure alignment between MTSS processes, Response to Intervention (RTI), Positive Behavior Support (PBS), and other school-wide student support systems.
- Monitor student intervention records to ensure timely implementation, fidelity of services, and appropriate documentation.
- Support the coordination of parent and family communication regarding student interventions, progress, and support plans.
- Collaborate with the ESE Coordinator to ensure appropriate referral processes, documentation, and support for students requiring additional services.
- Participate in school leadership meetings, Professional Learning Communities (PLCs), data

chats, and School Improvement Plan (SIP) initiatives focused on increasing student achievement.
- Assist in evaluating the effectiveness of school-wide intervention programs and recommend improvements based on student performance data.
- Maintain knowledge of current state and federal MTSS requirements, best practices, and instructional support models.
- Perform additional duties and responsibilities as assigned by the Principal.

The MTSS Coordinator serves as an instructional leader who promotes a proactive, collaborative, and data-driven approach to supporting all learners. Through effective coordination, progress monitoring, and collaboration, the MTSS Coordinator ensures that every student receives the appropriate level of support needed to achieve academic, behavioral, and personal success.

Leadership Team Member #6

Employee's Name
Fyrial Matthias

fmatthias@andrewshighschool.com

Position Title
Literacy Coach

Job Duties and Responsibilities

The Literacy Coach serves as an instructional leader responsible for supporting the implementation of effective literacy instruction and improving student achievement in reading and language arts. The Literacy Coach works collaboratively with school leadership, teachers, interventionists, and support staff to strengthen instructional practices, promote evidence-based literacy strategies, and ensure all students develop the foundational skills necessary for academic success.
The Literacy Coach supports a school-wide culture of literacy excellence by providing coaching, professional development, data analysis, and instructional resources aligned with state standards, district expectations, and the AchieveLearning instructional framework. Through collaboration and job-embedded support, the Literacy Coach assists teachers in delivering rigorous, standards-based literacy instruction that meets the diverse needs of all learners.

Primary Responsibilities
- Support the implementation of the school's adopted literacy program, curriculum, and instructional practices in alignment with state standards, district requirements, and AchieveLearning expectations.
- Provide job-embedded coaching and professional learning opportunities to enhance teachers' knowledge and effectiveness in literacy instruction.

- Collaborate with teachers through classroom observations, instructional modeling, co-planning, co-teaching, and reflective coaching conversations to strengthen reading instruction.
- Analyze student achievement data from assessments, progress monitoring tools, and classroom performance measures to identify instructional needs and develop targeted literacy supports.
- Assist teachers in designing differentiated literacy instruction that addresses the needs of diverse learners, including English Language Learners, students with disabilities, and students requiring additional intervention.
- Support the implementation of the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) processes related to literacy instruction and intervention.
- Monitor the effectiveness of literacy interventions through ongoing progress monitoring and data analysis, making recommendations for instructional adjustments as needed.
- Provide support with lesson planning, instructional strategies, classroom management practices, and effective implementation of literacy routines.
- Assist teachers in utilizing research-based instructional strategies, including phonemic awareness, phonics, fluency, vocabulary development, comprehension, writing integration, and academic language development.
- Support the administration, interpretation, and use of literacy assessments to guide instructional planning and improve student outcomes.
- Facilitate professional learning communities (PLCs), literacy data meetings, and collaborative planning sessions focused on improving reading achievement.
- Develop and maintain literacy resources, instructional materials, and intervention supports to enhance classroom instruction.
- Collaborate with administrators to identify literacy goals, monitor progress toward School Improvement Plan (SIP) objectives, and support continuous instructional improvement.
- Assist in implementing state and district literacy initiatives, including required reading intervention programs and instructional expectations.
- Provide ongoing feedback and support to teachers to promote instructional growth and fidelity of implementation.
- Participate in school leadership meetings, curriculum planning sessions, professional development activities, and student achievement reviews.
- Perform additional duties and responsibilities as assigned by the Principal.

The Literacy Coach serves as a catalyst for instructional improvement by building teacher capacity, strengthening literacy practices, and ensuring that all students receive high-quality reading instruction that supports academic achievement and lifelong learning.

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, staff members, parents, students, and community partners, play a vital role in promoting a positive school culture and supportive learning environment at Andrews High School. Each stakeholder group understands and supports the school's mission and vision and is able to articulate the collaborative process used to develop, implement, and evaluate the School Improvement Plan (SIP).
At Andrews High School, stakeholder engagement is an essential component of the SIP development process. Quarterly board meetings are held to provide stakeholders with opportunities to review school initiatives, share feedback, and contribute meaningful input toward school improvement efforts. Meeting dates, times, and locations are communicated through the school's website and posted at the school in advance of each meeting to ensure accessibility and awareness. Virtual participation options are also available for stakeholders who are unable to attend in person. All voices are welcomed and valued, and stakeholders are provided opportunities to share feedback, recommendations, and perspectives during meetings.

The Community and External Engagement Liaison (CEEL) plays a significant role in strengthening partnerships between the school and the surrounding community. The CEEL actively engages with local businesses, community organizations, and governing entities, including organizations such as the City of Pompano and the local Chamber of Commerce, to build relationships and create opportunities for collaboration. The CEEL communicates school events and initiatives with community partners and encourages their participation in activities that support student success and strengthen school-community partnerships.

In addition, Andrews High School conducts quarterly stakeholder meetings to provide parents, staff members, community partners, and other stakeholders with updates regarding school initiatives, student achievement efforts, improvement priorities, and overall school developments. These meetings provide a forum for open communication, collaboration, and feedback. Stakeholders are encouraged to ask questions, share ideas, and provide input that supports continuous school improvement.

Parents are recognized as essential partners in the educational process and are encouraged to remain informed, engaged, and involved in school initiatives. Through ongoing communication, meetings, events, and opportunities for feedback, parents contribute valuable perspectives that help shape decisions and support the academic success of students.

The collective involvement of teachers, staff, parents, community partners, and other stakeholders ensures that Andrews High School remains responsive to the needs of its students and community. By fostering open communication, collaboration, and shared ownership, stakeholders actively contribute to creating a positive, equitable, and academically successful school environment.

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 to ensure effective implementation and to evaluate its impact on increasing student achievement and improving outcomes for students who demonstrate the greatest achievement gaps. Progress toward SIP goals will be measured through an ongoing cycle of data collection, analysis, reflection, and adjustment involving school leadership, teachers, staff members, parents, and community stakeholders.

The Leadership Team will monitor the implementation of SIP strategies through Professional Learning Communities (PLCs), learning conversations, faculty meetings, classroom observations, and progress monitoring reviews. These collaborative discussions will focus on student achievement data, instructional practices, intervention effectiveness, behavioral trends, and progress toward meeting state academic standards. Multiple data sources, including benchmark assessments, diagnostic assessments, progress monitoring results, classroom performance data, and state assessment data, will be reviewed to determine the effectiveness of current strategies and identify areas requiring additional support.

The SIP will be formally reviewed through quarterly SIP monitoring meetings conducted by the school leadership team. During these meetings, progress toward academic, behavioral, and operational goals will be evaluated, and action steps will be reviewed to determine whether adjustments are needed. The team will analyze trends, identify barriers to student success, and develop targeted interventions to address the needs of students who are not making adequate progress, particularly those identified as having significant achievement gaps.

Stakeholder feedback will be an integral part of the SIP review and revision process. Andrews High School will engage teachers, staff members, parents, students, and community partners through surveys, meetings, feedback opportunities, and School Advisory Council (SAC) participation. Stakeholders will have opportunities to provide input regarding instructional programs, student supports, communication practices, family engagement opportunities, and strategies connected to SIP goals.

The school will ensure that stakeholder voices are represented by providing accessible opportunities for participation, including flexible meeting options and communication methods that support diverse family needs. Feedback collected from stakeholders will be reviewed by the Leadership Team and used to make informed revisions to SIP strategies, ensuring the plan remains responsive to student needs and focused on continuous improvement.

Through ongoing monitoring, collaborative data analysis, and stakeholder engagement, Andrews High School will maintain a continuous improvement process designed to increase student achievement, close achievement gaps, and ensure all students receive the support necessary to meet state academic standards.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**99.5%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL IMPROVEMENT RATING HISTORY	**2025-26:** **2024-25: COMMENDABLE** **2023-24: COMMENDABLE** **2022-23:** **2021-22: MAINTAINING**

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 (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	17	60	76	139	292
Absent 10% or more school days	16	54	67	125	262
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	2	5	0	7
Course failure in Math	0	0	0	0	0
Level 1 on statewide ELA assessment	11	39	39	77	166
Level 1 on statewide Algebra assessment	8	29	30	55	122

Current Year (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	12	45	51	86	194

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2025-26) 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 (2025-26) 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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	4	65	62	0	62	59	12	57	55
Grade 3 ELA Achievement									
ELA Learning Gains	42	60	59		59	58	26	59	57
ELA Lowest 25th Percentile		59	55		59	56		57	55
Math Achievement*	8	56	52	0	55	49	4	47	45
Math Learning Gains		47	45		53	47	26	50	47
Math Lowest 25th Percentile		50	44		59	49		57	49
Science Achievement		71	74		74	72	6	66	68
Social Studies Achievement*	17	81	76	13	81	75	14	74	71
Graduation Rate	80	94	94	89	92	92	45	92	90
Middle School Acceleration									
College and Career Acceleration	10	75	74	6	71	69	17	62	67
Progress of ELLs in Achieving English Language Proficiency (ELP)				18	53	52	48	50	49

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	27%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	161
Total Components for the FPPI	6
Percent Tested	87%
Graduation Rate	80%

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
27%	21%	22%	16%	20%	16%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	51%	No		
Black/African American Students	45%	No		
Hispanic Students	49%	No		
Economically Disadvantaged Students	27%	Yes	1	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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	4%		42%		8%				17%		80%	10%	
English Language Learners											86%	16%	
Black/African American Students											81%	9%	
Hispanic Students											77%	20%	
Economically Disadvantaged Students	7%		36%		10%				17%		80%	11%	

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%	

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	6%	63%	-57%	60%	-54%
ELA	10	13%	64%	-51%	61%	-48%
Geometry	11	20%	39%	-19%	26%	-6%
History	11	16%	80%	-64%	75%	-59%
Civics	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Civics	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	12	** 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?

Upon reviewing the 2025–2026 accountability data for Andrews High School, the subgroup demonstrating the most improvement was Black/African American students. This subgroup increased from 17% proficiency to 40% proficiency, reflecting a 23 percentage point gain. This growth demonstrates the positive impact of targeted instructional supports and intentional interventions designed to close achievement gaps.

Several new actions contributed to this improvement. Andrews High School implemented Intensive Reading Direct Instruction, providing students with smaller learning environments where instruction was differentiated and tailored to individual literacy needs. The school also expanded the use of Read 180 and The Core as supplemental reading intervention programs across all content areas. These programs were used to identify specific student skill deficits through diagnostic assessments and to guide data-driven instruction. Students with the greatest literacy needs received foundational reading instruction through The Core, while students who demonstrated foundational proficiency transitioned to grade-level content supported by Read 180.

In addition, 11th and 12th grade students received ongoing progress monitoring and individualized instruction through Read 180, The Core, and Gradallly. Gradallly provided personalized learning pathways, continuous progress monitoring, and targeted academic support aligned to students' individual needs, helping teachers identify skill gaps and adjust instruction to improve literacy outcomes and prepare students for postsecondary success.

The intentional use of small-group instruction, continuous progress monitoring, data-driven interventions, and individualized learning pathways contributed to the significant improvement demonstrated by Black/African American students and will continue to serve as key strategies for increasing achievement across all student subgroups.

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 at Andrews High School was ELA Achievement. During the 2025–2026 accountability cycle, overall ELA Achievement was 4% for all students, making it the school's lowest-performing accountability component. While ELA Learning Gains reached 42%, the gap between student growth and proficiency indicates that many students are improving but have not yet met grade-level expectations.

The 2025–26 Spring assessment results further support this trend. Grade 9 ELA proficiency was 6%, compared to 63% for the district and 60% for the state, representing gaps of 57 percentage points and 54 percentage points, respectively. Grade 10 ELA proficiency was 13%, compared to 64% for the district and 61% for the state, resulting in gaps of 51 percentage points and 48 percentage points. These results demonstrate that ELA continues to be the school's greatest area of need.

Several factors contributed to this low performance. Many students entered high school performing significantly below grade level in reading and literacy, requiring intensive intervention to rebuild foundational skills before accessing grade-level content. Chronic absenteeism, inconsistent student engagement, and the diverse academic needs of the student population also impacted overall achievement. Although intervention programs such as Read 180, The Core, and eSchoolware have supported student growth, additional time and sustained implementation are needed for those gains to translate into proficiency.

The data reveal a positive trend in student growth but a continued need to accelerate achievement. Andrews High School will continue strengthening literacy instruction through intensive reading courses, schoolwide literacy strategies across all content areas, frequent progress monitoring, data-driven small-group instruction, and targeted interventions for students performing below grade level. These efforts are intended to increase ELA proficiency, close achievement gaps, and improve performance on future state assessments.

Greatest Decline

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

Based on the 2025–2026 ESSA Subgroup Data Summary, the Economically Disadvantaged Students subgroup demonstrated the lowest performance, earning a Federal Percent of Points Index of 27%. This subgroup fell below the 41% threshold and is in its first consecutive year below both the 41% and 32% ESSA benchmarks.

Several factors contributed to this performance. Many economically disadvantaged students enter Andrews High School with significant gaps in foundational reading and mathematics skills, requiring intensive intervention before they can successfully access grade-level content. Chronic absenteeism

and inconsistent attendance have reduced instructional time and limited opportunities for students to benefit from interventions and academic support.

Economic challenges can also affect students' access to academic resources, technology, transportation, and enrichment opportunities outside of school. These barriers, combined with staffing needs in some content areas and the need to accelerate learning for students performing below grade level, contributed to the subgroup's lower performance.

To address these challenges, Andrews High School will continue implementing targeted interventions through Intensive Reading, Read 180, The Core, and data-driven small-group instruction. The school will also strengthen attendance monitoring, increase family engagement, provide individualized academic supports, and use ongoing progress monitoring to ensure that economically disadvantaged students receive timely interventions that improve achievement and close performance gaps.

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 accountability component with the greatest gap compared to the state average was ELA Achievement. In 2025–2026, Andrews High School earned 4% in ELA Achievement, compared to the state average of 62%, resulting in a 58-percentage-point gap. This was the largest gap among all accountability components and highlights literacy as the school's most significant area of need.

Several factors contributed to this gap. Many students enter Andrews High School performing multiple grade levels below proficiency in reading and language arts, requiring intensive intervention before they can successfully engage with grade-level standards. Chronic absenteeism, inconsistent student engagement, and gaps in foundational literacy skills have limited students' ability to demonstrate proficiency on statewide assessments. In addition, many students require extensive remediation while simultaneously working to meet graduation requirements, creating challenges in accelerating achievement within a limited timeframe.

The data also reveal a positive trend in student growth despite low proficiency. ELA Learning Gains increased from 26% in 2024 to 42% in 2026, indicating that targeted interventions are helping students make academic progress. However, these gains have not yet translated into proficiency levels comparable to the district or state.

To reduce this gap, Andrews High School will continue implementing Intensive Reading courses, Read 180, The Core, targeted small-group instruction, schoolwide literacy strategies across all content areas, and frequent progress monitoring. The school will also strengthen attendance

initiatives and provide differentiated instruction based on student data to accelerate literacy growth and improve ELA achievement.

EWS Areas of Concern

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

A potential area of concern identified at Andrews High School is student attendance. Attendance is a critical component of student success, as consistent school participation directly impacts academic achievement, assessment performance, and graduation outcomes. Research indicates that chronic absenteeism negatively affects grades, mastery of academic standards, and increases the likelihood of students disengaging from school.

The EWS data at Andrews High School reflects this connection, demonstrating that chronic absenteeism continues to be a barrier to student achievement. When students are absent, they miss opportunities to receive direct instruction, participate in interventions, practice skills, and receive teacher feedback necessary to master academic concepts. Increasing student attendance provides students with greater access to instructional opportunities and supports their ability to achieve academic success.

A second area of concern is the number of students entering high school with significant deficiencies in reading and mathematics. Many students require intensive intervention to address foundational skills before they can successfully engage with grade-level content. This academic gap impacts student achievement, learning gains, and the ability to participate successfully in acceleration opportunities.

The effectiveness of this initiative will be monitored monthly through the school's MTSS-B plan, overseen by the MTSS Coordinator. As a result of targeted attendance efforts, Andrews High School experienced a 5 percentile-point increase in the attendance rate; however, attendance remains an area of concern. The school's continued goal is to achieve 90% attendance schoolwide by implementing consistent attendance interventions, increasing family engagement, monitoring attendance trends, and providing timely support to students identified as at risk.

Highest Priorities

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

Increase Student Achievement in English Language Arts (ELA)

Improving literacy outcomes remains the highest priority for Andrews High School. ELA Achievement demonstrated the largest gap compared to the state average, with the school performing at 4% compared to the state average of 62%. The school will continue strengthening intensive reading instruction, implementing targeted interventions, expanding literacy strategies across all content

areas, and using data-driven small-group instruction to increase student proficiency and accelerate learning gains.

Improve Student Attendance and Reduce Chronic Absenteeism

Increasing attendance is essential to improving student achievement and graduation outcomes. Chronic absenteeism continues to impact instructional time and student access to interventions. Andrews High School will continue monitoring attendance through the MTSS-B process, providing targeted interventions for students with attendance concerns, increasing family engagement, and maintaining the goal of achieving 90% schoolwide attendance.

Address Achievement Gaps Among ESSA Subgroups

The school will prioritize closing achievement gaps for identified student groups, particularly Economically Disadvantaged Students, who earned a 27% Federal Percent of Points Index and were identified as below the ESSA threshold. Targeted supports, progress monitoring, academic interventions, and increased access to enrichment opportunities will be implemented to improve outcomes for all student subgroups.

Strengthen Mathematics Achievement and Foundational Skills

Mathematics achievement remains an area requiring continued focus, with students demonstrating gaps in foundational skills and grade-level standards. The school will increase the use of diagnostic data, targeted math interventions, small-group instruction, and standards-based instruction to improve student performance and learning gains.

Increase College and Career Readiness Opportunities

Andrews High School will increase student participation and success in acceleration opportunities, including college and career pathways, industry certifications, and opportunities aligned to postsecondary goals. The school will provide early identification of eligible students, strengthen advising, and monitor student progress to increase participation and completion rates.

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.

The school will prioritize closing achievement gaps for identified student groups, particularly Economically Disadvantaged Students, who earned a 27% Federal Percent of Points Index and were identified as below the ESSA threshold. Targeted supports, progress monitoring, academic interventions, and increased access to enrichment opportunities will be implemented to improve outcomes for all student subgroups.

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 2026–2027 school year, Andrews High School will increase the Federal Percent of Points Index for Economically Disadvantaged Students from 27% to at least 41% to move the subgroup above the ESSA identification threshold. The school will also monitor progress among all ESSA subgroups to reduce achievement gaps through targeted academic interventions and support services

Monitoring

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

Progress for ESSA subgroups will be monitored through quarterly data reviews examining academic performance, attendance, discipline, intervention participation, and assessment outcomes. The leadership team will analyze subgroup performance data to identify gaps and determine whether additional supports are needed. Intervention effectiveness will be monitored through progress monitoring tools, classroom data, and student growth measures to ensure equitable access to instructional opportunities.

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:
Targeted academic intervention plans, progress monitoring, culturally responsive practices, mentoring, and family/community partnerships.

Rationale:
ESSA subgroup data indicates a need to improve outcomes for students experiencing academic and socioeconomic barriers, particularly Economically Disadvantaged Students. Targeted interventions allow the school to identify specific student needs and provide additional support to address achievement gaps. Progress monitoring ensures that instructional decisions are based on student performance data rather than assumptions. Culturally responsive teaching practices and increased family engagement strengthen student connections to school, improve engagement, and create a supportive learning environment where all students have equitable opportunities for success.

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

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

Description of Intervention #2:
MTSS-B Attendance Interventions: Use a tiered support system to identify students with attendance concerns and provide increasingly intensive interventions based on need. Early Warning System Monitoring: Review attendance data regularly to identify students at risk and provide timely support before absenteeism becomes chronic. Attendance Mentoring and Check-In/Check-Out Supports: Assign students an adult mentor to monitor attendance, provide encouragement, and connect students with resources. Family Engagement Strategies: Increase communication with families through attendance conferences, outreach, and individualized attendance improvement plans. Positive Attendance Incentives: Recognize improved attendance and consistent school participation to encourage positive attendance behaviors.

Rationale:
ESSA subgroup data indicates a need to improve outcomes for students experiencing academic and socioeconomic barriers, particularly Economically Disadvantaged Students. Targeted interventions allow the school to identify specific student needs and provide additional support to address achievement gaps. Progress monitoring ensures that instructional decisions are based on student performance data rather than assumptions. Culturally responsive teaching practices and increased family engagement strengthen student connections to school, improve engagement, and create a supportive learning environment where all students have equitable opportunities for 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

Progress for ESSA subgroups will be monitored through quarterly data reviews examining academic performance, attendance, discipline, intervention participation, and assessment outcomes. The leadership team will analyze subgroup performance data to identify gaps and determine whether additional supports are needed. Intervention effectiveness will be monitored through progress monitoring tools, classroom data, and student growth measures to ensure equitable access to instructional opportunities.

Person Monitoring:
Rayscene Kirkland
rkirkland@andrewshighschool.com

By When/Frequency:
Quarterly

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

Review subgroup performance data quarterly to identify achievement gaps and determine targeted areas of support.
Develop individualized intervention plans for students needing additional academic assistance.
Provide targeted small-group instruction based on student assessment data and identified skill gaps.
Monitor student progress through formative assessments, intervention data, and classroom performance measures.
Provide culturally responsive instructional practices and strategies that increase student engagement and academic confidence.
Strengthen family partnerships through consistent communication, academic workshops, and opportunities for families to support student success.

Area of Focus #2

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.

Improving literacy outcomes remains the highest priority for Andrews High School. ELA Achievement demonstrated the largest gap compared to the state average, with the school performing at 4% compared to the state average of 62%. The school will continue strengthening intensive reading instruction, implementing targeted interventions, expanding literacy strategies across all content areas, and using data driven small group instruction to increase student proficiency and accelerate 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.

By the end of the 2026–2027 school year, Andrews High School will increase ELA Achievement proficiency from 4% to at least 15% as measured by the state assessment. Additionally, the school will increase ELA Learning Gains from 42% to 55% through targeted reading interventions, Intensive Reading instruction, Read 180, The Core, and data-driven small-group instruction.

Monitoring

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

Implementation will be monitored through monthly data reviews conducted by the administrative team, Literacy Leadership Team, and Professional Learning Communities (PLCs). Progress will be measured through state assessment data, diagnostic assessments, Read 180 reports, The Core progress monitoring data, classroom assessments, and student performance trends. Teachers will participate in data cycles to identify student needs, adjust instruction, and monitor the effectiveness of interventions. Walkthroughs and lesson observations will be conducted to ensure evidence-based literacy practices are implemented with fidelity.

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:

Intensive Reading Direct Instruction: Provide explicit, systematic, and structured reading instruction in smaller learning environments focused on individual student deficiencies and targeted skill development. Read 180: Implement research-based literacy intervention that provides differentiated instruction, adaptive learning, and progress monitoring to address reading gaps. The Core: Utilize foundational literacy instruction for students with significant reading deficiencies to build essential decoding, fluency, vocabulary, and comprehension skills. Schoolwide Literacy Strategies: Implement evidence-based literacy practices across all content areas, including close reading, academic vocabulary development, text analysis, and writing strategies. Data-Driven Small Group Instruction: Use diagnostic assessments and progress monitoring data to group students according to instructional needs and provide targeted support.

Rationale:

ELA achievement is Andrews High School’s greatest area of need, with performance significantly below district and state averages. Many students enter high school with substantial gaps in foundational reading skills, including vocabulary, fluency, comprehension, and text analysis. Intensive, evidence-based literacy interventions provide students with targeted instruction based on their individual needs and allow teachers to address skill deficiencies through explicit instruction and

frequent progress monitoring. Read 180 and The Core provide structured literacy support that helps students build foundational skills, increase reading proficiency, and access grade-level content. Schoolwide literacy strategies ensure that students receive consistent support across all content areas, increasing opportunities for students to improve comprehension and 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
Intensive Reading Direct Instruction, Read 180, The Core, schoolwide literacy strategies, and data-driven small-group instruction.

Person Monitoring:
Rayscene Kirkland
rkirkland@andrewshighschool.com

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Analyze diagnostic assessment data at the beginning of the school year to identify students requiring intensive reading intervention and determine appropriate instructional placement.
Provide Intensive Reading Direct Instruction in targeted small-group settings with lessons focused on students' specific literacy deficiencies.
Implement Read 180 and The Core with fidelity, ensuring students receive consistent intervention time and teachers utilize program data to adjust instruction.
Conduct biweekly progress monitoring to evaluate student growth and adjust instructional groups based on student performance.
Provide professional development and collaborative planning opportunities for teachers to strengthen literacy strategies across all content areas.
Conduct classroom walkthroughs to monitor implementation of evidence-based literacy practices and provide instructional feedback.

Action Step #2

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.

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.

Mathematics achievement remains an area requiring continued focus, with students demonstrating gaps in foundational skills and grade-level standards. The school will increase the use of diagnostic data, targeted math interventions, small-group instruction, and standards-based instruction to improve student performance 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.

By the end of the 2026–2027 school year, Andrews High School will increase Math Achievement proficiency from 8% to at least 18% and increase student learning gains through standards-based instruction, targeted intervention, progress monitoring, and increased opportunities for students to develop foundational mathematics skills.

Monitoring

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

Explicit Mathematics Instruction: Provide systematic instruction that models problem-solving strategies, mathematical reasoning, and conceptual understanding.
Targeted Math Intervention Courses: Provide additional instructional time for students needing support with foundational mathematics skills.
Standards-Based Small Group Instruction: Use assessment data to identify specific skill gaps and provide focused remediation.
Frequent Progress Monitoring: Use formative assessments to measure student growth and adjust instruction.
Mathematical Discourse and Problem-Solving Strategies: Increase opportunities for students to explain reasoning, collaborate, and apply skills to real-world situations.

Person responsible for monitoring outcome

Melissa Prieto mprieto@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:

Mathematics achievement remains an area requiring improvement due to gaps in foundational skills and students' ability to apply mathematical concepts to grade-level standards. Evidence-based

mathematics interventions provide students with structured opportunities to develop conceptual understanding, procedural fluency, and problem-solving skills. Explicit instruction and small-group support allow teachers to address individual learning needs while providing additional practice and feedback. Frequent progress monitoring ensures that instruction is adjusted based on student growth and areas requiring additional support.

Rationale:
Mathematics implementation will be monitored through PLC data discussions, common formative assessments, diagnostic assessments, and progress monitoring reports. Teachers and instructional leaders will review student mastery of standards, identify skill deficiencies, and adjust instructional strategies. Classroom walkthroughs will be used to monitor the implementation of standards-based instruction, targeted interventions, and mathematical discourse strategies.

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 mathematics instruction, targeted math intervention courses, standards-based small-group instruction, progress monitoring, and mathematical discourse strategies.

Person Monitoring:
Rayscene Kirkland

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administer diagnostic assessments to identify individual student mathematics deficiencies and instructional needs.
Develop targeted math intervention groups based on student skill levels and standards mastery.
Implement explicit instruction that models mathematical concepts, problem-solving strategies, and academic vocabulary.
Utilize formative assessments and PLC data discussions to monitor student progress and adjust instruction.
Provide additional opportunities for students to practice skills through intervention supports and targeted remediation.
Conduct classroom walkthroughs to ensure effective mathematics instructional practices are implemented consistently.

Area of Focus #4

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

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 is directly connected to academic achievement, graduation rates, and student engagement. Chronic absenteeism reduces instructional time and limits students' opportunities to receive direct instruction, intervention services, and academic support. Implementing a structured MTSS-B attendance process allows the school to identify attendance concerns early, provide targeted interventions, and address barriers preventing students from attending regularly. Increased monitoring, family partnerships, and individualized attendance supports will provide students with greater access to learning opportunities and improve academic outcomes.

Measurable Outcome

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

By the end of the 2026–2027 school year, Andrews High School will increase the overall attendance rate to 70% schoolwide and reduce the number of students identified as chronically absent through consistent attendance monitoring, MTSS-B interventions, family engagement strategies, and individualized attendance support plans.

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 implementation will be monitored through the MTSS-B process on a monthly basis under the leadership of the MTSS Coordinator. The Attendance Clerk will provide regular attendance reports identifying students with excessive absences, attendance trends, and students requiring additional support. The school will monitor intervention plans, family communication logs, attendance conferences, and progress toward the goal of achieving 70% schoolwide attendance. Adjustments to attendance interventions will be made based on data trends.

Person responsible for monitoring outcome

Andriss Charles

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:

MTSS-B Attendance Interventions: Use a tiered support system to identify students with attendance

concerns and provide increasingly intensive interventions based on need. Early Warning System Monitoring: Review attendance data regularly to identify students at risk and provide timely support before absenteeism becomes chronic. Attendance Mentoring and Check-In/Check-Out Supports: Assign students an adult mentor to monitor attendance, provide encouragement, and connect students with resources. Family Engagement Strategies: Increase communication with families through attendance conferences, outreach, and individualized attendance improvement plans. Positive Attendance Incentives: Recognize improved attendance and consistent school participation to encourage positive attendance behaviors.

Rationale:
Attendance is directly connected to academic achievement, graduation rates, and student engagement. Chronic absenteeism reduces instructional time and limits students' opportunities to receive direct instruction, intervention services, and academic support. Implementing a structured MTSS-B attendance process allows the school to identify attendance concerns early, provide targeted interventions, and address barriers preventing students from attending regularly. Increased monitoring, family partnerships, and individualized attendance supports will provide students with greater access to learning opportunities and improve academic 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
MTSS-B attendance interventions, Early Warning System monitoring, attendance mentoring, family engagement, and positive attendance supports.

Person Monitoring:	**By When/Frequency:**
Andriss Charles	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilize EWS data to identify students at risk for chronic absenteeism and assign appropriate levels of support through the MTSS-B framework.
Establish weekly attendance monitoring procedures led by the Attendance Clerk and MTSS Coordinator to identify trends and address concerns quickly.
Implement student attendance mentoring and check-in/check-out supports for students with repeated absences.
Conduct parent/guardian outreach through phone calls, conferences, and attendance meetings to develop individualized attendance improvement plans.
Recognize students demonstrating improved attendance and positive attendance behaviors.
Review attendance data monthly with the MTSS-B team to evaluate intervention effectiveness and make adjustments.

Action Step #2

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

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

step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Funding allocations will be strategically utilized to support Andrews High School's School Improvement Plan goals by providing resources that directly impact student achievement, instructional quality, and college and career readiness. Funds will be allocated to hire and retain additional highly qualified personnel who will support the implementation of targeted interventions, strengthen instructional capacity, and assist the school in meeting identified improvement goals.

Funding will also support the implementation of evidence-based curriculum resources, including Read 180, The Core, WriteScore, Newsela, and Study Island, to address literacy deficiencies, improve student engagement, provide differentiated instruction, and monitor student progress. These resources will be used to provide targeted academic support aligned with student needs and assessment data.

Additional funding will support Career and Technical Education (CTE) pathways, including Nursing, Barbering, and Gaming, by providing students with access to career-focused learning experiences, industry-related opportunities, clinical experiences, mentoring, and community partnerships. Funds will also support community outreach initiatives designed to increase student engagement, strengthen relationships with families and stakeholders, and expand opportunities for student success.

Funding will further provide essential student resources, including technology, instructional materials, and academic support materials necessary to remove barriers to learning and ensure students have equitable access to the tools needed for academic achievement and postsecondary readiness.

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 through school leadership meetings, ongoing communication with parents/guardians, and engagement with all stakeholders. Input and feedback will be collected through surveys, feedback forms, and other communication methods to ensure that funding decisions are aligned with the needs of the school community.

Andrews High School strategically allocates funds to address the academic, operational, and

instructional needs of all students. The methodology used for budget planning and allocation includes an annual comprehensive needs assessment and budget analysis to determine how available resources can be most effectively leveraged to support School Improvement Plan goals and student outcomes.

The school's primary funding sources include state and local allocations generated through student enrollment. These per-FTE funds are utilized to support essential school operations, including staff salaries, instructional resources, curriculum materials, technology, and supplies necessary to provide a high-quality learning environment.

Federal funds are utilized to support academic intervention programs, instructional resources, technology enhancements, and other initiatives designed to improve student achievement, close achievement gaps, and provide students with the resources needed to meet academic and college and career readiness goals.

VII. Budget to Support Areas of Focus

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

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

Broward County Public Schools

RENAISSANCE CHARTER SCHOOL AT PLANTATION

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 6

D. Early Warning Systems 7

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 27

V. Title I Requirements (optional) 31

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

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.

Provide the school's vision statement

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.

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

Valerie Wright-Harris

vharris@plantationcharter.org

Position Title

Principal

Job Duties and Responsibilities

Instructional and Operational Leader.

Leadership Team Member #2

Employee's Name
Dr. April Johnson-Bynes

ajohnsonbynes@plantationcharter.org

Position Title
Associate Principal

Job Duties and Responsibilities

Supports the principal in overseeing the daily academic and operational functions of the school, including supervising instruction, monitoring student achievement, supporting teachers, managing student discipline, and helping implement the school improvement plan. The role also includes assisting with staff evaluation, family communication, school culture, compliance, safety procedures, and coordination of programs and services to ensure a safe, effective, and student centered learning environment.

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 thedesign, 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)).

The Renaissance Charter School at Plantation School Improvement Plan (SIP) will be continuously monitored to ensure effective implementation and to evaluate its impact on increasing student achievement in meeting Florida's academic standards. Particular attention will be given to students with the greatest achievement gaps, including Students with Disabilities (SWD), to ensure continued progress toward and beyond the state-established Federal Percent of Points Index (FPPI) threshold. The school will utilize a systematic process of data collection, analysis, and stakeholder collaboration to monitor implementation and outcomes. Key monitoring activities include:

· **Weekly Instructional Leadership Team Meetings:** The Instructional Leadership Team will meet weekly, as documented through leadership meeting agendas and minutes, to review implementation progress, discuss student achievement data, and identify areas requiring additional support.

· **Ongoing Student Achievement Monitoring:** The leadership team will review standards-based pre-assessment and post-assessment data for the lowest-performing 25-30% of students in each grade level, with a particular focus on students in the Exceptional Student Education (ESE) subgroup. Classroom walkthroughs and instructional observations will be conducted regularly to ensure evidence-based instructional practices are being implemented with fidelity.

· **Progress Monitoring Through Intervention Programs:** Curriculum Resource Teachers (CRTs) and interventionists will analyze student performance data from small-group instruction and Tier 3 interventions. Data will be tracked using standards-based monitoring tools to evaluate growth, identify instructional gaps, and adjust interventions as needed.

· **Family and Community Engagement:** Parent Universities will be conducted monthly to share student achievement data, strengthen family engagement, and provide strategies that families can use at home to support academic growth.

The SIP will be formally reviewed by the Leadership Team on a **biweekly basis**. When data indicate insufficient progress, achievement gaps, or negative trends in student performance, the team will make targeted adjustments to instructional practices, intervention supports, professional learning opportunities, and resource allocation. Revisions will be driven by student performance data and progress-monitoring results.

To ensure transparency and shared accountability, all significant revisions to the SIP will be presented to the School Advisory Council (SAC) and other stakeholder groups for review and feedback. This continuous improvement process will ensure that the SIP remains responsive to student needs, supports equitable outcomes for all learners, and promotes sustained growth toward meeting or exceeding state academic standards.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**73.4%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **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.*	**2025-26: C** **2024-25: C** **2023-24: C** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	81	75	87	81	97	89	128	115	107	860
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	2	0	0	0	9	1	26	25	27	90
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	0	13	0	18	21	16	23	19	20	130
Level 1 on statewide Math assessment	0	0	0	17	27	26	38	24	14	146
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	21	28	32	36						117
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	15	28	41	21					108

Current Year 2026-27

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

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

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	6	4	6	4	4	6	0	0	3	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	60	82	83	98	82	102	124	112	140	883
Absent 10% or more school days										0
One or more suspensions				11	15	21	34	30	3	114
Course failure in English Language Arts (ELA)							19	21	9	49
Course failure in Math							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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	15	18	11	21	25	28	26	18	164

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		6	9	19	13	6			9	62
Students retained two or more times				1	2	3	3	2	1	12

2. Grades 9-12 (optional)

Current Year (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2026-27)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2025-26) 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 (2025-26) 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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	51	67	64	49	66	61	45	60	58
Grade 3 ELA Achievement	43	68	64	41	65	62	45	62	59
ELA Learning Gains	60	63	62	57	64	61	52	61	59
ELA Lowest 25th Percentile	59	56	55	58	60	55	50	56	54
Math Achievement*	50	66	64	43	64	62	44	60	59
Math Learning Gains	59	60	61	53	61	60	55	62	61
Math Lowest 25th Percentile	49	53	52	63	56	53	58	60	56
Science Achievement	40	61	60	38	60	57	41	55	54
Social Studies Achievement*	56	77	77	77	75	74	70	73	72
Graduation Rate		74	77		68	72		68	71
Middle School Acceleration	86	80	79	71	77	75	85	73	71
College and Career Acceleration		59	61		53	56		49	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					60	61		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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
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	553
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
55%	56%	54%	44%	50%	30%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	33%	Yes	7	
English Language Learners	44%	No		
Black/African American Students	55%	No		
Hispanic Students	67%	No		
White Students	47%	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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	51%	43%	60%	59%	50%	59%	49%	40%	56%	86%			
Students With Disabilities	22%	18%	53%	58%	25%	39%	33%	24%	27%				
English Language Learners	39%	20%	59%	60%	43%	59%	48%	13%	54%				
Black/African American Students	51%	45%	60%	59%	49%	58%	47%	39%	59%	83%			
Hispanic Students	67%		75%		64%	72%		56%					
White Students	29%		53%		48%	73%		30%					
Economically Disadvantaged Students	51%	42%	59%	54%	48%	56%	44%	39%	58%	80%			

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%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	43%	64%	-21%	60%	-17%
ELA	4	46%	65%	-19%	60%	-14%
ELA	5	48%	67%	-19%	61%	-13%
ELA	6	51%	68%	-17%	62%	-11%
ELA	7	55%	67%	-12%	62%	-7%
ELA	8	58%	63%	-5%	60%	-2%
Math	3	49%	73%	-24%	66%	-17%
Math	4	37%	72%	-35%	65%	-28%
Math	5	43%	69%	-26%	62%	-19%
Math	6	35%	63%	-28%	60%	-25%
Math	7	42%	66%	-24%	53%	-11%
Math	8	67%	47%	20%	61%	6%
Science	5	31%	63%	-32%	60%	-29%
Science	8	34%	49%	-15%	52%	-18%
Civics	7	55%	78%	-23%	77%	-22%
Biology	8	100%	92%	8%	91%	9%
Algebra	7	100%	96%	4%	96%	4%
Algebra	8	79%	83%	-4%	84%	-5%
Geometry	8	100%	93%	7%	95%	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?

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, identifying authors claim, central idea, and structure allowed this process to be understood 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 26-27 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 showed the greatest decline in our data and appears to be a common trend overall. Due to significant literacy skill deficits at the beginning of the year, we prioritized foundational literacy instruction before shifting to more targeted genre-based instruction. Moving forward, we have created Instructional Focus Calendars that intentionally rotate literacy priorities and provide dedicated time for Reading Across Genres instruction throughout the 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.

Vocabulary remains our greatest area of need. While we increased the use of targeted instructional software to provide additional reinforcement, we did not establish a consistent progress-monitoring system to ensure teachers were regularly reviewing student data, conferencing with students, and adjusting small-group instruction based on identified needs. As a result, opportunities to align differentiated instruction with vocabulary development were not maximized.

In response, we have developed a targeted plan for students in the lowest 25th percentile. These students will receive additional support through intervention groupings that incorporate focused vocabulary instruction, new curriculum resources, and ongoing progress monitoring. During differentiated small-group instruction, teachers will use data to tailor lessons and monitor growth, ensuring vocabulary development is intentionally addressed and supported throughout the year.

EWS Areas of Concern

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

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

Highest Priorities

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

Area of focus for Renaissance Charter School at Plantation is ESSA Subgroups specifically relating to students withdisabilities. 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.

- · Black/African American
- · Students with Disabilities

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 withdisabilities. 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 inELA, 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
Kathleen Del La Rosa – Kdellarosa@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
Enhancing Instruction Through ESE Collaboration

Person Monitoring:
Dr. April Johnson-Bynes: ajohnsonbynes@plantationcharter.org

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
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
The school will monitor implementation by reviewing ESE teacher participation in Lexia and SPIRE professional development, conducting classroom walkthroughs, and analyzing student usage and progress data from both programs. Administrators and instructional leaders will regularly review student schedules, lesson plans, and collaborative planning documentation to ensure ESE teachers are partnering with content-area teachers to provide appropriate accommodations and targeted support. Additionally, the effectiveness of the new Learning Strategies cohorts will be monitored through student progress-monitoring data, intervention records, and quarterly reviews of academic growth to evaluate the impact on student achievement.

Action Step #2
Data-Driven PLCs for SWD Success

Person Monitoring:
Valerie Wright-Harris
vharris@plantationcharter.org

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement biweekly data-driven PLCs focused on SWD achievement, where general education and ESE teachers analyze assessment data, review accommodations, and plan targeted interventions aligned to student needs. Teachers will use progress-monitoring tools and student work samples to adjust instruction and intervention groups.
Administration and instructional leaders will conduct monthly data reviews, lesson plan checks, and classroom walkthroughs to monitor implementation and measure student growth toward proficiency.

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.

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, usingresearched 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
jmiller@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
Data-Driven Differentiated Instruction

Person Monitoring:
ajohnsonbynes@plantationcharter.org

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Instructional leaders will facilitate monthly data reviews and coaching cycles to support evidence-based instructional practices, ensuring interventions are aligned to student needs and achievement goals.

Action Step #2
Instructional Coaching and Data Reviews

Person Monitoring:
jmiller@plantationcharter.org

By When/Frequency:
Weekle

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will implement data-driven differentiated small-group instruction using FAST assessment data to target individual student skill deficits, provide appropriate scaffolds, and monitor progress weekly.

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.

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 and Kickboard implementation, the school promotes positive student-to-student and student-to-teacher collaboration while reinforcing adherence to all schoolwide 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.

#2 The school 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

Cornelious Craft ccraft@plantationcharterorg

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:

#2 PBIS system - Kickboard -Classroom observation tools to support teachers and coach as needed -Behavior Intervention team will provide Tier II / III

Rationale:
#2 -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
Aligned Behavior Expectations

Person Monitoring:
Cornelious Craft ccplantationcharter.org

By When/Frequency:
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.

Area of Focus #2

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.

Teacher retention and recruitment was identified as a key area of focus to ensure instructional continuity and support student achievement. Prior-year staffing data highlighted the need to strengthen school culture and staff engagement to improve retention. To address this need, the school implemented intentional relationship-building activities, staff recognition efforts, and opportunities for collaboration through school events and after-school activities. These efforts contributed to a 90% staff retention rate, with 3% of departing staff transferring to sister schools within the charter organization.

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.

#1 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 teacher's 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.

#1 The school will monitor this area of focus through quarterly teacher retention and turnover data, regular classroom walkthroughs, staff feedback surveys, and ongoing reviews of professional development participation. School leaders will use this information to identify areas of support, provide targeted coaching, and tailor professional learning opportunities to meet teacher needs and strengthen instructional practices. Ongoing monitoring will help ensure teachers feel supported, valued, and equipped to deliver high-quality instruction. By retaining effective teachers and providing relevant professional development, the school can maintain instructional consistency, strengthen teacher-student relationships, and improve student engagement and achievement outcomes across all grade levels.

Person responsible for monitoring outcome

#1 Dr. April Johnson-Bynes ajohnsonbynes@plantationcharter.org #2 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:

#1 The school will utilize SFS walkthrough data to monitor instructional practices, identify teacher strengths and areas for growth, and provide targeted support based on individual needs. Administrators and instructional support staff will conduct regular classroom walkthroughs, analyze trends from observation data, and use the findings to guide coaching cycles, professional

development, and collaborative planning opportunities. This ongoing monitoring process will ensure teachers receive timely feedback and differentiated support, leading to stronger instructional practices, increased teacher effectiveness, and improved student achievement outcomes.

Rationale:
#1 To identify and address concerns promptly, the leadership team will regularly monitor data, gather staff feedback, and engage in collaborative discussions to identify trends and challenges. This proactive approach allows the team to implement timely, targeted solutions, provide appropriate support, and continuously monitor progress to ensure desired outcomes are achieved efficiently and 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
The school will provide ongoing, data-driven professional development focused on high-impact instructional strategies, differentiated instruction, and student engagement. Administrators and instructional leaders will use classroom walkthrough data, student performance trends, and teacher feedback to tailor professional learning opportunities to identified areas of need. Continuous monitoring and coaching will ensure that professional development translates into effective classroom practices, resulting in improved student achievement and academic growth.

Person Monitoring:
Valerie Wright-Harris
vharris@plantationcharter.org

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 establish clear professional learning goals aligned to student achievement data and school improvement priorities. Teachers and leaders will analyze student performance trends to identify achievement gaps and use the data to differentiate professional development based on individual and team needs. Professional learning will focus on implementing evidence-based instructional strategies that improve student engagement and academic outcomes.
To ensure successful implementation, the school will embed ongoing coaching, feedback, and support through classroom walkthroughs, collaborative planning, and instructional coaching cycles. Teachers will participate in professional learning communities where they can share best practices, reflect on student data, and collaborate on solutions to address learning gaps. School leaders will regularly monitor the impact of professional development through observation data, student achievement results, and teacher feedback. Professional learning opportunities will be adjusted as needed to ensure they remain relevant, responsive, and effective in supporting both teacher growth and student success.

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 the School Improvement Plan is shared with all stakeholders through SAC meetings, monthly parent meetings and trainings (Parent Universities), parent-teacher conferences, and publication on the school website at www.plantationcharter.org.

To build and maintain positive relationships with parents, families, and community stakeholders, the school will foster consistent, transparent, and collaborative communication aligned to our mission of supporting student success in school and in life. Families will be kept informed of their child's academic progress through regular progress reports, report cards, parent-teacher conferences, schoolwide communication platforms, and ongoing teacher outreach. The school will also provide opportunities for family engagement through workshops, volunteer opportunities, school events, and community partnerships that support student learning, character development, and overall well-being. Through these efforts, Renaissance Charter School at Plantation will strengthen trust, encourage meaningful involvement, and create a strong school-home-community partnership focused on student achievement. 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 hold annual meetings to inform parents and community stakeholders about the school's participation in Title I programs, program requirements, and parent rights. Parents will have opportunities to provide input through the School Advisory Council (SAC) and stakeholder surveys distributed to parents, students, and staff to evaluate the effectiveness of the schoolwide program and family engagement efforts. Information regarding the Family Engagement Plan and opportunities for involvement will be shared through letters, the school communication platform, and the school website.

www.plantationcharter.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 Plantation plans to strengthen its academic program by addressing the school's largest achievement gaps, specifically in ELA for students with disabilities, ELA for the lowest 25% of students, and Science for students with disabilities.

To support these goals, the school will provide targeted professional development on effective instructional strategies for students with disabilities, increase staff access to LAB and external professional learning opportunities, and conduct additional administrative walkthroughs to monitor instruction and support continuous improvement.

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 in alignment with ESSA requirements. The school implements the Broward County Student Code of Conduct, follows the District Discipline Matrix, and enforces the District's Anti-Bullying Policy with zero tolerance for bullying and violence. Bullying prevention efforts are supported through SafeKids.org programs, guest speakers, student assemblies, and classroom

instruction focused on anger management, conflict resolution, bullying prevention, and Broward County character education traits.

In addition, the school adheres to the nutrition requirements outlined in the District Wellness Policy. Nutrition education is incorporated through physical education instruction, and all school meal programs, including breakfast, lunch, and aftercare snacks, follow the Healthy Food and Beverage Guidelines adopted by the district.

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 prepares students for postsecondary opportunities and the workforce by building college and career awareness through academic planning, family engagement, and targeted student support. Students are exposed to a range of future pathways, including college, career and technical education, and workforce opportunities, while families are informed through ongoing school communication, parent meetings, and engagement activities. For students with disabilities, the IEP process supports transition planning by aligning academic goals, services, accommodations, and skill development to each student's strengths, interests, and long term goals. As the school expands its secondary program, it will continue to increase awareness of advanced coursework, opportunities to earn postsecondary credit while in high school, and career focused experiences that strengthen independence, self advocacy, and readiness for success beyond graduation.

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 implements a schoolwide tiered model to prevent and address problem behavior through consistent behavioral expectations, proactive classroom management, and a Positive Behavior Interventions and Supports framework supported by Kickboard. At Tier 1, all students receive explicit instruction on schoolwide expectations, positive reinforcement, and social behavioral supports within a structured learning environment. At Tiers 2 and 3, students demonstrating additional behavioral needs receive targeted interventions through the Behavior Intervention Team, individualized behavior supports, progress monitoring, and mental health services through INVO IMPACT. These supports are coordinated with services provided under IDEA to ensure alignment with IEPs, behavior intervention plans, counseling, and other specialized supports for students with disabilities, allowing the school to respond early, monitor effectiveness, and provide appropriate interventions that improve student behavior and access to learning.

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)).

Renaissance Charter School at Plantation provides ongoing, data driven professional learning for teachers, paraprofessionals, and other school personnel to strengthen instruction, improve the use of academic assessment data, and support student achievement across all subgroups. Professional learning is informed by classroom walkthroughs, student performance trends, and schoolwide priorities, with a focus on high impact instructional strategies, differentiated instruction, small group planning, and targeted support for students with disabilities and other struggling learners. Staff participate in collaborative planning, PLCs, coaching cycles, and program specific training such as Lexia, SPIRE, Goalbook, and standards aligned instructional practices to ensure data is used effectively to adjust instruction and interventions. To recruit and retain effective teachers, particularly in high need areas, the school also prioritizes mentorship, staff recognition, ongoing support, and a positive professional culture that promotes engagement, growth, and instructional continuity.

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 supports the transition from early childhood programs to elementary school by providing families with opportunities to learn about kindergarten expectations, school routines, academic standards, and available student supports before the start of the school year. The school uses registration events, parent meetings, school tours, and communication with families to build readiness and ease student entry into the elementary setting. Staff also review available readiness data and collaborate with families to identify student needs early, including any academic, behavioral, or developmental concerns, so that appropriate supports can be put in place at the start of enrollment. These transition strategies help promote a smooth, welcoming entry into school and establish a strong foundation for early academic and social success.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

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).

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.

VII. Budget to Support Areas of Focus

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

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

Broward County Public Schools

ACADEMIC SOLUTIONS ACADEMY

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 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 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 Academic Solutions Academy -A (ASA-A) is designed to accommodate hard◈toserve students between the ages of 15-21 who have earned minimal credits toward their high school diploma. ASAHS specialize in credit retrieval through a blended learning approach, where students benefit from both computer-based instruction and direct classroom teaching.

Provide the school's vision statement

The vision of Academic Solutions Academy -A (ASA-A) is to provide a flexible learning environment that empowers students to work at their own pace. ASA-A adaptable learning model not only supports students in achieving their high school diploma but also enriches their employability and career skills. Our commitment is to offer a personalized path to success that aligns with each student's individual circumstances and aspirations.

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
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
Sonia Soares

ssoares@asacharterschools.org

Position Title
ESOL Contact

Job Duties and Responsibilities

Onsite coordinator for the ESOL Department.
Student Records & ELL Plans: Complete, maintain, and update English Language Learner (ELL) student plans and folders with required programmatic assessment and placement data.
Compliance & Assessment: Assist administrators, guidance teams, registrars, and data processors in adhering to district, state, and federal guidelines (including the Florida META Consent Decree .
ELL Committee Participation: Serve on or help coordinate the school's ELL Committee for student placement, progress monitoring, and language exit evaluations.
Staff & Parent Liaison: Attend district ESOL contact training meetings, relay updates to teachers, and help bridge communication gaps with non-English speaking parents.

Leadership Team Member #4

Employee's Name
Tykiria Simmons

tsimmons@asacharterschools.org

Position Title
ESE Specialist

Job Duties and Responsibilities

Provides on-site procedural and curricular support to school staff regarding students with disabilities. They act as the principal's designee for ESE staff, coordinate IEP meetings, ensure IDEA compliance, and assist general education teachers with implementation.

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.

Step 1: Identifying Key Stakeholders • School Leadership Team: The principal, vice-principal, and department heads. • Teachers and School Staff: All teachers, counselors, and support staff. • Parents and Families: Extended family members, grandparents, and guardians. • Business or Community Leaders: Local business owners and community leaders who are involved in education advocacy. Step 2: Conducting Stakeholder Meetings • Regular communication with parents, community

members, and other stakeholders to keep them informed of the institution's priorities and goals. • Collaborating with community organizations, businesses, and government agencies to address the needs of the learners and community. • Encouraging stakeholders to provide feedback and suggestions to help improve the institution. Step 3: Gathering Input • Surveys were distributed to parents and families to collect their insights into their children's educational experience and their concerns. • Teachers and staff participated in focus groups where they could freely express their observations and suggestions. • Student representatives gathered input from their peers through discussions and surveys. Step 4: Analyzing and Synthesizing Feedback • Common themes emerged, such as the need for more resources for extracurricular activities, concerns about student engagement, and a desire for stronger community partnerships. Step 5: Prioritizing Needs and Goals • After analyzing the feedback, the school leadership team worked collaboratively to prioritize the most critical needs and goals. In this case, it was clear that improving student engagement and expanding extracurricular opportunities were top priorities. Step 6: Developing the SIP • With the identified priorities in mind, we crafted a draft SIP that included specific action plans. For instance, we planned to create new after-school clubs and strengthen ties with local businesses to offer mentorship programs. Step 7: Reviewing and Validating Stakeholders • We shared the draft SIP with stakeholders in various ways, including virtual meetings. • Parents, teachers, and community leaders had the opportunity to provide input and suggestions, which we carefully considered. Step 8: Finalizing the SIP • We incorporated the valuable input received and adjusted the SIP accordingly. This helped ensure it truly reflected our shared goals and priorities. Step 9: Submitting the SIP • The finalized SIP was submitted to the district education authorities, where it was reviewed and approved in alignment with ESSA guidelines. Step 10: Implementation and Monitoring • We began implementing the SIP strategies, including launching new clubs and strengthening community partnerships. • Regular progress reports were shared with stakeholders, maintaining transparency and accountability. Step 11: Communication and Transparency • Throughout the process, we kept stakeholders informed through newsletters, virtual town hall meetings, and updates on the school's website. In summary, Academic Solutions Academy SIP development process was a collaborative effort that actively engaged stakeholders, families, and community leaders. Their input was instrumental in shaping the plan to address our school's unique needs, resulting in a stronger, more engaged school community and improved outcomes for our 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)).

Step 1: Data Collection and Analysis: • Academic Solutions Academy will establish a Data Analysis Team consisting of teachers, administrators, who are our data specialists. This team will collect a wide range of student performance data, including standardized test scores, formative assessments, and attendance records. Step 2: Continuous Data Review: • On a monthly basis, the Data Analysis Team will review the collected data to identify trends and patterns in student achievement. Particular attention will be paid to students who are part of demographic groups experiencing achievement gaps. Step 3: Progress Reports: • Regular progress reports will be generated and shared with all stakeholders, including teachers, parents, and the School Leadership Team. These reports will highlight areas of progress and areas where improvement is needed. Step 4: Stakeholder Feedback: • Teachers, parents, and students will have opportunities to provide feedback on the SIP's implementation and its impact on student achievement. This feedback will be collected through surveys, focus groups, and open forums. Step 5: Data-Driven Decision-Making: • The School Leadership Team will use the data and feedback to make informed decisions about the SIP's effectiveness. If certain strategies are not yielding the expected results, adjustments will be considered. Plan Revision for Continuous Improvement: Step 6: Bi-Annual Reviews: • Academic Solutions Academy will conduct formal reviews of the SIP twice a year. These reviews will involve all stakeholders, including teachers, parents, and community members. During these reviews, the effectiveness of each strategy will be assessed, and progress toward closing the achievement gap will be measured. Step 7: Identify Needed Revisions: • If the data and feedback indicate that certain strategies are not working as expected, or if new challenges emerge, the School Leadership Team will work collaboratively to identify necessary revisions to the SIP. Step 8: Revision and Adjustment: • Revisions to the SIP will be made based on the findings of the bi-annual reviews. This may include modifying existing strategies, adding new ones, or reallocating resources to better address the achievement gap. Step 9: Communication of Changes: • All stakeholders will be informed of any changes made to the SIP. Transparent communication is crucial to maintaining trust and engagement within the school community. Step 10: Continuous Monitoring: • The cycle of data collection, analysis, feedback, and plan revision will continue on an ongoing basis. It's not a one-time process but a continuous effort to ensure that the SIP remains effective in improving student achievement and closing the achievement gap. In summary, Academic Solutions Academy is committed to a datadriven,
collaborative approach to SIP monitoring and improvement. Regular data analysis and stakeholder involvement will ensure that the SIP remains dynamic and responsive to the needs of its students, particularly those facing the greatest achievement gap.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**16.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)*** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL IMPROVEMENT RATING HISTORY	**2025-26:** **2024-25: COMMENDABLE** **2023-24: COMMENDABLE** **2022-23:** **2021-22: MAINTAINING**

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 (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2026-27)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2025-26) 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 (2025-26) 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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	18	65	62		62	59		57	55
Grade 3 ELA Achievement									
ELA Learning Gains		60	59		59	58		59	57
ELA Lowest 25th Percentile		59	55		59	56		57	55
Math Achievement*		56	52		55	49		47	45
Math Learning Gains		47	45		53	47		50	47
Math Lowest 25th Percentile		50	44		59	49		57	49
Science Achievement		71	74		74	72		66	68
Social Studies Achievement*		81	76		81	75		74	71
Graduation Rate	23	94	94	14	92	92	18	92	90
Middle School Acceleration									
College and Career Acceleration	24	75	74	18	71	69	21	62	67
Progress of ELLs in Achieving English Language Proficiency (ELP)				41	53	52	35	50	49

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	22%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the FPPI	65
Total Components for the FPPI	3
Percent Tested	
Graduation Rate	23%

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
22%	24%	25%	16%	11%	16%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	27%	Yes	2	2
English Language Learners	33%	Yes	4	
Black/African American Students	23%	Yes	7	7
Hispanic Students	12%	Yes	5	5
Economically Disadvantaged Students	15%	Yes	7	7

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	18%										23%	24%	
Students With Disabilities											27%		
English Language Learners											33%		
Black/African American Students											28%	18%	
Hispanic Students											12%		
Economically Disadvantaged Students											15%		

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%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	10%	64%	-54%	61%	-51%
History	12	7%	46%	-39%	56%	-49%
ELA	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Civics	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	30	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	11	** 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?

Graduation rate showed the most improvement, increasing from 14% in 2023-24 to 23% in 2024-25, a nine-percentage-point gain. College and Career Acceleration also improved from 18% to 24%. The school strengthened individual graduation-plan reviews, increased credit-recovery monitoring, scheduled regular counselor and administrator data checks, expanded concordant-score support, and increased student and family conferences focused on remaining 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 lowest-performing reportable outcome was the Hispanic subgroup FPPI at 12%, followed by economically disadvantaged students at 15%. At the school level, ELA achievement was only 18%, compared with 65% for similar Broward schools and 62% statewide. Contributing factors include students entering substantially below grade level, interrupted enrollment, credit deficiency, chronic absenteeism, limited reading stamina and academic vocabulary, and the needs of students learning English or receiving ESE services.

The SWD subgroup earned an FPPI of 27%, which was 14 percentage points below the federal target of 41%. The subgroup’s reportable graduation rate was also 27%. Although separate SWD ELA achievement data were not calculated because fewer than 10 eligible students had reportable data, the schoolwide ELA achievement rate of 18% indicates that SWD students require continued monitoring in literacy, course completion, and graduation readiness.

Greatest Decline

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

The greatest school-level decline was the overall FPPI, which decreased from 24% in 2024-25 to 22% in 2025-26. At the subgroup level, Hispanic graduation declined from 22% to 12%, a ten-percentage-point decrease. Contributing factors include inconsistent attendance, late entry into the school, significant credit deficiencies, unmet assessment or concordant-score requirements, and insufficient time for some students to complete graduation requirements.

The available reportable SWD graduation data do not show a decline. SWD graduation increased from 18% in 2023–24 to 27% in 2024–25, representing a nine-percentage-point improvement. However, the subgroup remains substantially below the expected graduation standard and the 41% federal target. The school must therefore continue the strategies that contributed to improvement while strengthening attendance, credit recovery, literacy intervention, and graduation monitoring.

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 compared with the state was graduation. The school's graduation rate was 23%, compared with 94% statewide, a 71-percentage-point gap. ELA achievement also showed a 44-point gap, with the school at 18% and the state at 62%. College and Career Acceleration was 24%, compared with 74% statewide. These gaps reflect the school's alternative education population, including over-age and under-credited students, students with interrupted schooling, and students who enroll with significant academic and graduation deficits.

The greatest measurable SWD gap is graduation. The SWD graduation rate of 27% was 67 percentage points below the 94% state graduation rate for similar high schools. The SWD FPPI of 27% was also 14 points below the federal target. Contributing factors may include interrupted enrollment, chronic absenteeism, significant credit deficiencies, low literacy and mathematics performance, unmet assessment requirements, and the need for intensive individualized supports.

EWS Areas of Concern

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

School-level attendance, course completion, credit accumulation, assessment, discipline, and graduation records indicate that chronic absenteeism, course failure, credit deficiency, and Level 1 performance remain significant barriers for the alternative high school population. These indicators are directly connected to the school’s lowest-performing areas, including 18% ELA achievement, a 23% graduation rate, and a 24% College and Career Acceleration rate. Students who are frequently absent have reduced access to direct instruction, literacy intervention, credit recovery, assessment preparation, and graduation counseling. Therefore, the school will use locally verified SIS data rather than relying solely on the optional pre-populated EWS table. Attendance, course failures, credits earned, assessment requirements, and students demonstrating two or more indicators will be reviewed weekly and disaggregated by subgroup.

Students with Disabilities had a 2025–26 Federal Percent of Points Index of 27%, which was below the 41% federal target. The SWD graduation rate was also 27%. Particular attention will be given to the number and percentage of SWD students who:

- Are absent 10% or more of enrolled school days.
- Fail one or more ELA or mathematics courses.
- Score at Level 1 on the statewide ELA or Algebra assessment.

- Earn fewer credits than expected during each grading period.
- Have two or more early warning indicators.
- Have not met graduation assessment or concordant-score requirements.

The school will compare the SWD rate for each indicator with the rate for all students. Any disproportionate representation will result in additional attendance outreach, IEP-team review, targeted academic intervention, counseling, mentoring, transportation or scheduling problem solving, and increased family communication.

Highest Priorities

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

1. Increase graduation outcomes for all students and identified ESSA subgroups.
2. Increase ELA achievement from 18% through intensive reading, standards-aligned instruction, and targeted intervention.
3. Improve attendance, course completion, data-driven instruction, and teacher professional learning.

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.

Academic Solutions High School is identified as CSI with an overall FPPI of 22%. All five represented subgroups are below the 41% target: SWD 27%, ELL 33%, Black/African American 23%, Hispanic 12%, and economically disadvantaged 15%. ELA achievement was 18%, graduation was 23%, and College and Career Acceleration was 24%. The school will continue the prior-year process of intensive reading instruction, individualized graduation planning, attendance monitoring, staff training, and quarterly data review. This focus is crucial because weak literacy, interrupted attendance, credit deficiency, and unmet assessment requirements directly limit course completion 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.

By May 2027, the percentage of Hispanic students scoring proficient or above on ELA FAST will increase from 0% to 41% as indicated by the FFPI.

Monitoring

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

ESOL Contact- will review the roster of incoming ELL students and train each teacher with effective WIDA strategies during the professional learning sessions quarterly.
ESOL Paraprofessional- will work closely with the teachers to ensure the lessons are being taught and the students are understanding lessons being presented in class.
Teacher- all teachers will be ESOL endorsed or in progress to receive endorsement so they can implement effective strategies to achieve the goal of student proficiency.
The student outcomes will be measured during 3 periods of the school year using the Reading Inventory and Read180 platform.

Person responsible for monitoring outcome
Dr. Braham

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 Code will be implemented daily in an intensive reading class.

Rationale:
State approved evidenced based adaptive curriculum that will identify and support development of phonics, decoding, and comprehension for high school level students.

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

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

Description of Intervention #2:
Implement Read 180 as the primary intensive reading intervention, supported by explicit instruction which enables differentiated ESE/ELL supports. Students will receive instruction in phonics, decoding, comprehension and foundational reading.

Rationale:
Read 180 is a research-based program that has intensive CODE built into the program for supporting ELL growth.

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
Quarterly Monitoring

Person Monitoring:
Dr Braham

By When/Frequency:
quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Read180 reports will be pulled each quarter for the teachers to analyze. Students will be instructed in areas proved deficient with supplemental projects and small group reteaching. The students will then be retested the next quarter to monitor their progress. This process will continue each quarter until the student shows sufficient gains.

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.

Academic Solutions High School is identified as CSI with an overall FPPI of 22%. All five represented subgroups are below the 41% target: SWD 27%, ELL 33%, Black/African American 23%, Hispanic 12%, and economically disadvantaged 15%. ELA achievement was 18%, graduation was 23%, and College and Career Acceleration was 24%. The school will continue the prior-year process of intensive reading instruction, individualized graduation planning, attendance monitoring, staff training, and quarterly data review. This focus is crucial because weak literacy, interrupted attendance, credit deficiency, and unmet assessment requirements directly limit course completion 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.

By May 2027, the percentage of SWD students making gains on ELA/Math FAST will increase from 2% to 41%, as measured by FAST results.

Monitoring

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

ESE Specialist/Teacher- will ensure all SWD are recieving their accommodations according to the IEP and being monitored for their individual goals.
Teacher- all teachers will be trained to support SWD so they can implement effective strategies and accommodations to achieve the goal of student proficiency.
The student outcomes will be measured during 3 periods of the school year using the Reading Inventory and Read180 platform.

Person responsible for monitoring outcome

ESE Specialist and Curriculum 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:
Read 180 and Code will be implemented daily in an intensive reading class. Math 180 will be implemented 2 times a week as a small group intervention within the mathematics class.

Rationale:
State approved evidenced based adaptive curriculum that will identify and support development of phonics, decoding, and comprehension for high school level students in reading. In addition, Math 180 also identifies and supports development in areas that need to be bridged for successful mathematics calculations.

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
Quarterly Monitoring

Person Monitoring:
Dr Braham

By When/Frequency:
monthly/quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
HMH reports will be pulled each quarter for the teachers to analyze. Students will be instructed in areas proved deficient with supplemental projects and small group reteaching. The students will then be retested the next quarter to monitor their progress. This process will continue each quarter until the student shows sufficient 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.

The prior-year SIP identified attendance as directly connected to achievement. All grade levels have an area to achieve better attendance. It affects student learning because achievement scores are directly related to attendance. Its shows when strategies are in place for the students to attend and receive consistent education, the higher the test scores minimizing the education gap across the subgroups. School-level records will be used to identify students absent 10% or more of enrolled

days, failing courses, not earning expected credits, or not progressing toward graduation. Consistent attendance is essential for students to receive intensive reading, complete courses, prepare for assessments, and earn a diploma.

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.

Using the verified 2025-26 school attendance baseline, reduce chronic absenteeism by at least 10% by May 2027. Increase the percentage of students meeting monthly course-progress expectations by at least 10 percentage points, while supporting the ELA goal of increasing achievement from 18% to at least 23%.

Monitoring

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

Attendance will be monitored daily and reviewed weekly by student, grade, shift, subgroup, and course progress. Data chats, lesson-plan reviews, learning-team meetings, attendance dashboards, contact logs, intervention records, and graduation audits will be used to determine whether improved attendance is increasing course completion and achievement.

Person responsible for monitoring outcome

Academic Officer

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:

Implement a multi-tiered attendance and engagement process that includes same-day family contact, attendance contracts, mentoring/check-in-check-out, incentives, student conferences, parent conferences, home visits when appropriate, counseling referrals, schedule and transportation problem solving, and CPST/MTSS intervention for students with repeated absences.

Rationale:

The strategy continues the prior-year focus on consistent attendance and recognizes that relationship-based outreach, rapid response, family engagement, and tiered problem-solving increase access to instruction and reduce barriers to course completion and graduation.

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

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

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

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.asacharterschools.org.
The SIP and, when applicable, the Title I schoolwide plan and budget will be shared with staff during opening-of-school professional learning and PLCs; with students through advisory and student conferences; and with parents, families, the governing board, and community partners through meetings, email, the school website, and printed copies upon request. Progress updates will be provided at least quarterly. Translated or interpreted information will be provided, to the extent practicable, in a language families understand.

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.asacharterschools.org.
The school will build positive relationships through frequent progress updates, parent conferences, family outreach, graduation-plan meetings, attendance interventions, celebrations of progress, and referrals to community resources. Parents will receive understandable information about grades, attendance, course completion, assessment results, graduation requirements, and available interventions.

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 school will strengthen the academic program through standards-aligned instruction, individualized learning plans, credit recovery, extended learning and tutoring, intensive reading and mathematics intervention, collaborative planning, frequent progress monitoring, and access to accelerated and career-focused coursework. Students will receive additional time and support to master priority B.E.S.T. benchmarks, complete credits, meet concordant-score requirements, and earn college and career credentials.

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)).

The school provides individual and group counseling, graduation and transition planning, mentoring, social-emotional learning, crisis response, referrals to school-based and community mental-health providers, ESE/504/ELL supports, check-in/check-out, restorative problem solving, and family conferences. The CPST/MTSS process coordinates academic, behavioral, attendance, and social-emotional interventions and monitors student response.

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)).

Students receive career-interest exploration, individual postsecondary planning, FAFSA and college-application support, military and workforce information, exposure to dual enrollment, industry certifications, work-based learning, and CTE pathways. The school counselor and instructional team monitor each student's graduation and acceleration plan and connect students to local colleges, technical programs, employers, and workforce agencies.

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 uses a multi-tiered system of supports that includes schoolwide expectations and SEL/PBIS practices, targeted mentoring and check-in/check-out, behavior and attendance contracts, counseling, small-group intervention, functional problem solving, and individualized plans. Services are coordinated with ESE requirements, IEP teams, Section 504 plans, and community providers.

Professional Learning and Other Activities

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

Professional learning will focus on B.E.S.T.-aligned instruction, explicit literacy and vocabulary instruction, differentiation for SWD and ELL students, formative assessment, data analysis, classroom management, student engagement, trauma-informed practices, and effective use of Edgenuity and intervention programs. Weekly PLCs, coaching, walkthrough feedback, and quarterly professional learning will support implementation. Recruitment and retention efforts will prioritize certified teachers in ELA, mathematics, science, and ESE.

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The school collaborates with the district/authorizer and governing board to review assessment, subgroup, graduation, attendance, staffing, schedule, technology, intervention, and budget data. Resources are reviewed during SIP development and quarterly monitoring to ensure that funds, personnel, instructional time, and professional learning are aligned to the needs of low-performing students and identified subgroups.

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 will include standards-aligned digital curriculum, FAST/EOC and common assessment tools, Read 180/Math 180 or comparable intervention resources, tutoring and extended learning, ESE/ELL supports, professional learning and coaching, counselor-led graduation and concordance support, attendance outreach, CTE and industry-certification opportunities, and data-dashboard systems. Resources will be implemented beginning August 2026 and reviewed quarterly for utilization and impact.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Broward County Public Schools

SUNED HIGH OF SOUTH BROWARD

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 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 73

V. Title I Requirements (optional) 82

VI. ATSI, TSI and CSI Resource Review 85

VII. Budget to Support Areas of Focus 87

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 SunEd High 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 SunEd High 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

Brian Bianco

bbianco@sunedhigh.com

Position Title

Principal

Job Duties and Responsibilities

Oversee and organize the gathering of information for completion of the SIP. Coordination of the

School Advisory Council to allow for input on completion of the SIP. Completion of the SIP online in CIMS. In addition to responsibilities as they relate to the SIP process, the principal provides leadership and direction to all staff, administers and enforces all enrollment, grading, scheduling, standard operating procedures and timelines. Also, the principal ensures compliance with all district/ state information requests and ensures statutory requirements are being met by staff and in processes.

Leadership Team Member #2

Employee's Name
Kinya Myrthil

kmyrthil@sunedhigh.com

Position Title
School Counseling Director

Job Duties and Responsibilities

Oversees the gathering and organization of student assessment and progress monitoring data, as well as information related to the student completion rates and academic achievement. In addition to responsibilities as they relate to the SIP process, the School Counseling Director monitors student progress and takes proper steps keeping parents informed when progress issues arise. The School Counseling Director supervises and observes instructional practices in the school in conjunction with the principal. In addition to general responsibilities of a School Counseling Director, our School Counseling Director supports the school's Assessment Coordinator, ensuring applicable students are added to test sessions and that test preparation occurs in classrooms leading up to an assessment window.

Leadership Team Member #3

Employee's Name
Mark Basciano

mbasciano@sunedhigh.com

Position Title
Assessment Coordinator

Job Duties and Responsibilities

Gather and organize student assessment and progress monitoring data, as well as information related to the student learning gains and academic achievement. The Assessment Coordinator determines student eligibility for state assessments and progress monitoring assessments, adds them to the test sessions and ensures that the assessments are administered according to state

regulations to more than 95% of our eligible students. The Assessment Coordinator makes sure that test preparation occurs in classrooms leading up to an assessment window. In addition to responsibilities as they relate to the SIP process, the Assessment Coordinator helps keep students and parents informed of assessment outcomes and potential progress issues.

Leadership Team Member #4

Employee's Name
Jerris Evans

jevans@sunedhigh.com

Position Title
Assistant Principal; Dean of Students

Job Duties and Responsibilities

Gather and organize information related to student attendance rates and discipline reports. In addition to responsibilities as they relate to the SIP process, the Assistant Principal/Dean of Students manages discipline and attendance for the students of the school. The AP/Dean of Students maintains discipline in the school environment that contributes toward a safe environment for learning, including ensuring student conduct is maintained and discipline is enforced fairly and consistently. The AP/Dean of Students also implements the required safety protocols, procedures and reports at the direction of 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.

The school holds collaboration and communication with our staff, students, families and local community stakeholders in high regard. Such input and involvement from stakeholders assist our leadership team in identifying areas in need of our focus in addition to student performance data. Our partnership with local businesses and community leaders with significant reach and involvement in local community organizations further strengthens the bond between our school and the community we operate in. SunEd High maintains dedicated mechanism to maximize stakeholder engagement. Throughout the school year, the school organizes four Parent Nights, in addition to the Open House

held just prior to the first day of school. These events offer an opportunity for school staff to discuss the School Improvement Plan and Progress Monitoring with parents, guardians and students. Feedback from parents and guardians is critical and is strongly encouraged, as well as their continued attendance to these events. Parent and guardian feedback helps shape the educational strategies used at SunEd High School of South Broward.

In addition to in-person activities such as our Parent Nights, SunEd High School of South Broward conducts surveys over the course of the school year for parents and guardians as well as students and staff members. Information received through the various surveys, along with feedback given during school events and throughout the school year, was carefully reviewed and considered by school staff to assist in further refinement of school programs, policies and procedures. The prioritization of continuous improvement is demonstrated through SunEd High School of South Broward's collaborative and responsive environment that values and utilizes the perspectives of all involved stakeholders.

The leadership team of SunEd High School of South Broward considers the input and direct involvement of our staff members in our overall improvement critical. Our staff's participation in our week-long teacher orientation and training program gives them an opportunity to learn the areas of focus and to offer input on how we can improve as a team in meeting our goals and aspirations. The goal of the teacher orientation and training program is to empower our educators with critical knowledge and strategies to foster the most effective learning environment for our students. Furthermore, professional development and a dedicated PLC series offers valuable opportunities for instructional staff to maintain an environment of continuous improvement throughout the school year. Departments which focus on assessments, data analysis and addressing the needs of struggling students meet regularly to update and assist Administration in tracking progress toward our goals.

Near the end of each school year, the school leadership team conducts a Florida Continuous Improvement Meeting that includes all staff members. Participants review and analyze data collected over the academic year, celebrate successes and reflect on challenges. Staff members with different roles bring various perspectives to our discussions which vastly assist Administration in our goals for continuous improvement. Such dialogue becomes the foundation for identifying areas in need of improvement and the creation of strategies to improve the overall education experience within the school for our students. SunEd High School of South Broward involves all staff in discussions when leaders seek input on identifying areas for continuous improvement, and when appropriate, integrate staff input into planning and initiatives.

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 will be reviewed regularly to determine our effectiveness in meeting the goals set in our areas of focus. The SIP Committee was established for this explicit purpose. Students experiencing the largest achievement gaps and severe truancy issues are a primary focus in the school's efforts. To ensure SunEd's effectiveness in addressing our areas of focus, the school will work with new teachers and staff members to train them on policies, procedures and systems by assigning them a mentor teacher who is well-versed in SunEd High School of South Broward's mission of continuous improvement. In addition, all teachers will receive ongoing professional development, participate in regular PLCs while reviewing achievement data, and take action when various needs are identified.

School leadership monitors staff efforts in facilitating the School Improvement Plan through classroom walkthroughs, PLCs, quarterly formal staff meetings, and frequent data discussions. Discussions between school leaders, teachers and support staff, alongside with PLCs, will relate to areas identified for improvement in the School Improvement Plan. Topics regularly discussed will include, but will not be limited to: standardized testing data, general curriculum progress, diagnostic testing facilitation and data reviews, students demonstrating academic and attendance concerns, and disciplinary data. Student attendance and learning gains will be critically underscored. Our Attendance Committee will continue to focus on students with poor attendance, but more importantly, on identifying early signs of truancy and implementing interventions rapidly and consistently based on a well-defined framework of select strategies, as well as tracking improvement for students identified in this category. Similarly, students with significant achievement gaps will be identified in data review workshops and our ongoing collaborative meetings. Appropriate interventions will be assigned to eligible students, and Administration and SunEd's instructional staff (specifically including our ESOL and ESE Departments as needed) will begin closely monitoring these students' active participation and performance in these interventions based on data gathered from teacher-created assessments, diagnostic and progress monitoring assessments as well as state assessments. Interventions and class instruction will be adjusted as suggested by the data. Naturally, improvement for students identified in this category will be continuously tracked.

Furthermore, the implementation of the Florida Continuous Improvement Model will be reviewed twice per school year, once at the conclusion of the first semester, and again at the closing of the academic

year. The review process will consist of reviewing data, student and parent surveys, as well as feedback gathered from staff. Surveys created will include topics related to our identified areas of focus, results from which will be reviewed by the School Administration and discussed with teachers and staff to interpret the findings.

Finally, the areas of focus identified in our School Improvement Plan will be touched on in every formal staff collaboration setting, and staff committees will be directed to address appropriate SIP areas of focus in all of their meetings. Collaboration and brainstorming will be paramount to the school's efforts in identifying areas in need of improvement. This collaborative approach will foster an environment in which all feedback is valued and can be used to facilitate continuous improvement in the school's practices. The school's quarterly Parent Nights will serve as a reliable platform for ongoing parent and guardian engagement with the School Improvement Plan. The perspective of parents and guardians, as well as students has been and will continue to be a valued source of information to the Leadership Team in our pursuit of continuous improvement.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**77.9%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)*** **WHITE STUDENTS (WHT)*** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL IMPROVEMENT RATING HISTORY	**2025-26:** **2024-25: MAINTAINING** **2023-24: COMMENDABLE** **2022-23:** **2021-22: COMMENDABLE**

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 (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2026-27)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2025-26) 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 (2025-26) 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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	29	65	62	33	62	59	6	57	55
Grade 3 ELA Achievement									
ELA Learning Gains	58	60	59	8	59	58	38	59	57
ELA Lowest 25th Percentile		59	55		59	56		57	55
Math Achievement*	4	56	52	4	55	49	0	47	45
Math Learning Gains		47	45	17	53	47		50	47
Math Lowest 25th Percentile		50	44		59	49		57	49
Science Achievement	29	71	74	8	74	72	0	66	68
Social Studies Achievement*	30	81	76	14	81	75	14	74	71
Graduation Rate	18	94	94	11	92	92	12	92	90
Middle School Acceleration									
College and Career Acceleration	24	75	74	5	71	69	13	62	67
Progress of ELLs in Achieving English Language Proficiency (ELP)				10	53	52		50	49

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	27%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the FPPI	192
Total Components for the FPPI	7
Percent Tested	78%
Graduation Rate	18%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
27%	12%	12%	19%	6%	30%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	21%	Yes	5	5
English Language Learners	13%	Yes	5	5
Black/African American Students	12%	Yes	5	5
Hispanic Students	26%	Yes	5	5
White Students	16%	Yes	5	2
Economically Disadvantaged Students	28%	Yes	5	5

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	29%		58%		4%			29%	30%		18%	24%	
Students With Disabilities											28%	14%	
English Language Learners											13%		
Black/African American Students									9%		18%	8%	
Hispanic Students	33%				8%				38%		20%	32%	
White Students											16%		
Economically Disadvantaged Students	31%		58%		6%				27%		18%	28%	

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	33%		8%		4%	17%		8%	14%		11%	5%	10%
Students With Disabilities											13%		
English Language Learners											6%		10%
Black/African American Students					10%						8%		
Hispanic Students					0%				0%		11%	10%	
White Students											11%		
Economically Disadvantaged Students					8%				29%		12%	7%	

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%		38%		0%			0%	14%		12%	13%	
Students With Disabilities									7%		17%		
English Language Learners											9%		
Black/African American Students									7%		9%		
Hispanic Students					0%			0%	16%		9%		
White Students											32%		
Economically Disadvantaged Students	10%				0%				19%		11%	19%	

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	8%	63%	-55%	60%	-52%
ELA	10	20%	64%	-44%	61%	-41%
Geometry	12	6%	20%	-14%	19%	-13%
History	11	33%	80%	-47%	75%	-42%
History	12	14%	46%	-32%	56%	-42%
Biology	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	10	** 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 the Gr. 9 FAST ELA Reading test, the most improvement can be attributed to Hispanic female 9th-graders. This improvement was achieved by Gr. 9 Hispanic female students between the Winter 2025 and Spring 2026 administrations of Gr. 9 FAST ELA Reading assessment. It is a very small subgroup, with no student in it in the Fall 2025 administration of the test. The PM2 score of 225 points was contributed by one **SWD** on the Autistic Spectrum. In PM3, with the addition on another student, this subgroup achieved an average score of 245 points, resulting in a positive gap of 20 points.

On the Gr. 10 FAST ELA Reading assessment, the greatest improvement was achieved by our Black female 10th-graders. This subgroup showed an increase of 29 points between the PM1 and PM3 test windows, going from 191 to 214, and then 220 points between the three test windows, despite undergoing high fluctuation in size and composition, natural to our self-paced, alternative high school setting, and our ongoing enrollment.

On the FAST ELA Retake assessment, the most improvement was achieved by Hispanic female students. In this case, the referenced subgroup is larger, consisting of 27 students in both the Winter 2025 and Spring 2026 test windows, and of 43 students in the Fall 2025 window. The average score of this subgroup was 217 points on the Fall 2025 assessment, which they increased to 221 points in the Winter 2025 test window. The average score was later improved to 240 points in the Spring 2026 assessment window. Once the achievement levels are analyzed, it is evident that this subgroup gradually decreased the percentage of students scoring Level 1 or Level 2 on the test from 86% to 82% across the 3 test windows, and at the same time, their Level 3+ achievements increased from 14% to 18%.

The greatest improvement on the NWEA MAP Growth assessment is associated with Asian male students between PM1 and PM3 this school year. This subgroup's performance placed them on the 44th percentile in the PM1 administration of this test; then, they were placed on the 70th percentile in Winter 2025; and finally, they were placed on the 71st percentile in the PM3 progress monitoring window. As expected, this subgroup is consistently very small; throughout the school year,

it included 2 Asian male students without exception. Out of the 2 students, only one participated in all 3 progress monitoring assessments.

Action taken:
SunEd High of South Broward instructional staff adheres to our Reading Plan with fidelity. The first step is that our Reading Department is very consistent with progress monitoring and administers the NWEA MAP Growth assessment (and the Code Placement Assessment when applicable) to our students in order to assess their current reading skills and identify what they need the most support with. Next, the data from these two assessments and the FAST ELA Reading assessment are triangulated to determine the correct reading placement for our students and to inform instruction. We regularly hold data chats with our students to improve their focus and motivate them to work harder towards their success. Last but not least, they are provided ample opportunities to practice their reading skills using the district-adopted reading curriculum and the supplemental and intervention programs to achieve their reading goals. These efforts are further enhanced through a 2-week long boot camp before each state assessment window.
The Team also takes into consideration our **ELLs**' language classification and ESOL assessment data to help our non-English speakers to become successful. On top of that, our ESOL Coordinator regularly meets ELLs to monitor their academic progress and works with them on improving their English skills.
As for **SWDs**, their instruction and interventions are planned with their special needs in mind to help them work on their reading deficiencies in the most efficient way. Additionally, our dedicated ESE teachers push into the classrooms as per a set schedule to help the SWDs overcome their challenges directly in the classrooms. They provide small-group and one-on-one sessions as needed, and they also pull out SWDs to provide assistance that is more customized to the students' individual needs.

In SY2025-2026, our Literacy Department continued to review HMH Read180 and IXL ELA data following each assessment window and disaggregated the data to properly inform Reading and ELA instruction and interventions, and to purposely select standards and strategies to incorporate into the lesson plans. As each academic year, the outcomes were also shared with parents and other stake holders in parent nights, teacher-parent conferences, data chats with students, etc. to ensure the healthy and positive cooperation and involvement of all parties invested in the academic growth of our students.

Furthermore, SESB Leadership Team required all Tier 2 and Tier 3 students to complete a minimum of 1 hour of IXL ELA every week, which could be completed in ELA and Intensive Reading classes, at school or at home, encouraging students to take responsibility for making learning gains. Their progress on the platform was tracked by the ELA and Reading teachers as well as Administration throughout the school year. Students received great and valuable incentives for meeting their weekly

goals, and all the mentors and Administrators took their time to conference with the students about the status of their IXL completion. These action steps helped our students make the necessary learning gains that translated into these improved assessment results by Spring 2026.

Although student transience continues to be a challenge for SunEd High of South Broward, our dedicated staff work very hard to regularly assess our students to pinpoint the areas where they need support, and to provide systematic and explicit instruction to address those issues, regardless of our students' enrollment dates and academic levels.

Lowest Performance

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

In the SY25-26 Spring test window, the lowest performance was shown by 10th-grade ELLs. The average score achieved on the Gr. 10 FAST ELA Reading test was 197 points, the lowest across all assessments. In Fall 2025, the average score earned by this subgroup was 203 points, which decreased to 198 points in Winter 2025. Although the performance of this group seems to be showing some decline between the Fall 2025 and Spring 2026 administrations of the Gr. 10 FAST ELA Reading test, we cannot realistically talk about a trend due to the high fluctuation within the group throughout the school year. The subgroup is composed of 2 female and 3 male Hispanic students. However, only one of the students was enrolled at SunEd High of South Broward during all 3 of the assessment windows. The rest of the students either withdrew from our program in the meantime, or they enrolled at some point during the school year, which negatively affected SunEd's test prep efforts depending on the enrollment date.

As mentioned in prior sections before, it is mostly a difficult task to identify trends at SunEd due to the transient nature of our student population and our ongoing enrollment. Because of just these two factors, subgroup performance between PM1 and PM3 is hard to analyze as the ELLs taking the PM1 test are not the same as the ones sitting for it in PM2, and their composition changes again by PM3. Yes, we can just simply look at the 3 average scores in the data tables and compare them, but can they be truly compared? At a traditional high school setting, this would be a smooth and easy process given that about 98% of the students taking the PM1 test are still enrolled during PM3, but at a non-traditional program like SunEd, it is a real challenge. Regardless, SunEd educators follow our policies and assess students right after their enrollment date, look at the data collected, and based on the outcomes, they place the student in the appropriate reading class. It is also determined if the student needs additional interventions, and the work begins using our district-adopted, evidence- and research-based main curriculum and supplemental platforms. Since our program is self-paced, our teachers make both long-term and short-term plans so that the student can benefit from the instruction almost immediately and in the long run as well.

Subgroup Performance:

Gr. 9 FAST ELA Reading PM3:

- **SWDs'** average scale score was 216 on the assessment, with 33%% of the test takers scoring Level 1, and 67% scoring Level 2. Considering that in the PM1 administration of the test, 100% of the students achieved Level 1, and their average score was 210, it can be concluded that this subgroup showed growth.

- **Hispanic female** students and Black female students demonstrated growth between the PM1 and PM2 administrations of the assessment, and therefore, their performance will not be analyzed in this section

- **Hispanic male** students did not participate in the PM1 test administration of the Gr. 9 FAST ELA Reading assessment. In Winter 2025, the one Hispanic male student (also an SWD) representing this subgroup earned an average score of 253/Level 3. Unfortunately, that student withdrew from our program by Spring 2026. A different Hispanic male student, also an ELL with the language classification 1, enrolled 3 weeks before the PM3 assessment. With not much time for him and his Reading teacher to make considerable progress regarding his English and Reading skills, he was still able to improve his lower PM2 performance of 175 points to 203 points in Spring 2026. Therefore, SunEd considers this a success story even though there is a 50-point drop in scores between two test administrations if we only look at the numbers.

- No freshmen had **504** plans in any of the three test windows in SY2025-2026.

- There were no single-ethnicity **White male** students taking the Gr. 9 FAST ELA Reading assessment throughout SY2025-2026. As for single-ethnicity **White female** students, the only student sat for the Spring 2026 assessment, and therefore, no trends can be identified. She achieved an "average" score of 236 points/Level 2.

- **Black male** students were only represented in the PM3 assessment, and therefore, no comparison is possible. The subgroup consisted of 5 students, and they achieved 210 points on average.

- Our **ELLs'** performance (222 points on average) on the Gr. 9 FAST ELA Reading assessment was above the Gr. 9 average of 220 in the PM3 administration of the assessment. Between 2 students in the subgroup, 50% of them achieved Level 1, and 50% earned Level 2. Unfortunately, this was the only administration when the subgroup was represented, and therefore, no trend can be identified again..

Gr. 10 FAST ELA Reading PM3:

-As mentioned above, in the SY25-26 Spring test window, **the lowest performance was shown by 10th-grade ELLs**. The average score achieved on the Gr. 10 FAST ELA Reading test was 197 points, the lowest across all assessments. In Fall 2025, the average score earned by this subgroup was 203 points, which decreased to 198 points in Winter 2025. Although the performance of this group seems to be showing some decline between the Fall 2025 and Spring 2026 administrations of the Gr. 10 FAST ELA Reading test, we cannot realistically talk about a trend due to the high student fluctuation, varied length of enrollment and enrollment dates within the group throughout the school year, which negatively affected SunEd's test prep efforts depending on the enrollment date.

- **White female** students earned an average 206 points on the 10th-grade FAST ELA Reading assessment. This represents a 63-point decrease from 269 points in the PM2 window. This subgroup did not participate in the PM1 assessment window. It is challenging to identify a trend in this case, because the PM2 score was achieved by one White female student with exceptional reading skills, who earned Level 4 on the test and had also passed the PSAT in Fall 2025. She transferred out of our program before Spring 2026. The PM3 performance of the subgroup is associated with 3 different White female students; 100% of whom scored Level 1 in this test window.

- **White male, Hispanic male, Hispanic female, and Black female** students all showed growth between the Fall 2025 and Spring 2026 assessments, and none of them can be considered the lowest performing subgroup. As such, they will not be discussed in this section.

- The performance of **Black male** students dropped from 239 to 222 by Spring 2026, which is a 17-point difference. Regarding Level 3+ performance throughout the school year. they are showing a negative tendency, too: in PM1, 50% of this subgroup scored Level 3 or higher, while in PM3, this proportion dropped to 29%. This subgroup counts 4 students with longevity, who were joined by 3 new students in the spring. 4 of 7 Black male students were SWDs, and unfortunately, SWDs are not invested in improving their reading skills despite the efforts of SunEd instructional staff, because they understand that the lack of effort and low test scores will prove their eligibility for an ELA waiver eventually. 1 student was new to our program; the other two (with longevity at SunEd), consistently achieved passing scores on the test. The winter test window was the only exception: it causes students to lose motivation when they realize that the reading requirement cannot be met in PM1 or PM2. While their performance dropped in the winter, they felt motivated to do well on the PM3 test, and they successfully met their reading requirement.

- **Multiracial female** students did not participate in any of the 3 administrations of the test, and therefore, their student data cannot be analyzed.

- **Multiracial male** students only participated in the PM2 and PM3 administrations of the test. This subgroup consisted of 1 student throughout the school year. His score of 179 points from the PM2 administration increased to 203 points by PM3. Although this student maintained very poor attendance last school year, he managed to show 24-point growth by the spring administration of the test.

- **American Indian male** students were not represented in this assessment throughout the entire school yera; however, **American Indian female** students did participate in the PM2 and PM3 administrations of the test. In PM2, they achieved an average score of 204 points, which they improved to 207 points in PM3. The proportion of students achieving Level 1 scores remained 100% between the two assessment periods.

- **SWDs** earned an average score of 219 points in PM3, and they showed a slight decrease, as their PM1 score was 222 points. However, their performance can still be considered growth, because in PM1, 100% of our SWDs earned Level 1 scores, but in PM3, 79% of the student achieved Level 1 scores and 21% achieved Level 2.

- **504** students did not achieve the lowest scores on this assessment. Their average PM3 score of 229 was 8 points higher than their PM1 score. Moreover, the proportion of Level 3 achievements was 0% in PM1, but in PM3, 50% of the students scored Level 1, and 50% achieved Level 3. This subgroup only consisted of 2-4 students between PM1 and PM3 due to our continuous enrollment, and only 2 of the students had true longevity at our program. One of them improved his score of 190 to 207 points, and the other one improved her Level 2 score of 242 to 253/Level 3 in PM3.

FAST ELA Reading Retake:

- **White female** students showed a decrease of 9 points in their average score between the Fall 2025 and Spring 2026 administrations of the test, from 233 points to 224 points, which is still 4 points higher than the overall average score achieved by all the eligible students on the FAST ELA Retake assessment. SunEd views their performance partially in a positive light, because the proportion of Level 3+ students went from 14% in Fall 2025 to 22% in Winter 2025 and to 34% in Spring 2026.

- **White male, Black female, Black male, Hispanic male, Hispanic female, Pacific Islander female** students as well as ELLs were able to increase their average score between Fall 2025 and Spring 2026, and they cannot be considered low-performing subgroups. Therefore, they will not be discussed in this section.

- **American Indian female** students were not represented in any of the administrations of the test.

- **American Indian male** students were only represented in the first two administrations of the test. This subgroup only had one student in it in these two test windows. This student's score decreased from 218 points to 209 points between the first two administrations. Unfortunately, he maintained an extremely poor attendance, which caused the lapse in his academics and eventually his withdrawal as well.

- **Multiracial female** students were not represented in any of the administrations of the test in SY25-26.

- **Multiracial male** students showed a slight decline from 228 points on average in Fall 2025 to 222 points on average in Spring 2026. Furthermore, 100% of the students achieved Level 1 scores between PM1 and PM3. This performance was contributed by one student throughout the entire school year, and therefore, no tendencies can be identified.

- **Asian female** students did not participate in the Fall 2025 or Winter 2025 test administration, and as such, no test score comparison is possible.

- **Asian male** students achieved a lower average score in Spring 2026 than in Fall 2025. The Fall 2025 average score of 247 decreased to 232 points in Spring 2026. The performance of a small subgroup like this responds more sensitively to circumstances such as the high transience of our student population. This subgroup consisted of two Asian male students in Fall 2025. One of them passed his reading requirement through that test and met his last remaining graduation requirement. Therefore, 50% of the students achieved Level 3; the other student (50%) achieved Level 2 on this assessment. This same student produced a Level 1 score in Spring 2026. However, we enrolled another Asian male student, an ELL with the language classification A2, in Semester 2, who achieved a high Level 2 in Spring 2026.

- **Pacific Islander male** students did not participate in any administration of the FAST ELA Retake test in SY25-26.

- **SWDs** achieved an average score of 213 in Spring 2026, 5 percentage points lower than in Fall 2025. The percentage of Level 1 and Level 2 achievements showed a slight improvement: the proportion of students scoring Level 1 went from 80% to 75%, and that of those scoring Level 2 increased from 20% to 25% between the Fall 2025 and Spring 2026 administrations of the test. To properly interpret the test outcomes, it must be pointed out that in the fall, 19 SWDs participated in the test, whereas in the spring, only 4 students sat for it. The huge difference in numbers is due to the fact that during the school year, many SWDs who were eligible for the FAST ELA Retake in the fall meet the requirements for an ELA waiver, and therefore, they stop participating in the assessment.

SunEd also has a very high student fluctuation, and it is normal to administer the test to a completely different set of students in the fall than in the spring. Right before the spring test window, many students observe their home school's deadline for transfer seniors and transfer back to their home school to finish the school year and graduate there.

- **504** students showed a slight decrease in their performance between PM1 and PM3. Their average PM1 score of 226 went down to 223 in PM3, which is a 3-point decrease. However, the proportion of Level 3+ achievements increased from 10% to 20% between the fall and spring test windows, which SunEd considers an improvement.

Tendencies, challenges:

The tendencies and challenges can be summed up as follows:

1. Gr. 9-10 students in general underestimate the importance of the FAST ELA Reading assessment. They fail to see that they should try their best on the EOY assessment, and that they should attempt to pass the test in 10th grade, and they do not try hard on the assessment thinking that they still have multiple test opportunities to pass the test later.
2. SWDs become aware at some point that they could become eligible for an ELA waiver exempting them from the graduation requirement for reading. This causes them to stop trying their best on the FAST, because they know that a low test score will justify their eligibility for the waiver once they meet the requirements for it, even though their proven reading deficiency will warrant continued reading interventions.
3. Eligible SWDs meet the requirements for an ELA waiver during the school year, and therefore, tthey stop participating in the FAST assessments once they have received the waiver. As a result, their test scores do not get factored into our overall performance in the spring.
4. Towards the end of the school year, students tend to put a lot of energy into completing credits as opposed to taking state assessments seriously. In our self-paced program, students come with a lot of credits they must make up for alongside with other serious academic and socio-economic disadvantages they must counterbalance, and more often than not, their life priorities do not overlap with their academic priorities.
5. Senior students who would like to transfer back to their home school by their graduation deadline complete their missing requirements by said deadline and are usually withdrawn from our program before the spring assessment window, and they do not take the assessment with us either because of their tranfer or because they meet their test requirements through a concordant test. Therefore, their performance does not get factored into our spring assessment scores.
6. SunEd High of South Broward runs a program that was designed to help at-risk students that part ways with, or do not work very well in, the traditional high school system at any time of the school year that they decide to enroll at our school so that they can earn the high school

diploma regardless of their academic history and skill levels that they arrive with. We have a continuous enrollment policy to accommodate these students in need. While it gives a lot of students the academic opportunity that they are looking for, it also poses a challenge to our program, because sometimes the students' enrollment dates cut the prep time before the assessment windows too short.

7. Our running enrollment goes together with the other phenomenon affecting our enrollment numbers: high student fluctuation. Students are able to meet their individual goals in our self-paced program at any given time of the year, which means that they can go back to their home school after completing their missing credits, they can graduate at any time during the school year, but due to the student population we cater to and their life challenges, many students cannot be retained.

Actions taken:
The overall goal of our disadvantaged student population is to close the gaps in their academics, and thus, they tend to prioritize earning credits versus scoring high on assessments, especially on progress monitoring assessments. Obviously, this logic is questionable and counterproductive, and SunEd administration or instructional staff do not condone it. We work diligently on counteracting it every school year, which starts as soon as our new enrollees go through student orientation. There, they are educated on the importance of Reading instruction, and in Intensive Reading class, our Reading Department staff teach them how to navigate the HMH and NWEA platforms. Right before assessment windows, our instructional staff also review important standards and strategies with our students to prepare them academically and mentally before tests.

Furthermore, we use our assessment data to properly place students. The lowest performing students (not just ELLs or SWDs, and most definitely not because they are SWDs or ELLs) continue to receive Tier 2 instruction but we also include them in Tier 3 interventions, and as a result, they receive double-dose instruction including small-group and/or one-on-one instruction customized to their individual needs. We then review their data after each assessment window, and adjust student placement as needed to ensure that each student receives the right amount of Tier 2 and Tier 3 instruction as needed. It is needless to say that SWDs, ELLs and 504 students all receive their due accommodations in their regular classes and their interventions to help them process the material better. We also utilize paraprofessionals who assist both the teachers and the ELLs in the classrooms with their activities. We employ 2 ESE teachers who work with the **ESLS students** in the classrooms, help them cope with any aspect of their academic work, and monitor their progress consistently.

Due to the high transience of our student population, and the fact that our program was designed for socio-economically disadvantaged students, it is no surprise that a huge portion of our students are **ELLs** new to the country and **SWDs**. This past school year, 20% of our students were SWDs, 6% had

a 504 plan, and 15% were active ELLs with a significant language barrier. Based on their assessment outcomes as well as their IPT/ACCESS 2.0 results and language classifications, we assigned these students the appropriate reading curriculum: low level ELLs started using the Language Launch component of Read180, complemented with materials from HMH's Newcomer textbook, and when it became evident that the low performance was due to the students' low phonics skills, they were assigned the Code curriculum. These curricula are more aligned with these subgroups' language and pacing needs.

As it was stated above, student progress is monitored 3 times per school year, and the data is also regularly reviewed by Administration, the Literacy Coach as well as the Reading Department and the Literacy/RtI Committee. Based on the data available and on teacher observations and data chat conversations, eligible students are moved out of, or into, Tier 3 interventions or placed into different reading groups to ensure that they work with the right curricula, resources and programs that best serves their purposes as they try to meet their academic goals.

Greatest Decline

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

FAST ELA Reading Retake:

The greatest decline was shown by Multi-racial male FAST ELA Retakers. The average score achieved on the FAST ELA Reading Retake assessment in Spring 2026 was 222 points, which was 25 points lower than in Spring 2025. Although the performance of this group seems to be showing a great decline between Spring 2025 and Spring 2026 administrations of the test, we cannot realistically talk about a trend due to the size of this subgroup and the high fluctuation within the group throughout the school year. In Spring 2025, the subgroup was composed of 1 students. He met his graduation requirement for Reading in that test window, and he graduated from our program. It goes without saying that in Spring 2026, when the subgroup consisted of only 1 student again, it was a different student. As a result, no "trend" can be identified. A student's individual performance is impacted by multiple circumstances, such as individual attendance, enrollment date, longevity in our program, etc. When you examine the individual performance of this particular student, it becomes evident that he was able to improve his Spring 2025 score in every assessment window in SY25-26, even though the subgroup performance would suggest decline.

SWDs also showed a 5-point decline between the Spring 2025 and Spring 2026 administrations of the FAST ELA Reading Retake assessment. In Spring 2025, this subgroup achieved 218 points on average, but in Spring 2026, they earned an average score of 213. They also maintained this average score throughout the Fall and Winter 2025 assessment periods, and it was only in Spring 2026 that they showed lower performance. However, examining the proportion of Level

1 and 2 achievements, it becomes evident that despite the 5-point drop, the percentage of Level 1 scores went from 80% to 75%, and that of Level 2 scores improved from 20% to 25% by Spring 2026. It also must be mentioned that eligible SWDs ususally meet the requirements for an ELA waiver by the end of the school year, and therefore, they do not participate in the FAST ELA Reading Retake assessment anymore. The performance in question, therefore, was contributed by a new set of SWD students still behind with their ELA credits in Gr. 11 and 12, with obvious reading deficiencies, who were still participating in the test in Spring 2026. Considering this academic background, it seems that this subgroup managed to improve their test outcomes, at least when it comes to achievement levels.

White female students demonstrated a 12-point decine on the FAST ELA Reading Retake test between Spring 2025 and Spring 2026. This subgroup underwent a lot of changes when it comes to their composition and number due to our high student transience and continuous enrollment. In Spring 2026, this subgroup only included 3 students. Each student scored on a different level between Level 1-3: 33% scored Level 1, 33% scored Level 2, and 34% scored Level 3. This can be considered an improvement from this subgroup's Spring 2025 performance despite the drop in average score, because the proportion of Level 3+ achievements increased from 20% to 34%.

The subgroups not specifically mentioned in this section all showed improvement between Spring 2025 and Spring 2026, and therefore, they will not be discussed in this part of the data analysis.

Gr. 9 FAST ELA Reading:

Black male 9th-graders showed a 17-point decline between the PM3 2025 and 2026 administrations of the Gr. 9 FAST ELA Reading assessment. Unfortunately, no trend can be identified when it comes to the performance of this subgroup due to the lack of continuity. This subgroup was not represented on the PM1 and PM2 administrations of the test in SY25-26, and the only data set we have available for them is their SY25-26 PM3 outcomes. Students in this subgroup enrolled at SunEd High of South Broward during the second semester, on various dates between the end of February and middle of April, which means that our instructional staff had about 3-8 weeks to assess the current reading levels of the newcomers and start preparing them for the upcoming test window. Although SunEd teachers are dedicated to helping our students close their learning gaps as soon as possible, our at-risk population typically needs a lot more time to achieve grade-level mastery.

Hispanic male students did not participate in the PM1 test administration of the Gr. 9 FAST ELA Reading assessment. To repeat, in Winter 2025, the one Hispanic male student (also an SWD) representing this subgroup earned an average score of 253/Level 3. Unfortunately, that student withdrew from our program by Spring 2026. A different Hispanic male student, also an ELL with the language classification 1, enrolled 3 weeks before the PM3 assessment. With not much time for him

and his Reading teacher to make considerable progress regarding his English and Reading skills, he was still able to improve his lower PM2 performance of 175 points to 203 points in Spring 2026. Therefore, SunEd considers this a success story even though there is a 50-point drop in scores between two test administrations, and a 22-point drop between the SY24-25 and SY25-26 PM3 administrations of the test, if we only look at the numbers.

The subgroups not specifically mentioned in this section all showed improvement between Spring 2025 and Spring 2026, and therefore, they will not be discussed in this part of the data analysis.

Gr. 10 FAST ELA Reading:

Black female students showed some decline between the SY24-25 and SY25-26 PM3 administrations. In Spring 2025, they achieved an average score of 225 points, which dropped to 220 points in Spring 2026. Nevertheless, the proportion of Level 3+ achievements shows a different change: while in Spring 2025, 34% of our Black female students earned Level 3+ scores, in Spring 2026, this percentage was 40%. Considering that in our program, students demonstrate high transience and that students' enrollment dates greatly influence the success of our test prep efforts, this 5-point drop is not all negative. Not to mention that the data reveals that this subgroup demonstrated gradual and steady growth throughout the school year, going from an average score of 191 points in Fall 2025 to 214 points in Winter 2025 and then to 220 points in Spring 2026, and improving the proportion of Level 3+ achievements from 0% to 40% in SY25-26.

Multiracial male students showed an 11-point decline between last school year's and this school year's PM3 administrations of the Gr. 10 FAST ELA Reading test. There is a gap in the data, because this subgroup did not participate in the PM1 administration of the test in SY25-26, as it was stated before. In Spring 2025, this subgroup achieved an average score of 214 points, with 100% of the students scoring Level 1. In SY25-26, this subgroup consisted of 1 student throughout the school year. His score of 179 points from the PM2 administration increased to 203 points by PM3. Although there is an 11-point difference between the two PM3 scores, the fact that this student managed to show 24-point growth by Spring 2026 despite his very poor attendance is a small victory for SunEd.

10th-grade ELLs showed a 7-point decrease in their average scores achieved on the Gr. 10 FAST EL Reading test between Spring 2025 and Spring 2026. Their average score was 197 points in Spring 2026, while in Spring 2025, they produced an average score of 204 points. This subgroup shows a 6-point decline between the 3 administrations of the test in SY25-26 as well. In Fall 2025, the average score earned by this subgroup was 203 points, which decreased to 198 points in Winter 2025. SunEd High of South Broward enrolled a relatively large group of 10th-graders in Quarters 3 and 4, which included multiple ELLs with low-level English skills, which negatively

impacted our EOY test outcomes. Many of these ELLs were relatively new to the ESOL Program, who needed longer than their English-speaking peers to positively respond to the instruction and interventions provided by our educators.

The subgroups not specifically mentioned in this section all showed improvement between Spring 2025 and Spring 2026, and therefore, they will not be discussed in this part of the data analysis.

Tendencies and challenges:

1. Student transience makes it quite the challenge for our educators to help our students show considerable and consistent learning gains between the 3 assessment windows.
2. Our extended enrollment window runs until the middle of May. SunEd High of South Broward accepts any student seeking enrollment with us, and a considerable proportion of our students have disrupted education and assessment history. Oftentimes, students enroll right before or during ongoing test windows, and at that time, all that our staff can do is make sure that the student takes the assessment after completing our mandatory orientation for at least a baseline score or a more recent score. As a result, our Reading Department has no choice but plan instruction and interventions focusing on the next assessment window.
3. The students participating in a given assessment administration will definitely be different from the population given the same test in the following test window due to the high fluctuation in our student population, which makes any scores comparison or data analysis very challenging.
4. Many of our new enrollees may turn out to be brand new ELLs with the language classification “A1” achieved on the IPT, or the other extreme might be true: they may be students with great potentials coming to SunEd to fulfill their individual academic goal—it is rather unpredictable. This instability in student demographics has the potential to substantially influence performance outcomes, as the varying levels of preparedness and engagement among students can create disparities in achievement.

5. SWDs become aware at some pont that they may be given an ELA waiver once they meet its requirements, and they stop trying their best on the state reading assessments. They realize that low test scores just prove that they cannot pass the reading requirement on their own. They shift their attention to earning credits and they become reluctant to attend or participate in Intensive Reading classes and interventions. SunEd administration and staff do not condone this behavior. They apply a variety of strategies to make SWDs see the benefits of reading instruction and the importance of improving one's reading skills.

As mentioned in prior sections before, it is mostly a difficult task to identify trends at SunEd due to the transient nature of our student population and our ongoing enrollment. Because of just these two factors, subgroup performance between PM1 and PM3 is hard to analyze, not to mention EOY

subgroup performance between two school years. Vulnerable subgroups such as ELLs and SWDs typically require longer to demonstrate learning gains, not to mention achieving mastery. Other circumstances such as poor student attendance, which is almost inherent in our program geared towards at-risk youth, also have a negative effect on student outcomes. In addition, our student population completes several waves of transfers between their home school and our school in the second semester. They typically enroll at our school sometime around the midterms to make up for their missing credits, and they transfer back sometime before the end of the school year. This means that their learning gains are not reflected in our EOY data 1) if they meet the reading requirement though a concordant test option, or 2) they take their spring state assessments at their home school.

Regardless, SunEd educators follow our policies and assess students right after their enrollment date, review the data collected, and based on the outcomes, they place the student in the appropriate reading class. It is also determined if the student needs additional interventions, and the work begins using our district-adopted, evidence- and research-based main curriculum and supplemental platforms. Since our program is self-paced, our teachers make both long-term and short-term plans so that the student can benefit from the instruction almost immediately and in the long run as well. SunEd is ultimately dedicated to helping students achieve personal and academic success.SunEd educators and administration continue to do their best and work with our students on achieving their goals, meeting them on their respective levels, supporting them and building them up as needed. The school is ultimately dedicated to helping our students succeed regardless of the challenges and disadvantages that they face at the time of their enrollment.

Action taken:
Our students regularly participate in all 3 progress monitoring assessments, and they are also required to take further diagnostic assessments to identify the areas that they need the most help with. The data retrieved is then used alongside with a variety of resources and tools to provide the instruction and potential interventions that our students need, and we work hard to customize them to students' individual needs. Activities and assignments completed in class reflect differentiation that was designed to help our students succeed no matter what skill levels they represent.

The curricula we use at SunEd are all district- and state-approved as well as evidence-based. They are supplemented with resources of the same quality. To complete core classes and elective courses, our students use the Edmentum curriculum, which is extremely user friendly, and it is enhanced with features that make is easier for our students to process the curriculum, such as interactive and audio components. These tools include translated content appearing directly in the window the students work in, and students do not need to use external translation tools to access the course materials in their native language. This is extremely helpful for our **ELL population**, whose numbers have increased tremendously in the past 2.5 calendar years.

At SunEd, we pride ourselves in providing our ELLs with all possible assistance, starting with the general accommodations that they must be provided by law. SunEd also provides our lowest level ELLs with sheltered instruction. This means that our ELLs with the language classifications A1, A2, or Level 1 and Level 2 achieved on the ACCESS 2.0 assessment are consistently scheduled together for each and every class they take in our self-paced program so that they would not have to compete with English-speaking non-ELLs in their classes, and that they could get targeted assistance from their subject area teachers. Apart from this, we also provide supplementary assistance in our students' native language as we have paraprofessionals helping ELLs in the classrooms in their own languages, specifically in their Developmental Language Arts Reading classes. Furthermore, we use ACCESS test outcomes and WIDA resources such as the WIDA Can Do Descriptors and select reports to ensure that teachers are able to tailor their instruction to our ELLs' individual abilities and needs, and that there is a seamless alignment between the ELA instruction they receive and their English proficiency development.

SWDs also receive special attention: as it was already mentioned in a previous section, SunEd High of South Broward hired a second ESE teacher to assist ESLS students in the classrooms. ESE teachers rotate between the classrooms to dedicate equal amounts of time to each subject area and provide much needed help to all our SWDs. This includes one-on-one and small-group assistance as needed, as well as helping students with note taking, organizational and coping skills or giving them a wide range of strategies to achieve mastery on course assessments and state tests, just to mention a few.
Another thing SunEd does to help all our students, but especially the most delicate ones like SWDs and ELLs, is that our School Counseling Director hand-picks a mentor for them who could best guide them and nurture them along their journey to earning a high school diploma. Personalities, languages spoken, personal and academic experiences and backgrounds, personal strengths and weaknesses, attitudes and approaches--everything is taken into account to ensure that each student is placed under the wings of an educator dedicated to their academic success and personal 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.

Gr. 9 FAST ELA Reading PM3:

Hispanic male students had the greatest negative gap when compared to the state average.
This subgroup achieved an average score of 203 points, and the state average was 241 points. This constitutes a 38-point gap. In this subgroup, 100% of the students achieved Level 1 scores. At SunEd, 50% of 9th-graders earned Level 1 scores, 29% scored Level 2, and 21% achieved Level 3+ scores. As for the state average, 21% of the students achieved Level 1 scores, 24% earned Level 2

scores, and 55% scored Level 3+. This difference is not surprising, since SunEd High of South Broward is an alternative charter school servicing economically disadvantaged, at-risk students between the ages of 15-21. We typically enroll students who are unable to function well in a traditional high school setting. The majority of our population struggles with attendance, academic, and behavioral issues. Their academic problems include substantial reading and math deficiencies, which traditional high schools do not experience, at least in not such great proportions.

Being a small subgroup, the outcomes respond very sensitively to changes in its composition and size. Throughout the entire school year, this subgroup included only 1 student. Our Hispanic male 9th-graders did not participate in the PM1 test administration of the Gr. 9 FAST ELA Reading assessment. In Winter 2025, the one Hispanic male student (also an SWD) representing this subgroup earned an average score of 253/Level 3. Unfortunately, that student withdrew from our program by Spring 2026. A different Hispanic male student, also an ELL with the language classification 1, enrolled 3 weeks before the PM3 assessment. With not much time for him and his Reading teacher to make considerable progress regarding his English and Reading skills, he was still able to improve his lower PM2 performance of 175 points to 203 points in Spring 2026. Therefore, SunEd considers this a success story even though there is a 50-point drop in scores between two test administrations, and a 38-point gap between this subgroup's average score and the state average achieved on the SY25-26 PM3 administrations of the test.

As a counterexample, **Hispanic female 9th-graders exceeded the state average on the Gr. 9 FAST ELA Reading assessment.** This result was achieved by this subgroup in Spring 2026. This is also a very small subgroup, with no student representing in it in the Fall 2025 administration of the test. Between PM2 and PM3, they achieved a 20-point increase in their average score. The PM2 score of 225 points was contributed by one SWD on the Autistic Spectrum. 100% of the scores belonged in the Level 2 range. In PM3, with the addition on another student, this subgroup achieved an average score of 245 points, resulting in the positive gap of 20 points. This time, 50% of the students achieved Level 2 and 50% scored Level 3. The average score of 245 points was 4 points higher than the state average, and the proportion of Level 3+ scores (50%) was only slightly lower than on the state level (55%).

SWDs' average score of 216 points achieved on the PM3 administration of the test showed a considerable negative gap when compared to the state average (241 points), which was not as big as that of Hispanic male students. The difference is 25 points. Our Gr. 9 SWDs did not earn any Level 3+ scores, 33% of them achieved Level 1 scores, and 67% scored Level 2 on the assessment. SESB considers this an improvement as compared to their PM1 outcomes, because in Fall 2025, 100% of the SWDs scored Level 1, and their average score was 210 points, 6 points lower than in the spring.

Gr. 10 FAST ELA Reading PM3:

10th-grade ELLs showed the greatest negative gap when compared to the state average. The average score achieved on the Gr. 10 FAST ELA Reading test was 197 points. The state average was 249 points. This constitutes a gap of 52 points. 100% of our 10th-grade ELLs scored Level 1 on the FAST ELA Reading assessment, whereas 17% of the students scored Level 1, 22% scored Level 2, and 61% of the students achieved Level 3+ scores on the state level in Spring 2026.

Multiracial male students also produced a negative gap of 46 points in the PM3 administration of the test, when compared to the state average. This extremely small subgroup, consisting of 1 student throughout the school year, only participated in the PM2 and PM3 administrations of the test. Although this gap seems large when we look at the numbers only, SunEd still views this as a partial victory since this student was able to increase his score of 179 points from the PM2 administration to 203 points by PM3. he showed a 24-point growth although he maintained very poor attendance last school year.

SWDs' average score of 219 points achieved on the PM3 administration of the test showed a considerable negative gap when compared to the state average (249 points), which was not as big as that of 10th-grade ELLs. The difference is 30 points. Our Gr. 10 SWDs did not earn any Level 3+ scores, 79% of them achieved Level 1 scores, and 21% scored Level 2 on the assessment. This constitutes a slight decline as compared to their PM1 outcomes, because in Fall 2025, they scored an average of 222 points. However, back then 100% of the SWDs scored Level 1, which is why SESB still considers this a slight improvement.

FAST ELA Reading Retake:

Gr. 11-12 ELLs showed the greatest negative gap when compared to the state average. ELLs achieved the average score of 209 in Spring 2026, whereas the state average score was 226 points. 84% of this subgroup scored Level 1 on this assessment, 7% earned Level 2 scores, and 9% achieved Level 3+ scores. On the state level, 51% scored Level 1, 32% earned Level 2 scores, and 17% achieved Level 3+ results. On our school level, the average score was 218 points. 66% of the students achieved Level 1 scores, 22% Level 2 scores, and 11% Level 3+ results. While this subgroup performed lower than the school or state average, their assessment history from SY25-26 actually shows that by Spring 2026. they improved their Fall 2025 score by 5 points. Moreover, they increased the proportion of Level 3+ test results from 0% to 9% by PM3.

SWDs' average score of 213 points achieved on the Spring 2026 administration of the test showed a moderate negative gap when compared to the state average (226 points), which was not as big as that of Grade 11-12 ELLs. The difference is 13 points. Our Gr. 11-12 SWDs did not earn any Level 3+ scores, 75% of them achieved Level 1 scores, and 25% scored Level 2 on the assessment. This

constitutes a slight decline as compared to their fall and winter outcomes, because in those two test windows, they scored an average of 218 points. However, in Fall 2025, 80% of the SWDs scored Level 1 and 20% of them scored Level 2, which is why SESB still considers this a slight improvement.

In these two grade levels, there are multiple sungroups that exceeded the state average score in Spring 2026, including Hispanic and Asian males students, but this subsection will only discuss the 3 greatest positive gaps.

The greatest positive gap was produced by Hispanic female students on this assessment. Their average score of 240 points was 14 points higher than the state average. Furthermore, the proportion of Level 3+ achievements was 18% while on the state level it was 17%. Their performance demonstrates improvement across the 3 assessment windows as well. They increased their Fall 2025 score of 217 points to 240 points in Spring 2026. Not only that but they also increased the proportion of Level 3+ achievements from 14% to 18% between the first and third assessment periods.

The second greatest positive gap was produced by Asian female students on the FAST ELA Retake assessment. Asian female students did not participate in the Fall 2025 or Winter 2025 test administration, and as such, no in-depth test score comparison is possible. However, on the level of numbers, we can state that their average score of 237 points was 11 points higher than the state average. Moreover, the proportion of Level 1 achievements was 50% as compared to the state average of 51%, and that of Level 3+ achievements was also 50% as compared to the 17% on the state level.

The third greatest positive gap was produced by Black male FAST ELA Retakers. Black male students were also able to increase their performance between Fall 2025 and Spring 2026. Their average score went from 221 points to 233 points; however, the proportion of students achieving Level 3+ scores decreased from 13% to 10%. SunEd High of South Broward has very high student transience throughout the entire school year. Unfortunately, the students taking the fall assessment are never the same as the students participating in the winter assessment or the students partaking in the spring assessment. Another factor that largely influences our test outcomes and the effectiveness of our test prep efforts is the students' enrollment dates. As we enroll new students until the middle of May, sometimes we only have a couple of weeks or a couple of days to work with the students before they take the test.

Tendencies and challenges:
Outside of our high student fluctuation and ongoing enrollment or the inconsistent composition and size of certain subgroups, the following factors might have contributed to the negative gaps in achievements discussed above:

1. The 3 administrations of the FAST ELA Reading assessment have no consequences for Gr. 9-10 students. They are well aware that they will not be retained at the end of the school year if they fail the EOY Gr. 9-10 FAST ELA Reading assessment, and they are also under the impression that they will have many test opportunities in their junior and snior years. Therefore, they are not at all motivated to do their best on the test.
2. The Gr. 9 end-of-year assessment is not used to satisfy the graduation requirements for these students, nor is it factored into any of their final grades; as a result, our freshmen do not feel obliged to perform well on the PM3 administration of the FAST.
3. The same is true for the PM1 and PM2 administrations of the Gr. 10 FAST ELA Reading assessment. Consequently, our sophomores usually do not try their best on the test until it matters in the spring, and they produce low scores especially in the winter.
4. We also observed a lack of seriousness among younger students during the assessment, leading to rushed test completions. Freshmen and sophomores tend to believe that they still have a lot of time to complete credits and pass crucial assessments, not realizing that their decisions negatively impact their skill levels and ruin their chances of meeting their graduation requirements for reading in the future.
5. One consequence of our ongoing enrollment is that our students may enroll at any time during the school year until our May 15th cut-off time. This means that we onboard students months, weeks or days before a test window, or even during the assessment period. As a result, these new enrollees are bound to have significantly less time to improve their skills and prepare for state assessments in general, which might have a severe impact on our test outcomes, depending on the individual skill level of the students.
6. Student attendance also emerged as a critical factor affecting test performance, as several students opted to miss their designated Reading assessment days due to a variety of reasons, including life-changing circumstances, conflicting work schedules, and mental health issues. Test avoidance also stems from our disadvantaged students' discouraging academic experiences and failed test attempts from previous school years, which are very hard to erase and turn around in a potentially short prep window by the new instructional staff.
7. SWDs and ELLs with chronic absenteeism miss out on important services they should and would be receiving if they attended school as expected. They are unable to attend their scheduled direct instruction and specific interventions that are tailored to their individual needs. Furthermore, they do not participate in related services such as speech therapy sessions, ESOL support sessions, support facilitation in the classrooms, or their regular data chats and review sessions ith their ESE teachers or ESOL Coordinator.

Actions taken:

The Leadership Team and entire staff of SunEd High and South Broward is highly dedicated to motivating our students to continue to make their best effort as they progress towards their ultimate

academic and personal success. We have a well-oiled system of targeted academic incentives, which we constantly tweak and improve each school year, and a successful mentoring program on top of the systematic and differentiated instruction and interventions that we provide to our students. Our mentors work with the students assigned to them on a daily basis, offering them guidance, strategies, potential solutions as well as resources regarding their progress, attendance, behavior and personal choices. This also involves keeping in touch with the students' families when applicable, making sure that our actions are reinforced on the home front as well. Our ESE Teachers and the ESOL Coordinator are very involved in our outreach efforts and the development of attendance contracts and the selection of student-specific strategies that could help the school and the families to work towards impriving the SWDs or ELLs' attendance. In SY25-26, we introduced our new internal platform to improve our tracking of our mentors' outreach efforts, communication attempts as well as student attendance. As for test results, the mentors have regular data chats with the students informing them about their academic and assessment outcomes and the impact of those on their fulfillment of their personal goals.

Great attendance is key in retaining our students and in helping them achieve secondary and post-secondary success. Data proves that students maintaining excellent attendance are able to make better progress in their courses and/or test prep sessions, they are more successful on state assessments, and they are able to stay in school and eventually graduate from high school. It is also a more rewarding experience for our staff to work closely with the students and hold their hands all the way to their graduation and beyond. To underscore this effort, the Student Success and Life Coach of SunEd High of South Broward works hand in hand with the School Counseling Director to guide students towards their post-graduation success. We also launched our CTE program this past school year to help our students learn marketable skills and earn qualifications that can open opportunities for them in their post-secondary future. Next school year, we are going to further expand this program to offer a larger variety of courses for the students to choose from.

To boost attendance and academic success, we reward our students consistently at SunEd. We have a wide range of incentives to celebrate consistent school work, course completions, level achievements, perfect attendance, etc. on a weekly, monthly and quarterly basis. We also make announcements to the student body showcasing student leaders and role models, and we also reward mentors and teachers for their outstanding results and accomplishments.
As for the work required for earning the incentives and achieving success, we incorporated our main supplemental program, IXL, into our everyday instruction and course completion process. A certain amount of time spent on IXL was a new requirement for ELA and Math classes, which were closely monitored by our subject area teachers. It is great news that we remain at max capacity when it comes to departments such as the Reading and Math Departments, and we plan to hire a second ELA teacher to bring the ELA department to capacity as well.

EWS Areas of Concern

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

SESB uses Early Warning System data to identify potential areas of concern for our students. In SY2025-2026, these continue to be:

- students' poor attendance
- societal shifts and anomie
- transience of student population

SunEd offers a self-paced, computer-based, non-traditional educational solution for at-risk, economically disadvantaged students between the ages of 15-21 whose academic situation and life circumstances conflict with traditional high school settings, which manifests in their poor attendance, academic history, and more.

Attendance & Personal Life Challenges:

Many of our students have underprivileged family backgrounds, where balancing family needs is non-negotiable, and going to school becomes heavily outweighed. Their family and work obligations (and sometimes the lack of access to basic resources) make it impossible to attend school. SunEd has a considerable percentage of students who are self-registered, who work to support themselves, and in several cases, their own children. Apart from the stress, the physical and mental strain, these students are burdened by their responsibilities and the daily decisions they have to make between their schoolwork and academic progress and their (family's) everyday needs, which may indefinitely delay their high school graduation.

Additionally, during SY25-26, SunEd experienced a decrease in immigrant student enrollment and an increase in precarity-driven absenteeism. SunEd has always had a relatively large population of students with immigrant statuses. Our inquiries revealed that the drop in our immigrant students' enrollment and attendance was caused by their fear of deportation as well as financial and employment problems directly or indirectly linked to (the fear of) deportation. This negatively impacted our existing **ELLs** as well(many ELLs have immigrant backgrounds), and their lack of attendance caused them to miss out on crucial services and support facilitation, which ultimately resulted in a considerable lack of academic progress.

Our underprivileged families are financially more vulnerable, and they have always been more exposed to certain shifts in the economy. As a result, our students and families are driven to prioritize their livelihood versus maintaining sufficient attendance rates. In case **SWDs** experience these hardships, their absences will create even larger gaps in their education as they fail to participate in their assigned support sessions and progress monitoring sessions with their ESE Teachers and service facilitators.

SunEd High of South Broward has taken action steps to counteract the detrimental effects of the above-mentioned phenomena. We laid increased emphasis on strengthening our ties and cooperation with the students and their families. In countless phone calls and teacher-parent conferences, our mentors, educators, department leads and administrators made conscious attempts to explore the reasons behind our students' poor attendance and/or lack of academic progress and to offer a solution to the problem that is acceptable for both parties. These parent contacts were also followed up on by our dedicated staff, connecting families to professionals, organizations and other resources as needed. These communication attempts were consistent throughout the school year, and they were documented in our new internal platform, VectorRI, another solution SESB recently introduced. This platform was being piloted in the second semester of SY25-26, and it will be fully implemented in the upcoming school year. This internal system was specifically designed for the needs of SunEd Staff and Leadership to track student attendance, disciplinary issues as well as mentoring and outreach efforts. Feedback from all staff deemed the platform a very promising tool, which can open the door to a wealth of smart solutions to our challenges.

Societal Shifts and Anomie:
COVID caused a severe disruption in people's lives that triggered a serious shift in in the moral, work ethic, value system, attitude and expectations of people. The educational and professional world has not been able to recover from it, and it is safe to say that life will never be the same as it was pre-COVID. Its negative effects were felt across all social classes and walks of life, and they were particularly detrimental for disadvantaged families as well as the most vulnerable subgroups, ELLs and SWDs. SunEd specializes in helping at-risk young adults turn around their unsuccessful academics and earn their high school diploma. This vulnerable population is highly impacted by the consequences of the learning gaps and skills deterioration COVID created.

At the end of SY25-26, we still have 8 students who started 9th grade in 2019-2020, and 2 students who started high school in 2017-2018 or 2018-2019 (the third one successfully graduated in June 2026), which constitutes 3% of our entire student population. Moreover, 29 more students started high school in SY2020-2021, which is an additional 9% of our student body, making up 12% of our current enrollment in total. Unfortunately, the academic knowledge and skills of elementary and middle school students also suffered a setback during and after COVID. Our current 9th-graders were still in 2nd grade in SY2019-2020, and most of our students attended middle school at that time. At such young ages, online instruction is a poor replacement of in-person instruction and face-to-face assistance and interventions provided by teachers in class, and it is no surprise that those learning gaps are obvious in those students' academic profiles.

Moreover, since remote/online education and jobs were normalized, in-person schools have lost

some of their appeal. Virtual schools are becoming so popular that more and more families find in-person education inflexible and undesired. This fits into the emerging new pattern of life where there is no room for prolonged strategies, complex action plans or even the slightest inconveniences. When working towards a goal, people want immediate fixes, short-cuts, convenient solutions, and unfortunately, they are visibly unable to manage their stress and responsibilities. A surprising number of students and parents assume that “alternative” means “not serious” and “computer-based, online curriculum” equals “virtual school.” Even though potential enrollees and their families are given a tour of the school building and are introduced to the teachers and administrators as well, and the students participate in a mandatory 3-day orientation before they start following their schedule, normal expectations such as daily attendance and reasonable effort in a highly flexible setting still deter many students.

SESB staff diligently follow through with our action plan for increasing student retention and attendance, which is built around the flexible nature of the academic solution SunEd offers.

- To juggle personal and job commitments, our students can choose from three different sessions throughout the day so that they can satisfy all their obligations and goals.
- Our program was designed to meet the students’ needs on multiple levels, and we pride ourselves on catering to a variety of learning styles, which should encourage new enrollments and student retention. Our program is a healthy blend of computer-based and in-person learning. At SunEd, students can benefit from direct instruction delivered to the whole class or small groups, and our flexible setting allows teachers to provide one-on-one assistance as necessary. It also allows our educators to better integrate supplemental curricula, instructional platforms, and tools into our daily instruction, which helps our students to close their learning gaps more efficiently. This is especially helpful for SWDs and ELLs who are in constant need of individualized support in the classroom.
- From time to time, SESB revises the incentive system we have in place to motivate our students and celebrate their academic achievements with rewards that better align with their interests and wishes. SunEd incentivizes great attendance, course completions, outstanding performance, and so on. We host different clubs and also organize school events, competitions and challenges to promote academic excellence, to take learning to the next level, and to boost participation rates and attendance.

There are numerous external factors impacting our enrollment, attendance and student participation, but we do our best to maximize student engagement. SunEd Staff and Administration takes pride in our student-centered approach and dedicated staff that have played an important role in turning so many lives around in the framework of our self-paced, non-traditional program. As a matter of fact, we are happy to announce the opening of our third campus in the near future, which will allow us to provide our unique educational services now in 3 locations to best support our students in achieving

their ultimate goal of graduation.

Transience of student population:
Due to the nature of our program and the student population we target, one of the biggest hurdles SunEd works hard to overcome year by year is student transience. We experience significant fluctuation in our student body rooted in a wide range of factors including housing instability, academic underperformance, pregnancy, severe absenteeism, shifting family structures, immigration/ deportation-related changes, social or mental health challenges, and socioeconomic pressures.

At SunEd, we are dedicated to improving student attendance, learning gains, and graduation rates. As a result, we have helped hundreds of students to leave behind their academic frustrations and to move on to the next phase of their lives regardless of their post-secondary plans. To counteract underlying issues affecting our students and to further build our attendance initiatives, we continue to place a much stronger emphasis on mental health counseling and interventions than before. Our school also provides a diverse array of resources to assist our students and their families in overcoming their obstacles. Moreover, we maintain a safe-learning environment with key personnel available to those in need of help. This allows students to finally focus on their studies, life goals and post-secondary dreams. To ensure that parents have the tools to help their student succeed, SESB regularly holds parent nights throughout the school year to share crucial, school-related updates and information.

Additionally, SunEd boasts a mentoring program to guide our young adult students balancing more than just student responsibilities in their lives. Our mentors work directly with the students maintaining focus on attendance, academic progress and discipline in their daily mentoring sessions. They also conduct formal meetings to discuss progress monitoring and state assessment data and create a pathway to success the students can follow.

The mentors' efforts are well-complemented by Club Elevate. The representatives of this organization help coach our young adults addressing social dynamics, academic productivity, while expanding their horizons through hands-on activities such as college field trips. To allow our students to explore potential careers, SunEd's Event Coordinator and Student Success and Life Coach are tasked with organizing informative class talks and presentations, fun but educational field trips and school events. They also connect our students with various colleges and universities as well as the Armed Forces, and they offer assistance with college applications, financial aid and scholarships. Furthermore, SunEd launched a CTE Program in SY25-26 to equip participating students with marketable skills in their chosen career. By the end of the pilot year, 12 students earned a CTE certificate. Next year, SunEd is planning to expand and fully incorporate CTE into our daily operations to extend the same opportunity to every single student. SunEd is confident that these initiatives will further engage

students and boost retention through motivating them to learn about their options, to become certified in a profession, and to formulate short-term and long-term goals regarding their future.

Highest Priorities

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

The data reveals that students still struggle with multiple challenges, which impact their attendance and subsequently their academic outcomes. When school is pushed into the background due to job obligations, loss of interest, and/or underlying socioeconomic and mental health problems, it causes poor attendance. What it results in is a disruption in students' education, an increased skill and knowledge gap, and consequently, delayed academic success. Attendance issues are somewhat inherent in our program. SunEd is a non-traditional high school option for at-risk students who do not function very well in a traditional high school setting due to the same issues discussed above. Our at-risk status naturally suggests a more prominent presence of SWDs and ELLs. Therefore, SunEd is constantly working on solutions that can turn these unhealthy patterns around to show our students that success is achievable, with special attention to our most vulnerable subgroups..

The high fluctuation in our student population is another problematic area at SunEd partially resulting from our students' decreased attendance. The fact that our program is a self-paced credit recovery institution constitutes another integral "shortcoming" in our system. We lose students for multiple reasons all year round, some of which are actually very positive. For instance, about 50% of our graduates complete their graduation requirements during the school year and they are withdrawn, not to mention those (about 10% of our entire enrollment) who meet their graduation requirements during or at the end of the school year and withdraw from SESB to graduate with their homeschool. A great number of underclassmen also transfer back into their former school as soon as they catch up on their credits. Despite all these success stories, a huge proportion of our withdrawals take place due to negative factors. Most of them are socioeconomic as many families are now moving out of Florida for cheaper costs of living; some of them are cutting back on vehicle use to reduce transportation expenses due to high gas prices; and many of our young adults must focus on job retention amidst all prices going up. Moreover, we have noticed an increased interest in virtual school options. Mental health issues are also on the rise, and many families gravitate toward more convenient virtual programs as their students fight medication-related or behavioral setbacks. Naturally, personal convenience, the deterioration of general standards, and cultural and societal shifts can also be blamed. SunEd has been very successful in helping our disadvantaged population to leave their old tendencies behind and to turn their educational stagnation into academic and personal success; nevertheless, we must continue to create better strategies to slow down the fluctuation and increase retention. A more balanced enrollment should lead to higher student performance.

In an attempt to resolve the above issues, SunEd's top priorities are as follows:

1. improving student attendance and retention;
2. supporting students' social-emotional needs;
3. increasing student performance and learning gains.

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.

SunEd High of South Broward is a public charter school with a unique program designed to help young disadvantaged people coming with a variety of academic and socio-economic backgrounds and with problems preventing them from earning their high school diploma. This statement alone indicates that our enrollees most definitely struggle with reading and math deficiencies; however, it is easy to support it when we dig into the data. 58% of our entire population were Tier 2 students at the end of SY2025-2026, 1.5% qualified for Tier 3 interventions, and the rest of the students were either Tier 1 or they met their reading requirement during the Spring 2025 state assessment window.

Our students are at a disadvantage already when they enroll at SunEd High of South Broward. The challenges they face on almost every level of their lives negatively impact their attendance and academics, causing a detrimental shift in their focus, from getting an education and ultimately a high school diploma, to simply surviving and supporting themselves and their families. Even if they are able to maintain a decent attendance rate, our students have the tendency to prioritize their core classes over electives, just to earn their credits as fast as possible and put high school behind them. Their Intensive Reading class, therefore, is often pushed into the background as it is often viewed as something unnecessary keeping them from achieving their ultimate goal. Class avoidance and students' general lack of interest in Reading makes it a challenge to ensure the consistency and success of Reading instruction and interventions. Oftentimes what needs to be explained and eliminated is that our young adult students feel ashamed about their low reading skills. They are conflicted because they did make it into high school, as far as Gr. 11 and 12 at that (the majority of our students are juniors and seniors), and they are under pressure from society to graduate. SunEd staff works very hard all year round to help students understand the role of Intensive Reading instruction in passing their state assessments and ultimately meeting their graduation requirements. Since one of the top priorities of our program--actually, the ultimate priority--is to increase graduation rates from school year to school year, working with our students to improve their reading skills and to meet the reading requirement for graduation is a key focus point.

Moreover, the diverse nature of our student population further complicates the picture: the fact that 33% of our students are Black and 55% are Hispanic suggests that a considerable portion of our students are ESOL students: 15% are active ESOL students, and 4% were exited from the ESOL Program but continue to be monitored for two years. The data reveals what a disadvantage they must tackle: 52% of our LYs have the language classification A1 (as measured by the IPT) or 1 (on the WIDA scale); 23% is on Level A2 or 2; and 23% has Level 3 English skills. It is a curious fact that at the end of the school year, 10% of our active LYs had a language classification A1 or A2 as per their IPT test, which indicates that they were recent newcomers into the US, starting their English language acquisition upon enrollment. At SunEd High of South Broward, these students require, and receive, constant attention and support to overcome the language barrier that stands between them and achieving their education.

Our at-risk status naturally implies the participation of economically disadvantaged students and SWDs as well: 73% of our students qualify for free/reduced lunch, 20% have some sort of disability and 6% have a 504 plan. These background factors predetermine, or at least largely impact, our students' success at state and progress monitoring assessments, and therefore, SunEd is fully dedicated to helping these subgroups successfully complete their academic work around their disabilities, health conditions and life circumstances, as part a fair and attainable opportunity to earn a high school diploma. In SY2025-2026, 20% of our graduates were ESLS students, and 15% were ELLs, which is a remarkable number. Nevertheless, each year we thrive to increase the proportion of special programs students that graduate our secondary program successfully.

The progress monitoring data reflects the above-mentioned challenges, but the high transience of our student population must be highlighted again as a factor having a negative effect on our learning gains. SunEd High of South Broward uses ongoing enrollment to maintain our enrollment numbers throughout the school year; however, this means that the student population our instructional staff works with and prepares before assessment periods will constantly change from week to week, quarter to quarter, but most importantly, from test window to test window. Therefore, our students' enrollment date, current reading level and literacy skills may largely predetermine the test outcomes of students enrolling before an assessment window. Another direct consequence of our continuous enrollment practices is that the testing data collected during each assessment window may not be entirely comparable to determine reading growth, because the students participating in each administration may significantly change between the assessment periods.

Nevertheless, SunEd instructional staff works relentlessly to assess and address each of our student's instructional needs to help them achieve their academic goals and more. Our regular data analyses drive our Reading instruction; however, it must be pointed out that they are completed in a

unique way as in our program, grade levels are not separated. SunEd High of South Broward is a self-paced, computer-based alternative charter program, where each student follows a custom schedule and grad plan, and the data collected do not reflect the growth of students grouped together based on age and grade levels, progressing at the same pace; it shows the positive or negative learning gains of a group of students representing different ages and grade levels, completing the same class at different points of the semester for a variety of durations.

READING ASSESSMENT DATA

Gr. 9 FAST ELA Reading

Test Administration Fall 2025
Number of students tested • 1
Mean Scale Score • 210
Percentage in Level 3 or Above • 0
Percentage in Each Achievement Level:
Level 1 - 100 (ELLs: N/A | SWDs: 100);
Level 2 - 0 (ELLs: N/A | SWDs: 0);
Level 3 - 0 (ELLs: N/A | SWDs: 0);
Level 4 - 0 (ELLs: N/A | SWDs: 0);
Level 5 - 0 (ELLs: N/A | SWDs: 0).

Test Administration Winter 2025
Number of students tested • 3
Mean Scale Score • 227
Percentage in Level 3 or Above • 34
Percentage in Each Achievement Level:
Level 1 - 33 (ELLs: N/A | SWDs: 0);
Level 2 - 33 (ELLs: N/A | SWDs: 50);
Level 3 - 34 (ELLs: N/A | SWDs: 50);
Level 4 - 0 (ELLs: N/A | SWDs: 0);
Level 5 - 0(ELLs: N/A | SWDs: 0).

Test Administration Spring 2026
Number of students tested • 12
Mean Scale Score • 220
Percentage in Level 3 or Above • 8
Percentage in Each Achievement Level:

Level 1 - 50 (ELLs: 50 | SWDs: 33);
Level 2 - 42 (ELLs: 50 | SWDs: 66);
Level 3 -8 (ELLs: 0 | SWDs: 0);
Level 4 - 0 (ELLs: 0 | SWDs: 0);
Level 5 - 0(ELLs: 0 | SWDs: 0).

Gr. 10 FAST ELA Reading

Test Administration Fall 2025
Number of students tested • 24
Mean Scale Score • 220
Percentage in Level 3 or Above • 14
Percentage in Each Achievement Level:
Level 1 - 67 (ELLs: 75 | SWDs: 100);
Level 2 - 17 (ELLs: 25 | SWDs: 0);
Level 3 - 8 (ELLs: 0 | SWDs: 0);
Level 4 - 8 (ELLs: 0 | SWDs: 0);
Level 5 - 0 (ELLs: 0 | SWDs: 0).

Test Administration Winter 2025
Number of students tested • 36
Mean Scale Score • 220
Percentage in Level 3 or Above • 14
Percentage in Each Achievement Level:
Level 1 - 69 (ELLs: 100 | SWDs: 70);
Level 2 - 17 (ELLs: 0 | SWDs: 20);
Level 3 - 11 (ELLs: 0 | SWDs: 10);
Level 4 - 3 (ELLs: 0 | SWDs: 0);
Level 5 - 0 (ELLs: 0 | SWDs: 0).

Test Administration Spring 2026
Number of students tested • 50
Mean Scale Score • 224
Percentage in Level 3 or Above • 20
Percentage in Each Achievement Level:
Level 1 - 60 (ELLs: 100 | SWDs: 79);
Level 2 - 20 (ELLs: 0 | SWDs: 21);

Level 3 -10 (ELLs: 0 | SWDs: 0);
Level 4 - 8 (ELLs: 0 | SWDs: 0);
Level 5 - 2 (ELLs: 0 | SWDs: 0).

FAST ELA Reading Retakes

Test Administration Fall 2025
Number of students tested • 191
Mean Scale Score • 218
Percentage in Level 3 or Above • 11
Percentage in Each Achievement Level:
Level 1 - 66 (ELLs: 92 | SWDs: 89);
Level 2 - 23 (ELLs: 4 | SWDs: 5);
Level 3 - 9 (ELLs: 4 | SWDs: 0);
Level 4 - 2 (ELLs: 0 | SWDs: 6);
Level 5 - 0 (ELLs: 0 | SWDs: 0).

Test Administration Winter 2025
Number of students tested • 165
Mean Scale Score • 219
Percentage in Level 3 or Above • 12
Percentage in Each Achievement Level:
Level 1 - 63 (ELLs: 87 | SWDs: 80);
Level 2 - 25 (ELLs: 11 | SWDs: 10);
Level 3 - 10 (ELLs: 2 | SWDs: 5);
Level 4 - 1 (ELLs: 0 | SWDs: 5);
Level 5 -1 (ELLs: 0 | SWDs: 0);

Test Administration Spring 2026
Number of students tested • 122
Mean Scale Score • 218
Percentage in Level 3 or Above • 11
Percentage in Each Achievement Level:
Level 1 - 66 (ELLs: 84 | SWDs: 75);
Level 2 - 22 (ELLs: 7 | SWDs: 25);
Level 3 -7 (ELLs: 7 | SWDs: 0);
Level 4 - 4 (ELLs: 2 | SWDs: 0);

Level 5 - 0 (ELLs: 0 | SWDs: 0).

ACCESS 2.0 for ELLs DATA

Number of students tested: 44
**Gr. 12 - Average scale score to Proficiency Levels*
Listening: 322 (~PL 2)
Speaking: 266 (~PL 2)
Reading: 352 (~PL 2)
Writing: 311 (~PL 2)
Comprehension score: 343 (~PL 2)
Literacy score: 332 (~PL 2)

**Gr. 11 - Average scale score to Proficiency Levels*
Listening: 329 (~PL 3)
Speaking: 282 (~PL 2)
Reading: 347 (~PL 2)
Writing: 318 (~PL 2)
Comprehension score: 342 (~PL 2)
Literacy score: 333 (~PL 2)

**Gr. 10 - Average scale score to Proficiency Levels*
Listening: 327 (~PL 2)
Speaking: 298 (~PL 2)
Reading: 348 (~PL 2)
Writing: 319 (~PL 2)
Comprehension score: 342 (~PL 2)
Literacy score: 334 (~PL 2)

**Gr. 9 - Average scale score to Proficiency Levels*
Listening: 287 (~PL 1)
Speaking: 148 (~PL 1)
Reading: 302 (~PL 1)
Writing: 349 (~PL 1)
Comprehension score: 298 (~PL 1)
Literacy score: 276 (~PL 1)

SunEd High of South Broward Administration and Staff work tirelessly to improve our student outcomes despite the challenges that our unique program and student population must face. To increase student performance in Intensive Reading and, as a result, to boost their test outcomes on state reading assessments and progress monitoring tests, we have created new processes and incentive programs, we hired additional subject area teachers and support staff to efficiently assist all our students in the classroom during direct instruction and interventions, with special attention to the diverse needs of ELLs and SWDs. This help includes native language support, one-on-one assistance, and even mental health support. Furthermore, we use core and supplemental curricula that all have an integrated language support feature that enables our ELLs to access high-quality learning. Our self-paced program allows for the high-scale personalization of learning already, which is enhanced further and further through our actions.

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 2026-2027 school year, SunEd High of South Broward's percentage of Level 3 or higher results for the Gr. 9 FAST ELA Reading Assessment will increase from the 8% to 13% as tested by the PM3 Gr. 9 FAST ELA Reading Assessment. More specifically: as measured by the same assessment, the percentage of Hispanic students with Level 3 or higher results will increase from 0% to 5%; the percentage of ELLs with Level 3 or higher results will increase from 0% to 5%; and the percentage of SWDs with Level 3 or higher results will increase from 0% to 5%.

By the end of the 2026-2027 school year, SunEd High of South Broward's percentage of Level 3 or higher results for the Gr. 10 FAST ELA Reading Assessment will increase from 20% to the average of 25% as tested by the PM3 Gr. 10 FAST ELA Reading Assessment. More specifically: as measured by the same assessment, the percentage of Hispanic students with Level 3 or higher results will increase from 18% to 23%; the percentage of ELLs with Level 3 or higher results will increase from 0% to 5%; and the percentage of SWDs with Level 3 or higher results will increase from 0% to 5%.

By the end of the 2026-2027 school year, SunEd High of South Broward's percentage of Level 3 or higher results for the FAST ELA Reading Retake Assessment will increase from 11% to the average of 15% tested by the PM3 FAST ELA Reading Retake Assessment. More specifically: as measured by the same assessment, the percentage of Hispanic students with Level 3 or higher results will increase from 13% to 18%; the percentage of ELLs with Level 3 or higher results will increase from 9% to 14%; and the percentage of SWDs with Level 3 or higher results will increase from 0% to 5%.

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 undergo systematic monitoring to ensure the attainment of desired educational outcomes. Specifically, student progress through our core and supplemental curricula will be monitored on a daily basis, and student performance will be evaluated biweekly through a comprehensive review of their results from various assessment tools, including IXL and Direct Instruction Assessments. Student progress, or the lack thereof, will be discussed in the regular meetings of the ELA/Literacy Department, collaborative meetings between mentors, ELA and Reading teachers and the Leadership Team. Furthermore, a customized plan will be developed in these meetings for students not showing sufficient growth, which will outline the necessary strategies to be applied within the predetermined timeframe to ensure the required learning gains. This ongoing monitoring process is designed to significantly influence student achievement in Reading. By regularly assessing their progress, students will build their vocabulary and reading skills, and at the same time, our Reading teachers will be able to pinpoint areas where students may need additional support or resources. Consistent progress and individual achievements will be incentivized, and weak areas and lack of progress will be addressed and corrected immediately. As a result of this focused approach, we anticipate a marked improvement in their overall reading test scores. Our commitment to continuous assessment and feedback aims to create a supportive learning environment that fosters mastery of key concepts, leading to enhanced educational outcomes for all students involved.

Person responsible for monitoring outcome
Kinya Myrthil

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:
IXL provides a sophisticated and comprehensive assessment suite, which encompasses both RealTime Diagnostic and a universal screener. This advanced assessment framework is designed to operate seamlessly in conjunction with the curriculum, enabling educators to gain immediate and actionable insights into student performance. By leveraging this suite, educators can effectively identify specific gaps in knowledge, allowing for a targeted analysis of individual student needs. Furthermore, the assessment suite offers tailored next steps and strategic recommendations that facilitate personalized learning pathways, fostering the academic growth and development of each learner. This is exceptionally helpful for English-language learners and students with disabilities, who probably need the most customization as they progress. The integration of these tools not only empowers educators with valuable data but also enhances the overall educational experience by promoting informed decision-making in instructional practices.

Rationale:

The integration of IXL into educational environments presents a multitude of advantages that can significantly enhance both teaching and learning experiences. Here are several key reasons for adopting IXL: *Comprehensive Assessment Capabilities: IXL's assessment suite, including the Real-Time Diagnostic and universal screener, equips educators with tools that offer in-depth analysis of student performance. This allows for a more nuanced understanding of each learner's strengths and weaknesses, facilitating targeted instructional strategies. *Personalized Learning Experiences: By identifying specific gaps in knowledge, IXL enables educators to tailor their teaching approaches to meet the individual needs of students. The platform provides customized recommendations and next steps, ensuring that each learner receives the support necessary for their unique learning journey regardless of their age group, skill levels, or ELL and ESLS status. *Real-Time Feedback: IXL's real-time diagnostic feature empowers both educators and students by providing immediate feedback on performance. This timely information helps inform instructional decisions and allows students to understand their progress, motivating them to take an active role in their learning. *Alignment with Curriculum Standards: The assessment tools are designed to align seamlessly with educational standards and curricula, ensuring that the learning objectives are consistently met. This alignment not only enhances the relevance of the assessments but also supports educators in maintaining fidelity to their instructional goals. *Data-Driven Instruction: IXL provides robust analytics and reporting capabilities that enable educators to track student progress over time. By utilizing data-driven insights, teachers can make informed decisions regarding instructional practices, interventions, and resource allocation, promoting better educational outcomes. *Engagement and Motivation: The interactive nature of IXL's platform fosters student engagement through gamified learning experiences. This can lead to increased motivation and participation, as students are more likely to engage with content that is presented in an enjoyable and interactive manner. *Scalability and Accessibility: IXL is designed to be adaptable across various educational settings, from individual classrooms to entire school districts. Its cloud-based platform ensures that students and educators can access it from anywhere, promoting continuity in learning, especially in diverse and remote educational contexts. In conclusion, the utilization of IXL in educational settings is justified by its comprehensive assessment capabilities, personalized learning approach, alignment with curriculum standards, and the ability to foster student engagement. By leveraging IXL, educators can enhance their instructional practices, leading to improved student achievement and a more effective learning environment.

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
Students needing to pass the FAST ELA Reading Assessment will have Enhanced Reading Intervention incorporated with their scheduled Intensive Reading and ELA classes.

Person Monitoring:
Kinya Myrthil

By When/Frequency:
Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All students who have achieved Level 1 or Level 2 on the FAST ELA Reading Assessment will be

automatically enrolled in an enhanced Intensive Reading course designed to support their academic growth. This course structure will incorporate their regularly scheduled Intensive Reading class with a distinctive approach that dedicates 15% of the class time to IXL. The class will be structured based on the HMH Read180 rotational model, where students will engage in face-to-face direct instruction and with the two online components of the curriculum. This segment is intended to reinforce foundational concepts and provide tailored instruction based on individual learning needs. Next, students will log into IXL, where they will continue their learning through interactive exercises. It is important to note that IXL will be incorporated into regular ELA class time as well to ensure that students have ample opportunity to develop their ELA skills through various platforms.
Furthermore, additional staff will be assigned to support our students in the classroom. Our paraprofessionals will continue to push in and work with all the learners that could take advantage of native language support (not just ELLs but any student who can process the material better in their home language) during instructional time. Our lower-level ELLs will be scheduled to take Developmental Language Art Reading classes and their ELA classes in a sheltered setting in SY2025-2026 as well so that they receive direct instruction designed to meet their needs in particular, enhanced with ELL strategies that can better promote their learning. Our instructors will continue to utilize the WIDA Can Do Descriptors, ACCESS 2.0 data, and select WIDA reports to fully understand the skill levels their ELLs possess to set better learning goals and expectations for the students and to deliver instruction that is truly tailored to the needs of our young adult learners. As for SWDs, we hired a second ESE teacher to make sure that our students with disabilities receive extra help beyond their appropriate accommodations as described in their IEPs to process the instructional content more efficiently.
In summary, the enhanced Reading and ELA courses aim to create an enriching educational experience that not only meets the needs of students performing at Levels 1 and 2 but also fosters their enthusiasm for reading through engaging and effective learning strategies.

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.

SunEd's student population consists of at-risk and low-performing young adults, and as such, our at-risk status naturally suggests the presence of economically disadvantaged students and SWDs. As far as our students’ economic background is concerned, a steady 73% of our students come from underprivileged households. On top of that, 0.5% are in foster care, and 0.2% are homeless. Also, 20% of our students has some sort of disability, 6% have a 504 plan, and 0.2% is gifted. Furthermore, active ESOL students, or LY's, make up 15% of the student population, and 4% of the students are LFs. These background factors largely impact our students’ success at state and progress monitoring assessments.

The progress monitoring data revealed that SunEd students struggle with multiple challenges, which

impact their academic backgrounds, including their math skills. Great gaps in our students' education have a negative influence on our students' academic progress, and cause them to maintain poor attendance, which delays their academic success. To illustrate this through a real-life phenomenon: students with low math skills find it hard to follow math instruction. It must also be mentioned that our most delicate subgroups, ELLs and SWDs, struggle even more because of their disadvantages. Even though it is a widely accepted and repeated notion that math is universal, it often proves particularly hard for speakers of other languages to understand complex mathematical concepts in a foreign language they do not or barely speak. Similarly, students with different disabilities find it extremely hard to find the angle that allows them to sufficiently process the content taught in their math (or even science) classes. Our young adults are often embarrassed to admit that they need extra help due to their personal issues or social anxiety rooted in peer dynamics, and they choose to procrastinate or even skip classes to avoid having to ask for help and putting in real effort. In extreme cases, they are even willing to miss school to avoid their math classes. They tend to prioritize other subject areas and they often end up with quite a few math classes right before graduation. This is detrimental for many reasons: 1) they leave their hardest subjects to the pre-graduation crunch period, and they might not make the graduation deadline; 2) by putting off these crucial subjects, they create or deepen the gap in their own math education, which makes it harder to resume later on; 3) pushing back these classes means that they become eligible for the EOCs later, which gives them much fewer opportunities to pass the tests.

Another factor that causes inconsistencies in our students' math growth is the overall fluctuation in our student population. We traditionally counteract this tendency with year-round enrollment, which means that we enroll students from the beginning of the school year all the way until the middle of May. To elaborate, this means that we lose and recruit several students every week, and as a consequence, our instructional staff must continuously adapt their instruction to include newcomers but still make the class engaging enough to maintain the interest and motivation of existing students. The skill levels and general preparedness of our new enrollees are unpredictable, and the length of the time window between their enrollment date and the upcoming test window may predetermine these students' success. The high fluctuation of our enrollment numbers also means that a large proportion of the students who take the fall assessments will be different from the winter test takers, and most of the students who participate in the fall administration of the state assessments will have graduated, returned to their home school, or will have withdrawn for a variety of reasons, including school hopping, transitioning, or relocation.

SunEd instructional staff goes the extra mile to uncover the root of students’ challenges and continues to provide our student population with a variety of resources and tools to turn around these tendencies. We regularly analyze our data and discuss the results in staff meetings and committee meetings, and we share student outcomes with our stakeholders. Our data analysis reflects our

unique setup. In our program, grade levels are not separated, as SESB is a self-paced, computer-based alternative charter program. Our students only complete the classes that they are missing, and they retake the courses that they failed at their homeschool. This means that any given student has a custom schedule and grad plan, as a result of which they are not part of a larger group participating in the exact same instruction in class. While our teachers provide systematic and explicit instruction driven by our data, our students make progress at their own pace using our online, evidence-based, district-adopted curriculum. As a consequence, the data that we work with does not reflect the growth of a group of students representing the same age and grade level and shared instructional pace, but the learning gains of a group of students representing different ages and grade level completing the same class at different points of the semester for a variety of durations.

MATH ASSESSMENT DATA

Algebra 1 EOC

Test Administration Fall 2024
Number of students tested • 158
Mean Scale Score • 367
Percentage in Level 3 or Above • 5
Percentage in Each Achievement Level:
Level 1 - 66 (ELLs: 76 | SWDs: 77);
Level 2 - 30 (ELLs: 18 | SWDs: 18);
Level 3 - 3 (ELLs: 3 | SWDs: 5);
Level 4 - 2 (ELLs: 3 | SWDs: 0);
Level 5 - 0 (ELLs: 0 | SWDs: 0).

Test Administration Winter 2025
Number of students tested • 169
Mean Scale Score • 376
Percentage in Level 3 or Above • 16
Percentage in Each Achievement Level:
Level 1 - 56 (ELLs: 61 | SWDs: 83);
Level 2 - 28 (ELLs: 17 SWDs: 13);
Level 3 - 9 (ELLs: 17 | SWDs: 0);
Level 4 - 4 (ELLs: 3 | SWDs: 4);
Level 5 - 4 (ELLs: 3 | SWDs: 0).

Test Administration Spring 2026
Number of students tested • 140
Mean Scale Score • 376
Percentage in Level 3 or Above • 14
Percentage in Each Achievement Level:
Level 1 - 54 (ELLs: 66 | SWDs: 93);
Level 2 - 29 (ELLs: 17 | SWDs: 7);
Level 3 - 9 (ELLs: 6 | SWDs: 0);
Level 4 - 3 (ELLs: 6 | SWDs: 0);
Level 5 - 5 (ELLs: 6 | SWDs: 0).

Geometry EOC

Test Administration Fall 2025
Number of students tested • 24
Mean Scale Score • 355
Percentage in Level 3 or Above • 4
Percentage in Each Achievement Level:
Level 1 - 79 (ELLs: 80 | SWDs: 80);
Level 2 - 17 (ELLs: 20 | SWDs: 20);
Level 3 - 4 (ELLs: 0 | SWDs: 0);
Level 4 - 0 (ELLs: 0 | SWDs: 0);
Level 5 - 0 (ELLs: 0 | SWDs: 0).

Test Administration Winter 2025
Number of students tested • 10
Mean Scale Score • 384
Percentage in Level 3 or Above • 10
Percentage in Each Achievement Level:
Level 1 - 70 (ELLs: N/A | SWDs: 75);
Level 2 - 20 (ELLs: N/A | SWDs: 25);
Level 3 - 10 (ELLs: N/A | SWDs: 0);
Level 4 - 0 (ELLs: N/A | SWDs: 0);
Level 5 - 0 (ELLs: N/A | SWDs: 0);

Test Administration Spring 2026
Number of students tested • 29
Mean Scale Score • 370

Percentage in Level 3 or Above • 27
Percentage in Each Achievement Level:
Level 1 - 55 (ELLs: N/A | SWDs: N/A);
Level 2 - 18 (ELLs: N/A | SWDs: N/A);
Level 3 - 18 (ELLs: N/A | SWDs: N/A);
Level 4 - 9 (ELLs: N/A | SWDs: N/A);
Level 5 - 0 (ELLs: N/A | SWDs: N/A).

Biology 1 EOC

Test Administration Fall 2025
Number of students tested • 14
Mean Scale Score • 369
Percentage in Level 3 or Above • 14
Percentage in Each Achievement Level:
Level 1 - 57 (ELLs: 100 | SWDs: 75);
Level 2 - 29 (ELLs: 0 | SWDs: 25);
Level 3 - 7 (ELLs: 0 | SWDs: 0);
Level 4 - 7 (ELLs: 0 | SWDs: 0);
Level 5 - 0 (ELLs: 0 | SWDs: 0).

Test Administration Winter 2025
Number of students tested • 13
Mean Scale Score • 377
Percentage in Level 3 or Above • 23
Percentage in Each Achievement Level:
Level 1 - 23 (ELLs: 0 | SWDs: 20);
Level 2 - 56 (ELLs: 100 | SWDs: 60);
Level 3 - 23 (ELLs: 0 | SWDs: 20);
Level 4 - 0 (ELLs: 0 | SWDs: 0);
Level 5 - 0 (ELLs: 0 | SWDs: 0).

Test Administration Spring 2026
Number of students tested • 23
Mean Scale Score • 384
Percentage in Level 3 or Above • 31
Percentage in Each Achievement Level:

Level 1 - 30 (ELLs: 100 | SWDs: 33);
Level 2 - 39 (ELLs: 0 | SWDs: 50);
Level 3 -22 (ELLs: 0 | SWDs:17);
Level 4 - 9 (ELLs: 0 | SWDs: 0);
Level 5 - 0 (ELLs: 0 | SWDs: 0).

As mentioned in previous sections, SunEd High of South Broward uses the outcomes of regular data analyses to break down student outcomes and draw consequences regarding the performance of our learner subgroups. These conclusions drive the decisions our team makes to help our students achieve learning gains from school year to school year. Our program was designed to be self-paced, which is already a customization that every single student can take advantage of: high performing students are able to advance faster and even graduate early, whereas lower performing students can receive the time and pacing that their needs dictate. SunEd, however, has additional systems and procedures in place to further personalize the educational experience at our school to help all our subgroups succeed.

The largest subgroup is the Hispanic student community. 55% of our students are Hispanic, which is not to be confused with the ELL group, as not all Hispanic students are in the ESOL Program. Hispanic students may be native speakers of English, but an overwhelming percentage of our entire student body, 19%, are active or exited ELLs. To support them, we employ bilingual instructional and support staff, which includes teachers and paraprofessionals who are able to work with students using the language they are most comfortable with in class or during school hours. This covers direct instruction, all level interventions, mentoring, general communication as well as tutoring. We offer these learners curricula and resources that are translated into their primary language or have an embedded translation feature that allows students to access the content without leaving the platform. Our ESOL Coordinator regularly pulls ELLs to monitor their progress, offers English language development sessions, and also stays in touch with the families to provide them with important information and invaluable resources. ELLs with the language classifications A1, A2, 1 and 2 receive sheltered instruction, which means that they are all scheduled to take the same Developmental Language Arts Reading class and core classes without the participation of non-ELLs. This ensures that all activities in class help close the language gap and are enhanced with ESOL strategies that fulfill this purpose.

SWDs make up 20% of our learner population. When we add students with 504 plans, this group comprises 26% of the entire student body. Therefore, it is of utmost importance that these students receive the help they need to reduce and eventually eliminate the achievement gap. In SY2025-2026, SunEd High of South Broward double the number of ESE teachers providing extra services to our SWDs and assisting them in class. The ESE teachers push in to the classroom and help SWDs

during instruction, one-on-one or in small groups, but the option to work with them outside of scheduled class times is also open depending on need. Our core and supplemental curricula are all designed to allow for individual pacing, and the diagnostic assessments in place create a learning path that is 100% calculated with the students' strengths and weaknesses in mind. These programs also have built-in tools that make the learning process easier, more digestible and fun, together with feedback and next step suggestions to guide students towards their goals. In order to boost student motivation in any subject area, but in math and science classes in particular, we organize academic competitions and offer hands-on labs, fairs, projects, interactive experiments and field trips several times per school year, and we mentor our students throughout the prep and completion of these activities. In the end, we systematically reward consistent effort, remarkable progress and achievement.

SESB has taken steps to address behavioral, academic and attendance issues, and provides relevant trainings to our educators to increase learning gains, student interaction with, and understanding of, the learning materials, course completion rates as well as graduation rates. We do our very best to make sure that all attending students persevere beyond their challenges and continue to work hard regardless of their age/status.

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 2026-2027 school year, SunEd High of South Broward's percentage of Level 3 or higher results for the Algebra 1 EOC will increase from 17% to 22% as tested by the B.E.S.T. Algebra 1 EOC. More specifically: as measured by the same assessment, the percentage of Hispanic students with Level 3 or higher results will increase from 13% to 18%; the percentage of ELLs with Level 3 or higher results will increase from 18% to 23%; and the percentage of SWDs with Level 3 or higher results will increase from 0% to 5%.

By the end of the 2026-2027 school year, SunEd High of South Broward's percentage of Level 3 or higher results for the Geometry EOC will increase from 27 to the average of 32% tested by the B.E.S.T. Geometry EOC. More specifically: as measured by the same assessment, the percentage of Hispanic students with Level 3 or higher results will increase from 6% to 11%; the percentage of ELLs with Level 3 or higher results will increase from 0% to 5%; and the percentage of SWDs with Level 3 or higher results will increase from 0% to 10%.

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 undergo systematic monitoring to ensure the attainment of desired

educational outcomes. Specifically, student progress through our core and supplemental curricula will be monitored on a daily basis, and student performance will be evaluated biweekly through a comprehensive review of their results from various assessment tools, including IXL, Gizmos, and Direct Instruction Assessments. Student progress, or the lack thereof, will be discussed in the regular meetings of the Math Department, collaborative meetings between mentors, math teachers and the Leadership Team. Furthermore, a customized plan will be developed in these meetings for students not showing sufficient growth, which will outline the necessary strategies to be applied within the predetermined timeframe to ensure the required learning gains. This ongoing monitoring process is designed to significantly influence student achievement in both Algebra 1 and Geometry. By regularly assessing their progress, students will not only build their confidence in these critical mathematical disciplines but also identify areas where they may need additional support or resources. Consistent progress and individual achievements will be incentivized, and weak areas and lack of progress will be addressed and corrected immediately. As a result of this focused approach, we anticipate a marked improvement in students' academic performance, which will be reflected in their overall grades in coursework. Our commitment to continuous assessment and feedback aims to create a supportive learning environment that fosters mastery of key concepts, leading to enhanced educational outcomes for all students involved.

Person responsible for monitoring outcome
Kinya Myrthil

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:
IXL provides a sophisticated and comprehensive assessment suite, which encompasses both RealTime Diagnostic and a universal screener. This advanced assessment framework is designed to operate seamlessly in conjunction with the curriculum, enabling educators to gain immediate and actionable insights into student performance. By leveraging this suite, educators can effectively identify specific gaps in knowledge, allowing for a targeted analysis of individual student needs. Furthermore, the assessment suite offers tailored next steps and strategic recommendations that facilitate personalized learning pathways, fostering the academic growth and development of each learner. The integration of these tools not only empowers educators with valuable data but also enhances the overall educational experience by promoting informed decision-making in instructional practices.

Rationale:
The integration of IXL into educational environments presents a multitude of advantages that can significantly enhance both teaching and learning experiences. Here are several key reasons for adopting IXL: *Comprehensive Assessment Capabilities: IXL's assessment suite, including the Real-Time Diagnostic and universal screener, equips educators with tools that offer in-depth analysis of student performance. This allows for a more nuanced understanding of each learner’s strengths and

weaknesses, facilitating targeted instructional strategies. *Personalized Learning Experiences: By identifying specific gaps in knowledge, IXL enables educators to tailor their teaching approaches to meet the individual needs of students. The platform provides customized recommendations and next steps, ensuring that each learner receives the support necessary for their unique learning journey. *Real-Time Feedback: IXL's real-time diagnostic feature empowers both educators and students by providing immediate feedback on performance. This timely information helps inform instructional decisions and allows students to understand their progress, motivating them to take an active role in their learning. *Alignment with Curriculum Standards: The assessment tools are designed to align seamlessly with educational standards and curricula, ensuring that the learning objectives are consistently met. This alignment not only enhances the relevance of the assessments but also supports educators in maintaining fidelity to their instructional goals. *Data-Driven Instruction: IXL provides robust analytics and reporting capabilities that enable educators to track student progress over time. By utilizing data-driven insights, teachers can make informed decisions regarding instructional practices, interventions, and resource allocation, promoting better educational outcomes. *Engagement and Motivation: The interactive nature of IXL's platform fosters student engagement through gamified learning experiences. This can lead to increased motivation and participation, as students are more likely to engage with content that is presented in an enjoyable and interactive manner. *Scalability and Accessibility: IXL is designed to be adaptable across various educational settings, from individual classrooms to entire school districts. Its cloud-based platform ensures that students and educators can access it from anywhere, promoting continuity in learning, especially in diverse and remote educational contexts. In conclusion, the utilization of IXL in educational settings is justified by its comprehensive assessment capabilities, personalized learning approach, alignment with curriculum standards, and the ability to foster student engagement. By leveraging IXL, educators can enhance their instructional practices, leading to improved student achievement and a more effective learning environment.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

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

Description of Intervention #2:
Gizmos are advanced interactive laboratories and simulations designed specifically for students in Grades 3 through 12, focusing on mathematics and science education. These dynamic tools provide educators with an innovative approach to teaching, allowing students to engage in hands-on experiments that enhance their understanding of complex concepts in STEM (Science, Technology, Engineering, and Mathematics). With a comprehensive library boasting over 550 virtual simulations, Gizmos offers a diverse range of opportunities for students to graph, measure, and compare various scientific and mathematical phenomena. This rich repository enables learners to explore real-world scenarios, fostering critical thinking and problem-solving skills. Moreover, students can engage in predictive analysis and validate their hypotheses through interactive experimentation, deepening their comprehension of the subject matter. By integrating Gizmos into the classroom, educators can create a stimulating learning environment that not only supports curriculum standards but also inspires students to pursue further studies and careers in STEM fields. The platform's versatility and accessibility make it an invaluable resource for promoting innovative educational practices and enhancing student engagement in the learning process.

Rationale:
The integration of Gizmos into the educational landscape presents a compelling rationale for enhancing the teaching and learning of mathematics and science for students in grades 3-12. Several key factors underscore the utility and effectiveness of Gizmos as a vital educational resource.

*Interactive Learning Experience: Gizmos transforms traditional learning methods by providing interactive simulations that allow students to actively participate in their education. This engagement fosters a deeper understanding of complex concepts, as students can visualize and manipulate variables in a controlled environment, promoting experiential learning. *Comprehensive Library of Simulations: With over 550 virtual simulations available, Gizmos caters to a wide array of topics within STEM education. This extensive library enables educators to select relevant simulations that align with their curriculum, facilitating targeted instruction that addresses specific learning objectives. *Development of Critical Thinking Skills: The hands-on nature of Gizmos encourages students to engage in inquiry-based learning. By allowing learners to experiment, hypothesize, and analyze outcomes, Gizmos cultivates critical thinking and problem-solving skills essential for success in STEM fields. Students are empowered to draw conclusions based on evidence, fostering a scientific mindset. *Differentiated Learning Opportunities: Gizmos accommodates diverse learning styles and paces, making it an inclusive tool for all students. Whether students require additional support or are ready for advanced challenges, the platform provides tailored experiences that promote individualized learning pathways. *Alignment with Educational Standards: Gizmos aligns with national and state educational standards for STEM education, ensuring that the content delivered is relevant and pedagogically sound. By incorporating Gizmos into lesson plans, educators can enhance compliance with curriculum requirements while enriching the educational experience. *Encouragement of Collaboration and Communication: The interactive nature of Gizmos not only supports individual learning but also fosters collaboration among peers. Students can work together to explore simulations, share insights, and discuss their findings, thereby enhancing their communication skills and promoting teamwork. Preparation for Future Endeavors: As the demand for STEM professionals continues to grow, equipping students with the skills and knowledge necessary for success in these fields is paramount. Gizmos provides a platform for students to develop a solid foundation in STEM concepts, preparing them for future academic pursuits and career opportunities. In conclusion, the rationale for utilizing Gizmos in the classroom is grounded in its ability to enhance interactive learning, provide comprehensive educational resources, develop critical thinking skills, and support diverse learners. By incorporating Gizmos into STEM education, educators can create a dynamic and enriching learning environment that prepares students for the challenges and opportunities of the future.

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
Students needing to pass the Algebra 1 EOC will have an Enhanced Math Intervention incorporated with their scheduled Math course.

Person Monitoring:
Kinya Myrthil

By When/Frequency:
Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All students who have achieved Level 1 or Level 2 in Algebra 1 will be automatically enrolled in an enhanced mathematics course designed to support their academic growth. This course structure will

incorporate their regularly scheduled mathematics class, with a distinctive approach that dedicates half of the class time to interactive learning platforms, specifically IXL and Gizmos. To begin the class, students will engage in a structured learning environment utilizing Edmentum for the initial 45 minutes. This segment is intended to reinforce foundational concepts and provide tailored instruction based on individual learning needs. Following this concentrated period of study, educators will transition into the intensive math component of the course. The intensive portion will commence with a comprehensive direct instruction session that includes the entire class. This instructional approach aims to clarify complex mathematical concepts and facilitate a deeper understanding of the subject matter. After the direct instruction, students will log into either IXL or Gizmos, where they will continue their learning through interactive exercises. It is important to note that students will alternate their engagement with these programs on a bi-weekly basis. For instance, if students attend class on Monday, Wednesday, and Friday, their schedule for the week will be as follows: on Monday, they will work on IXL; on Wednesday, they will shift focus to Gizmos; and on Friday, they will return to IXL. This alternating schedule is designed to provide a balanced approach to learning and ensure that students have ample opportunity to develop their mathematical skills through various platforms.
Furthermore, additional staff will be assigned to support our students in the classroom. Our paraprofessionals will continue to push in and work with all the learners that could take advantage of native language support (not just ELLs but any student who can process the material better in their home language) during instructional time. Our lower-level ELLs will be scheduled to take their math and science classes in a sheltered setting in SY2025-2026 as well so that they receive direct instruction designed to meet their needs in particular, enhanced with ELL strategies that can better promote their learning. Our instructors will continue to utilize the WIDA Can Do Descriptors, ACCESS 2.0 data, and select WIDA reports to fully understand the skill levels their ELLs possess to set better learning goals and expectations for the students and to deliver instruction that is truly tailored to the needs of our young adult learners. As for SWDs, we hired a second ESE teacher to make sure that our students with disabilities receive extra help beyond their appropriate accommodations as described in their IEPs to process the instructional content more efficiently.
In summary, this enhanced math course aims to create an enriching educational experience that not only meets the needs of students performing at Levels 1 and 2 but also fosters their enthusiasm for mathematics through engaging and effective learning strategies.

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.

SunEd High of South Broward is attended by a relatively large number of SWDs: 20% of our students has some sort of disability, 6% have a 504 plan, and 0.2% are gifted. At the end of the school year, this number meant 88 students, or approximately 26% of our student population. Their academic backgrounds, challenges, and their progress has a huge impact on their successes and the achievement of their goals, which SunEd staff is whole-heartedly dedicated to.

Therefore, improving achievement of students with disabilities has been identified as a crucial need after reviewing data from the prior year. Assessment data shows students in the SWD subgroup demonstrate below standard skills in ELA, Reading, and Math. The skill deficiencies are evident in both state assessments as well as in the progress monitoring data, which are used to measure student needs and assess the effectiveness of our interventions.

As far as **Algebra 1 EOC test outcomes** are concerned, the data breakdown reveals that our SWDs achieve lower scores on the EOC than all our students on average. The difference falls between 14-18 points. The proportion of Level 1 achievements increased from 77% to 83% between the fall and winter testing windows, and to 93% in the spring assessment period. At the same time, the percentage of Level 2 achievements decreased from 18% to 16% between the first two test windows, and to 7% in Spring 2026. In Fall 2025, 5% of our SWDs achieved Level 3+ scores, which went down to 1% in the winter, and further down to 0% in Spring 2026. However, their average score of 353 points earmed in Fall 2025 increased to 359 points in Winter 2025, and it was maintained in Spring 2026 as well. SESB considers this as a slight growth, especially in the face of our challenges outlined below.

- SWDs generally find Algebra challenging, and their progress is exceptionally slow in this class. In our self-paced program, they could take 2-3 times longer to complete the full year class than GenEd students. As a result, SWDs become eligible for the EOC later.
- Taking assessments in general poses an unusually difficult obstacle for them despite the accommodations that they are eligible to use during the assessment, not to mention having to pass those tests.
- The high fluctuation of our student population affects our SWD subgroup as well. Our enrollment numbers constantly change throughout the entire school year, and as a result, the majority students taking the same assessment in the fall test window get replaced by the winter test window, and again by the spring assessment period. The size and composition of our subgroups fluctuate, which puts our instructional staff in a difficult position when it comes to prepping students for upcoming tests. The students' enrollment dates and longevity with SunEd largely determines their test outcomes.
- Most SWDs have the understanding that as they become eligible for the Algebra waiver, they will most likely be exempted from having to pass the state assessment for graduation purposes, and therefore, they do not make great efforts to pass the B.E.S.T. Algebra 1 EOC. They also understand that low Algebra assessment scores just further underline their rightful eligibility for the waiver and that they could not pass the EOC on their own. Simply put, it is not in their interest to scoer high on the assessment.

While SunEd High of South Broward does not condone this concept and our instructional staff work

hard to better educate our SWDs about their options and decisions, this is a recurring phenomenon we must address, unfortunately.

Algebra 1 EOC

Test Administration Fall 2025
Number of SWDs tested • 22
Mean Scale Score • 367
Mean Scale Score for SWDs • 353
Percentage in Level 3 or Above • 5
Percentage in Each Achievement Level:
Level 1 - 77
Level 2 - 18
Level 3 - 5
Level 4 - 0
Level 5 - 0.

Test Administration Winter 2025
Number of SWDs tested • 24
Mean Scale Score • 376
Mean Scale Score for SWDs: 359
Percentage in Level 3 or Above • 1
Percentage in Each Achievement Level:
Level 1 - 83
Level 2 - 16
Level 3 - 0
Level 4 - 1
Level 5 - 0

Test Administration Spring 2026
Number of SWD tested • 15
Mean Scale Score • 376
Mean Scale Score for SWDs: 358
Percentage in Level 3 or Above • 0
Percentage in Each Achievement Level:
Level 1 - 93
Level 2 - 7
Level 3 - 0

Level 4 - 0
Level 5 - 0.

On the **FAST ELA Reading assessment**s, our SWDs also showed below average performance.

Gr. 9 FAST ELA Reading:
SWD scores reflect varying increase. While in PM1 100% of these students scored Level 1 on the EOY test, in PM2, 50% of the SWDs scored Level 2, and 50% earned Level 3. However, this changed again by Spring 2026, when 33% of the students scored Level 1 and 67% of them earned Level 2. As far as their average score is concerned, it actually increased from 210 to 239 between the first 2 assessment windows, then it decreased to 216 by PM3. Regardless, this is still a 6-point increase between PM1 and PM3. The reason behind this great fluctuation is that this is a very small subgroup, and the slightest change will result in significant increases or decreases. SESB usually has very few, if at all, 9th graders in the fall, but their numbers grow by the spring. The Fall 2025 score was contributed by 1 SWD, who withdrew after the test window; then 2 SWDs participaed in the test in Winter 2025, both of them represeenting higher performance. After losing and enrolling some students, the actual subgroup contributing the Spring 2026 scores was larger but completely different when it comes to its composition. In our self-paced, alternative charter program, this is a usual phenomenon, while in a traditional high school setting about 95% of the students who enroll in the fall will be enrolled in the spring as well, creating a much longer timeframe for instructional staff for consistent instruction, interventions and test prep.

Gr. 10 FAST ELA Reading:
10th-grade SWD test results were maintained between PM1 and PM3, but they show a slight decline in Spring 2026. Their average scale score on the assessment was 222 points in both the fall and winter test windows, but then it went up to 219 by the spring window. This represents a small 3-point decrease. The ratio of Level 1 and Level 2 achievements showed some improvement throughout the school year: in PM1, 100% of the SWDs scored Level 1 and 0% achieved Level 2; this improved to 70% and 20% respectively in PM2 with 10% of the students achieving Level 2 scores; and in PM3, we saw a slight deterioration again where 79% of the SWDs scored Level 1 and 21% achieved Level 2, leaving no room for Level 3+ scores. To assess: in PM3, 21% more 10th-grade SWDs earned Level 2 scores as compared to 0% in PM1. However, the data cannot be analyzed the same way as traditional high school assessment data. As it was stated above, our student population is extremely transient: the initial subgroup that consisted of 6 students grew to 10 by PM2, then 10 14 by Spring 2026. Furthermore, SESB accepts student applications until the middle of May, which means that students enroll at different times throughout the school year (some right before the test window or during the test window) and while some of them have a couple of weeks to work with their teachers and improve their skills, others may only have a day or two to brush up on their skills before they take

the assessment. Nevertheless, SESB teachers are dedicated to meeting the students on their individual levels and provide them with the instruction and interventions they skills levels require to help them become successful in our program.

FAST ELA Reading Retake:
Similarly to the previous two assessments, SWD retakers showed a maintaining performance between PM1 and Pm2 when it comes to their average scale scores.. Their average scale score of 218 points achieved in PM1 did not change in PM2, but it decreaseds slightly to 213 points in PM3, which constitutes a 5-point decrease. The Level 1 and Level 2 ratio was 80% and 20% in PM1, which improved to 75% and 15%, respectively, in Winter 2025 and a total of 10% of our SWD retakers showed Level 3+ performance. However, in PM3, our SWDs could not earn Level 3+ scores, and 25% of the SWDs achieved Level 2. Fortunately, the ratio of Level 1 achievements did not decrease from 75%.

The factors impacting our students' performance include the high fluctuation in the size and composition of our subgroups throughout the school year and the individual enrollment dates that determine the length of instruction, interventions and test prep the students receive, as it was explained above. However, it must also be mentioned that in our self-paced credit recovery program, most of our students are juniors and seniors. The majority of our Retakers enroll at SunEd because they are behind academically and they struggle in a regular high school setting. The SWDs included in this group tend to have even lower skills than our GenEd students, and they need extra attention and support to become academically successful. Not only that but they also tend to heavily rely on meeting the eligibility requirements for the ELA waiver and receiving the waiver to meet their graduation requirement for reading instead of making conscious efforts to improve their reading skills and pass the FAST ELA (Retake) Assessment on their own. This means, unfortunately, that they show a lack of interest in attending or participating in Reading classes and their scheduled interventions, but worst of all, they do not try their best on the assessment itself, knowing that low test scores actually prove that they need the ELA waiver to graduate. SunEd Staff work relentlessly with SWDs to guide them towards better academic choices. Our Leadership Team works hand-in-hand with all mentors, teachers and support staff throughout the school year to monitor the growth our SWDs make. Our Reading/ELA and ESE Department regularly collaborate on identifying SWDs with chronic attendance and participation issues or with negative/no learning gains, defining action steps and selecting strategies to help the students turn around these negative tendencies.

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 2026-2027 school year, the percentage of SWDs with Level 3 or higher results will increase from the average of 0% to 5% as measured by the PM3 Gr. 9 FAST ELA Reading assessment.

By the end of the 2026-2027 school year, the percentage of SWDs with Level 3 or higher results will increase from the average of 0% to 5% as measured by the PM3 Gr. 10 FAST ELA Reading assessment.

By the end of the 2026-2027 school year, the percentage of SWDs with Level 3 or higher results will increase from the average of 0% to 5% as measured by the PM3 FAST ELA Reading Retake assessment.

By the end of the 2026-2027 school year, the percentage of SWDs with Level 3 or higher results will increase from the average of 0% to 5% as measured by the BEST Algebra 1 EOC assessment.

By the end of the 2026-2027 school year, the percentage of SWDs with Level 3 or higher results will increase from the average of 0% to 5% as measured by the Geometry EOC assessment.

Monitoring

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

Test results gathered in the area of ELA and Reading from the FAST ELA Reading test as well as test outcomes in the area of Algebra 1 and Geometry from the B.E.S.T. Algebra 1 and Geometry EOC assessments will be reviewed three times per year to determine effectiveness of instructional strategies, and adjustments will be applied as needed. The monitoring process will be completed by a collaborative team consisting of SESB Leadership, mentors and delegates from the Math, ELA/ reading as well as the ESE Departments.

Person responsible for monitoring outcome

Kinya Myrthil

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:

Implementation of ELA and reading interventions using HMH Read 180 and Code research-based reading programs.

Rationale:

The HMH Read 180 and Code research-based reading curricula have been approved for implementation through our sponsoring school district. During the last two school years, we noted continued improvement of student skills for students who implemented the program with accuracy and diligence.

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

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

Description of Intervention #2:
ELA and Math-related interventions will be implemented using IXL. IXL provides a sophisticated and comprehensive assessment suite, which encompasses both RealTime Diagnostic and a universal screener. This advanced assessment framework is designed to operate seamlessly in conjunction with the curriculum, enabling educators to gain immediate and actionable insights into student performance. By leveraging this suite, educators can effectively identify specific gaps in knowledge, allowing for a targeted analysis of individual student needs. Furthermore, the assessment suite offers tailored next steps and strategic recommendations that facilitate personalized learning pathways, fostering the academic growth and development of each learner. The integration of these tools not only empowers educators with valuable data but also enhances the overall educational experience by promoting informed decision-making in instructional practices.

Rationale:
The integration of IXL into educational environments presents a multitude of advantages that can significantly enhance both teaching and learning experiences. Here are several key reasons for adopting IXL: *Comprehensive Assessment Capabilities: IXL's assessment suite, including the RealTime Diagnostic and universal screener, equips educators with tools that offer in-depth analysis of student performance. This allows for a more nuanced understanding of each learner’s strengths and weaknesses, facilitating targeted instructional strategies. *Personalized Learning Experiences: By identifying specific gaps in knowledge, IXL enables educators to tailor their teaching approaches to meet the individual needs of students. The platform provides customized recommendations and next steps, ensuring that each learner receives the support necessary for their unique learning journey. *Real-Time Feedback: IXL's real-time diagnostic feature empowers both educators and students by providing immediate feedback on performance. This timely information helps inform instructional decisions and allows students to understand their progress, motivating them to take an active role in their learning. *Alignment with Curriculum Standards: The assessment tools are designed to align seamlessly with educational standards and curricula, ensuring that the learning objectives are consistently met. This alignment not only enhances the relevance of the assessments but also supports educators in maintaining fidelity to their instructional goals. *Data-Driven Instruction: IXL provides robust analytics and reporting capabilities that enable educators to track student progress over time. By utilizing data-driven insights, teachers can make informed decisions regarding instructional practices, interventions, and resource allocation, promoting better educational outcomes. *Engagement and Motivation: The interactive nature of IXL's platform fosters student engagement through gamified learning experiences. This can lead to increased motivation and participation, as students are more likely to engage with content that is presented in an enjoyable and interactive manner. *Scalability and Accessibility: IXL is designed to be adaptable across various educational settings, from individual classrooms to entire school districts. Its cloud-based platform ensures that students and educators can access it from anywhere, promoting continuity in learning, especially in diverse and remote educational contexts. In conclusion, the utilization of IXL in educational settings is justified by its comprehensive assessment capabilities, personalized learning approach, alignment with curriculum standards, and the ability to foster student engagement. By leveraging IXL, educators

can enhance their instructional practices, leading to improved student achievement and a more effective learning environment.

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
Student assignment to Enhanced Reading Intervention based on SWDs' most recent reading assessment scores.

Person Monitoring:
Mark Basciano

By When/Frequency:
Within first two weeks of student's enrollment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Upon enrollment, SWDs are enrolled into HMH and NWEA. They are administered the NWEA MAP Growth Assessment within the first two weeks of their enrollment, a period we call "transition". If they score low on the NWEA MAP Growth assessment, HMH automatically assigns them the Code Placement Test. When they have completed it, HMH determines their RIT score and their Lexile level and assigns them their appropriate reading level materials on the platform. Furthermore, during their transition period, SWDs are assigned Intensive Reading as part of their schedule, and start using the HMH Read 180 or Code curriculum in class.
SWDs who have achieved Level 1 or Level 2 on the FAST ELA Reading Assessment will be automatically enrolled in an enhanced Intensive Reading course designed to support their academic growth. This course structure will incorporate their regularly scheduled Intensive Reading class with a distinctive approach that dedicates 15% of the class time to IXL. The class will be structured based on the HMH Read180 rotational model, where students will engage in face-to-face direct instruction and with the two online components of the curriculum. This segment is intended to reinforce foundational concepts and provide tailored instruction based on individual learning needs. Next, students will log into IXL, where they will continue their learning through interactive exercises. It is important to note that IXL will be incorporated into regular ELA class time as well to ensure that students have ample opportunity to develop their ELA skills through various platforms. Furthermore, additional staff will be assigned to support our SWDs in the classroom. We increased the number of ESE teachers to make sure that our students with disabilities receive extra help beyond their appropriate accommodations as described in their IEPs to process the instructional content more efficiently. In summary, the enhanced Reading and ELA courses aim to create an enriching educational experience that not only meets the needs of SWDs performing at Levels 1 and 2 but also fosters their enthusiasm for reading through engaging
and effective learning strategies

Action Step #2
Student assignment to Enhanced Math Intervention incorporated with their scheduled math course based on SWDs' most recent Algebra 1 EOC outcomes.

Person Monitoring:
Mark Basciano

By When/Frequency:
Within the first two weeks of applicable student's

enrollment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
SWDs eligible for the Algebra 1 EOC, with Level 1 and Level 2 scores achieved on the test, will be automatically enrolled in an enhanced mathematics course designed to support their academic growth. This course structure will incorporate their regularly scheduled mathematics class, with a distinctive approach that dedicates half of the class time to interactive learning platforms, specifically IXL and Gizmos. To begin the class, students will engage in a structured learning environment utilizing Edmentum for the initial 45 minutes. This segment is intended to reinforce foundational concepts and provide tailored instruction based on individual learning needs. Following this concentrated period of study, educators will transition into the intensive math component of the course. The intensive portion will commence with a comprehensive direct instruction session that includes the entire class. This instructional approach aims to clarify complex mathematical concepts and facilitate a deeper understanding of the subject matter. After the direct instruction, students will log into either IXL or Gizmos, where they will continue their learning through interactive exercises. It's important to note that students will alternate their engagement with these programs on a bi-weekly basis. For instance, if students attend class on Monday, Wednesday, and Friday, their schedule for the week will be as follows: on Monday, they will work on IXL; on Wednesday, they will shift focus to Gizmos; and on Friday, they will return to IXL. This alternating schedule is designed to provide a balanced approach to learning and ensure that students have ample opportunity to develop their mathematical skills through various platforms.
Furthermore, additional staff will be assigned to support our SWDs in the classroom. We increased the number of ESE teachers to make sure that our students with disabilities receive extra help beyond their appropriate accommodations as described in their IEPs to process the instructional content more efficiently.
In summary, this enhanced math course aims to create an enriching educational experience that not only meets the needs of SWDs performing at Levels 1 and 2 but also fosters their enthusiasm for mathematics through engaging and effective learning strategies.

Action Step #3
The ELA and Algebra 1 outcomes of progress monitoring assessments administered three times per school year are assessed by SunEd's Literacy and Math Departments.

Person Monitoring:
Mark Basciano

By When/Frequency:
3 times per school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Literacy and Math Departments analyze student outcomes from each progress monitoring assessment, with special attention to the achievements of SWDs on these tests. Data-driven instructional decisions are made at that time to address areas of concern with the student subgroup, and interventions are designed and matched to student needs, modified as needed throughout the 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.

Creating a positive culture and environment at SunEd High of South Broward is essential not only for fostering student engagement but also for significantly enhancing attendance rates. A supportive and inclusive atmosphere can lead to higher levels of student motivation, which directly correlates with improved attendance and student retention. Increased attendance rates lead to improved learning gains and higher graduation rates, which have been top priorities for SunEd High of South Broward.

The vision embodied within our program is to cultivate a school culture that prioritizes student wellbeing, respect, and collaboration. This culture is characterized by open communication, trust, and a sense of belonging, where every student feels valued and recognized as an integral part of the school community regardless of their age, race, skill levels, graduation status or special programs participation. By providing high-quality, differentiated education, mentoring and life/career coaching services, transition support, integrating social-emotional learning initiatives, promoting positive relationships among students and staff, and celebrating diversity, we aim to create an environment that encourages students to attend school consistently.

At SunEd High of South Broward, our positive culture derives from the following principles:
1. We believe that inviting spaces, which are conducive to learning and where students feel safe and supported, bring about a welcoming atmosphere.
2. Fostering a love for learning can be achieved through implementing a curriculum that is relevant, engaging, and tailored to the interests and strengths of students.
3. Implementing instructional resources and strategies that support all our subgroups creates fair, equitable learning opportunities for our students to take advantage of.
4. Celebrating cultural diversity creates a more tolerant and inclusive school culture where students with all nationalities feel equally valued.
5. Encouraging parental and community involvement in school activities directly reinforces the importance of education and attendance.
6. The establishment of recognition programs to acknowledge and reward positive behaviors and achievements largely motivates students to participate fully in their educational journey.
7. Access to counseling and mentorship programs that address the diverse needs of students ensure that they have the resources needed for their personal and academic success.
8. Access to vocational rehab, trainings and employment opportunities allow our students to build marketable career skills that can ensure their post-secondary success.

The rationale behind investing in a positive culture and environment is rooted in the understanding

that attendance is a foundational element of academic success. Research consistently shows that students who attend school regularly are more likely to achieve higher academic performance, develop better social skills, and form strong relationships with peers and educators. By fostering a positive school culture, we can address the factors that contribute to absenteeism, such as disengagement, presence of life challenges. fear of bullying, and lack of support. A welcoming environment helps mitigate these challenges, encouraging students to come to school not just for academic requirements, but also for the sense of community and belonging that it provides. Furthermore, a positive school culture aligns with our commitment to equity and inclusion, ensuring that all students, regardless of their background, can thrive. By prioritizing attendance through the promotion of a supportive and engaging environment, SunEd High of South Broward can not only improve attendance rates and increase learning gains across the entire student population/for each vulnerable subgroup, but also enhance our students' overall educational experience, thus fostering lifelong learners who are prepared for future challenges.

In conclusion, creating a positive culture and environment at SunEd High of South Broward is crucial for increasing student attendance. By focusing on the well-being and engagement of students, we lay the groundwork for academic success and personal growth, benefiting not only the students but the entire school community.

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.

Average Monthly Attendance Rate in SY2025-2026:

August 2025 - 57%
September 2025 - 47%
October 2025 - 42%
November 2025 - 44%
December 2025 - 38%
January 2026 - 45%
February 2026 - 41%
March 2026 - 43%
April 2026 - 44%
May 2026 - 35%
June 2026 - 15%

2025-2026 Academic Year Average Attendance: 43%

Subgroup Breakdown
SWD: 43%

ELL: 48%
American Indian: 33%
Asian/Pacific Islander: 70%
Black: 40%
Hispanic: 42%
White: 43%

For the 2026-2027 academic year, SunEd High School of South Broward will increase the average yearly attendance rate from 43% to 55%, as measured by relevant school attendance records in the Broward County Public School District data management system, FOCUS.

More specifically, in SY2025-2026, SunEd High School of South Broward will increase the average yearly attendance rate of:
• the SWD subgroup from 43% to 55%,
• the ELL subgroup from 48% to 55%,
• the American Indian subgroup from 33% to 55%,
• the Black subgroup from 40% to 55%,
• the Hispanic subgroup from 42% to 55%,
• the White subgroup from 43% to 55%,
each as measured by relevant school attendance records in the Broward County Public School District data management system, 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.

Our Attendance Committee, headed by Dean of Students Mr. Jerris Evans, will continue to closely monitor schoolwide attendance rates as well as attendance rates by assigned teachers and mentors. Our educators will be required to submit referrals regarding attendance concerns daily, which will be reviewed in the biweekly committee meetings. The Committee will then determine appropriate tiered interventions based on their findings and discussions.

Interventions include:

Tier 1 interventions

• Clear attendance expectations communicated to students and families in their primary languages
• Monthly mentoring meetings conducted in the students' home languages
• Data chats conducted in the home language of the student
• Attendance-related incentives

• Attendance campaigns
• Positive messaging
• Building great interpersonal relationships
• Weekly goal setting relating to academic progress and attendance
• Connecting students to training and vocational opportunities so that they can learn marketable employment skills to build their post-secondary success.

Tier 2 interventions
• PBIS,
• Addressing root causes of absenteeism
• Targeted academic support
• Daily check-ins/check-outs
• Attendance calls completed in the home language of the student/family
• Transportation assistance
• Parent/guardian conferences conducted in the primary language of the families
• Attendance contracts translated into the native language of the student involved
• Connection to mental health counselor and other community resources when applicable

Tier 3 interventions
• Case management
• Functional Behavior Assessment
• Change in student session
• Home visits conducted in the primary language of the family involved
• Collaboration with relevant agencies

SunEd High of South Broward prioritizes addressing and engaging non-English speaking (i.e. Hispanic, ELL, etc.) students and families in their native language. Retention and re-engagement efforts prove to be more effective when the school relays the concerns and expectations related to the students' academics, attendance or behavior to the families in the language that they are most comfortable with, and when the assigned interventions and next-step recommendations are communicated in their home language, leaving no room for misunderstandings or information gaps. As indicated above, SunEd will continue to disseminate information pertinent to our program, students, and school events in the native languages of our students and families; use documentation translated into those languages; and conduct meetings, data chats, calls and conferences in said languages to build better relationships and more efficient partnerships with our students and families.

During the biweekly committee meetings, the Committee will conduct a comprehensive review of any students discussed during previous meetings to determine the effectiveness of interventions. In

addition, as the overall school attendance rate is tracked daily, week-by-week and month-to-month comparisons will be implemented to keep committee members informed on changes in trends as the academic year progresses.

In addition to the work of the Attendance Committee, continued Positive Behavioral Interventions and Supports (PBIS) trainings will be provided to appropriate staff to enhance their strategy base, and continuous discussion and training on these strategies will be provided throughout the academic year to improve student attendance.

Person responsible for monitoring outcome
Brian Bianco

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 accurate collection of attendance data is indispensable in improving SunEd High of South Broward attendance rates. Attendance information is collected and tracked on multiple levels throughout on a daily basis, which now will be enhanced with academic goal setting to draw students' attention to the correlation between attendance and academic success.

Rationale:
Our daily attendance is reported and recorded using a wide range of tools and platforms. Student signatures are collected at student entry, which are used by the IMT to report our attendance to the Broward County Public School District. Furthermore, mentors collect student signatures during Homeroom, which is reported in our internal attendance system. This data provides SunEd staff with a daily attendance overview, or weekly or monthly overviews as needed, across our entire student body. Additionally, subject area teachers also track student attendance in their respective class periods. To enhance our attendance keeping practices, and to boost our attendance and retention rates intrinsically, this year SunEd High of South Broward will require educators to set daily academic goals with students for their class. These goals will be reviewed weekly, and students will receive feedback on their accomplishments. This strategy will serve multiple purposes: 1. Students will recognize the connection between academic success and their attendance. 2. It will give students a sense of accomplishment and pride in their progress. 3. Classroom teachers will be able to drill down more into their students' individual progress and problems. 4. Classroom instruction will be better customized to the needs of each student. The regular collection of attendance data will involve identifying patterns of absenteeism and monitoring the participation rates in our intervention initiatives.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

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

Description of Intervention #2:

An Attendance Committee will be convened to review attendance data and referrals, and to determine tiered interventions to address poor attendance tendencies through family engagement and the inclusion of feedback mechanisms. The Committee will also create next-step recommendations for all parties involved.

Rationale:
SunEd High of South Broward establishes an Attendance Committee every school year. It is led by the Dean of Students in charge of attendance, and it also consists of teachers and other support staff. The Committee holds regular meetings to identify truant students using the information provided by the students' mentors and assigned teachers. The Committee determines the appropriate action steps to address any underlying issues that prevent the students in question from attending school regularly. They utilize select resources and assign targeted Tier 2 or Tier 3 interventions to achieve the intended attendance goal for each student. One of the most effective strategies is to make consistent attempts to partner with the families involved and work with them on re-engaging their students. The Committee will then follow up on the student cases on their agenda in their next meeting, and they discuss how to adjust the interventions whenever necessary using feedback from the students, parents, and school staff regarding the perceived effectiveness of the interventions and areas of improvement. Engaging families in the educational process is critical for improving attendance. Programs that foster strong partnerships between schools and families can lead to increased student accountability and support at home. These programs may include regular communication with families about attendance expectations; teacher-parent conferences initiated by Administration as needed, parent nights held several times per school year to provide families important school-related information about important events, milestones, etc.; workshops to educate parents on the importance of consistent school attendance; and creating support systems for families facing challenges related to transportation or health issues. The rationale behind family engagement programs is rooted in the understanding that parental involvement plays a crucial role in a child's educational success. Studies have consistently shown that when families are engaged in their children's education, students exhibit higher levels of attendance, academic achievement, and positive behavior. These programs aim to bridge the gap between home and school, ensuring that families understand the importance of consistent attendance and providing them with resources and support to address any barriers they may face. By fostering strong partnerships with families, schools can create a support system that encourages students to prioritize their education and attend school regularly.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

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

Description of Intervention #3:
To address the critical issue of student attendance and to reduce absences, it is essential to implement evidence-based interventions. A prominent strategy that has been identified for this purpose is Positive Behavioral Interventions and Supports, or PBIS for short. PBIS is a proactive approach that focuses on promoting positive behaviors in students rather than solely addressing problematic behaviors. It involves establishing clear expectations for behavior, teaching those expectations, and recognizing students for displaying them.

Rationale:
The rationale for selecting PBIS as a strategy to increase attendance lies in its ability to create a positive school climate, which has been shown to enhance student engagement and motivation. When students feel supported and valued, they are more likely to attend school regularly. Research indicates that when students are in an environment that promotes positive behavior, they are more

likely to feel connected and engaged in their learning. PBIS not only encourages students to exhibit expected behaviors but also provides a structured framework for recognizing and rewarding those behaviors. This proactive approach has been shown to improve overall school culture, leading to increased student attendance. A positive school climate can enhance students' emotional and social well-being, which are critical factors in their decision to attend school regularly.

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
Positive Behavioral Interventions and Supports (PBIS)

Person Monitoring:
Jerris Evans

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The successful implementation of PBIS is rooted in the following action steps:
1. Establish a PBIS Leadership Team: Form a diverse team that includes administrators, teachers, and support staff to guide the PBIS implementation process. Define clear roles and responsibilities for each team member. 2. Conduct Needs Assessment: Gather data on current attendance rates and student behavior to identify specific needs and areas of improvement. Utilize surveys and focus groups to gather input from students, staff, and families 3. Develop Clear Behavioral Expectations: Collaboratively define and articulate clear behavioral expectations that reflect the values of the school community. Ensure that these expectations are communicated consistently across all school settings. 4. Provide Training for Staff: Organize professional development sessions to train staff on the PBIS framework, including strategies for teaching and reinforcing positive behaviors. Ensure that all staff members understand their role in supporting PBIS. 5. Implement a Reinforcement System: Design a recognition and reward system to acknowledge students who exhibit positive behaviors aligned with established expectations. Consider both individual and group incentives to motivate students. 6. Monitor and Evaluate Implementation: Regularly collect and analyze data on student behavior and attendance to assess the effectiveness of the PBIS strategies. Adjust interventions based on data analysis and feedback from staff and students.

Action Step #2
Targeted Family Engagement

Person Monitoring:
Brian Bianco

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To successfully engage families in achieving improved student attendance and academic success, the following action steps must be implemented:
1. Key Stakeholders: Engage parents, community leaders, and organizations that can support family engagement initiatives. Involve stakeholders in the
planning and implementation processes. 2. Develop Communication Strategies: Create clear and

consistent communication channels to inform families in their primary language about attendance expectations and the importance of regular school attendance. Utilize newsletters and social media translated into the families' native languages, as well as school events to better reach families. 3. Organize Workshops and Educational Sessions: Plan workshops for parents that emphasize the impact of attendance on student success and provide strategies to support their children’s education. Offer multilingual resources and information for non-English speaking families on overcoming common barriers to attendance, such as transportation and health issues. 4. Create Support Systems for Families: Establish a referral system to connect families with community resources that can assist with challenges affecting attendance. Consider implementing a buddy system where families can support one another. 5. Encourage Feedback and Participation: Solicit feedback from families regarding their experiences and suggestions for improving attendance initiatives through translated surveys and feedback options and using the help of bilingual staff members. Encourage parents to participate in school events and activities to strengthen the home-school connection. 6. Evaluate Family Engagement Efforts: Collect data on family participation in programs and its correlation with attendance rates. Regularly review the effectiveness of engagement strategies and make necessary adjustments based on feedback and data analysis.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The process of reviewing the allocation and utilization of resources to effectively meet the identified needs of students within the framework of Comprehensive School Improvement (CSI) involves several systematic steps and are as follows:

First, school leadership conducts a thorough assessment of the current resources available within the school. This includes human resources, such as qualified staff and support personnel, and material resources, including educational materials, technology, and infrastructure. Collecting data on these resources allows for an understanding of their current usage, effectiveness, and alignment with the specific needs of the student population.

Next, a needs assessment is performed to identify the specific academic, social, and emotional needs of students. This assessment involves the collection of quantitative data, such as standardized test scores and attendance records, as well as qualitative data obtained through surveys, interviews, and focus groups with students, parents, and educators. By analyzing this data, school leadership is able to pinpoint gaps in student achievement and areas where additional resources are required.

Once the needs have been identified, the next step is to align resources strategically to address these areas. This may involve reallocating existing resources, acquiring new materials, or providing professional development for staff to ensure they are equipped to meet the diverse needs of students. Collaborative planning among educators, administrators, and stakeholders is crucial in this phase to foster a shared vision and commitment to resource optimization.

Moreover, ongoing monitoring and evaluation of resource use is vital to ensure that the interventions implemented are effective in meeting the identified needs. This involves setting measurable goals and regularly reviewing progress against these benchmarks. Adjustments should be made as necessary, based on feedback and outcomes, to enhance the overall effectiveness of resource utilization in achieving the desired improvements in student performance.

In conclusion, the process of reviewing resource usage to meet the identified needs of students in the context of Comprehensive School Improvement is a dynamic and iterative endeavor. It requires a dedicated commitment to assessment, strategic alignment, collaboration, and continuous

evaluation to ensure that all students receive the support necessary to thrive academically and socially.

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).

Two primary needs have been identified regarding use of additional resources. First, an increase in Math Proficiency among students who need to pass the Algebra 1 EOC and/or Geometry EOC. Secondly, an increase in students passing and/or making growth in FAST ELA assessment performance.

Specific Resource(s): IXL.com to address needs for student growth in mathematics and ELA test performance, as well as Gizmos as additional support for students with mathematics. Both IXL and Gizmos provide personalized practice and feedback for students. IXL also provides families with a free resource to pursue additional academic enrichment for their students at home with ease of remote use.

Professional Development: Training for existing math, reading and ELA teachers on differentiated instruction strategies and the effective use of new technologies in teaching their respective subject areas.

Rationale (Data): Standardized Test Scores: Assessment results from the 2025-2026 school year indicate that 58% of students made learning gains in ELA and 38% made learning gains in Mathematics. It is an imperative goal for SunEd High School of South Broward to improve learning gains for both mathematics and ELA.

Formative Assessment Data: Ongoing formative assessments show that students are struggling with foundational math concepts, particularly in fractions, decimals, and algebraic equations. In the area of ELA formative assessment results indicates students struggle primarily with reading informational texts and reading across genres.

Attendance and Engagement Surveys: Surveys indicate that students express a lack of confidence in math, which correlates with lower attendance rates in math classes. In addition, students and parents report little reading happening at home which continue to remain a contributor to poor outcomes in ELA assessments.

VII. Budget to Support Areas of Focus

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

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

Broward County Public Schools

SUNFIRE HIGH SCHOOL

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 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 50

V. Title I Requirements (optional) 54

VI. ATSI, TSI and CSI Resource Review 58

VII. Budget to Support Areas of Focus 60

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 school's educational, mentoring, and counseling opportunities. We envision that our students will become successful members of the community 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

Job Duties and Responsibilities

Maintenance and Facility Management, Beginning Teacher 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
George Joyce

gjoyce@sunfirehigh.com

Position Title
Principal

Job Duties and Responsibilities

A school principal oversees all daily operations, manages staff, and shapes the learning environment. Key duties include evaluating teachers, managing the school budget, and guiding student discipline.. Dr. Joyce will oversee **Staff Management:** hiring, mentoring, and evaluating teachers and support staff. He will also oversee
Student Welfare: Counsel students, enforce rules, and maintain campus safety. Dr. Joyce will oversee **Academic Leadership**: Set performance goals and oversee curriculum standards. He will also oversee **Operations & Budget**: Manage school funds, supplies, schedules, and facility maintenance.

Leadership Team Member #3

Employee's Name
Stephen Williams

swilliams@sunfirehigh.com

Position Title
Assistant Principal of Curriculum/Safety

Job Duties and Responsibilities

The Assistant Principal of Curriculum and Safety supports the Principal by directing academic programs and supervising school-wide safety protocols. This leader guides curriculum implementation, analyzes data, oversees emergency planning, and handles student discipline. Mr. Williams will direct the development and mapping of curriculum standards; observe teachers and evaluate instructional materials to boost learning outcomes; assess standardized test scores and student performance data to adjust teaching strategies; and plan and lead training workshops

focused on instructional best practices.

Mr. Williams will also develop, update, and implement emergency preparedness plans and crisis response protocols; schedule and oversee mandatory fire, lockdown, and severe weather drills; monitor hallways, cafeterias, and athletic grounds to maintain an orderly environment; and coordinate student arrival, dismissal, and bus safety protocols. In addition, Mr. Williams will assist the Dean of Student Success in enforcing the student code of conduct and handling disciplinary referrals; mediate disputes among students, parents, and instructional staff; and enforce attendance policies and address chronic truancy.

Mr. Williams will also lead the school-based threat management team. This role has the following responsibilities: Oversee and lead the SBTMT; 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 to gather 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 governing behavioral threat assessment and management, ensuring compliance with legal and ethical guidelines. Training and Education: Coordinate and, if needed, 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

Leadership Team Member #4

Employee's Name
Javaar Dean

jdean@sunfirehigh.com

Position Title
Dean of Student Success

Job Duties and Responsibilities

The Dean of Student Discipline and Success(DSDS) manages the school's student code of conduct and implements proactive student support initiatives. The position acts as a bridge between administration, faculty, and families to address behavioral issues through corrective, growth-oriented actions. As the DSDS, Mr. Dean will investigate violations of the student code of conduct, Issue fair consequences, suspensions, or alternative placements, facilitate restorative justice practices and conflict resolution, maintain meticulous records of disciplinary actions, and manage safety teams.

Also, as the DSDS, Mr Dean will assist in designing intervention strategies for at-risk students, monitor student attendance, develop truancy-reduction plans, and collaborate with classroom teachers, guidance counselors, and tutors. Mr. Dean will also analyze behavioral and academic data to spot campus trends and coordinate orientation programs and first-year experience initiatives. Mr. Dean's responsibilities will also include communicating disciplinary actions directly to parents and guardians and advising teachers on classroom management and behavior plans.

Leadership Team Member #5

Employee's Name
Emonde Prosper

eprosper@sunfirehigh.com

Position Title
Success Coach

Job Duties and Responsibilities

As a student success coach, Ms. Prosper will guide students in achieving their academic and personal goals. Her key duties include providing personalized mentoring, developing student success plans, and connecting students with campus resources. Ms. Prosper will help at-risk students set weekly or term goals and build study skills. She will also monitor student performance data and run proactive outreach for at-risk students.

Leadership Team Member #6

Employee's Name
Melani Timmis

mtimmis@sunfirehigh.com

Position Title

Assistant Principal

Job Duties and Responsibilities

Ms. Timmis will collaborate with the administrative team 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 that the curriculum aligns 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 the program's effectiveness and make recommendations for improvement. 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; coordinating the development and implementation of Individualized Education Programs (IEPs); facilitating communication among ESE staff, general education teachers, and parents; and monitoring the progress of ESE students and evaluating 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.

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, using the assessment plan to track student achievement and surveys to gather stakeholder feedback, 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 25-26 school year, before the start of the 2026-2027 school year, to analyze PM 3 data and set goals for the upcoming 26-267 school year. After the assessments of PM 1 in August of school year 26, stakeholders will meet to review the data to determine whether the interventions planned for PM 1 were effective 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 in May of 2027. 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, the School Improvement Plan (SIP) will be continuously monitored to ensure it is effectively implemented and positively impacts 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 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, the team checks in to ensure that parent input is acknowledged and, when possible, integrated into school plans.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**97.4%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)*** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL IMPROVEMENT RATING HISTORY	**2025-26:** **2024-25: MAINTAINING** **2023-24: MAINTAINING** **2022-23:** **2021-22: MAINTAINING**

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 (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2026-27)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2025-26) 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 (2025-26) 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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	8	65	62	3	62	59	6	57	55
Grade 3 ELA Achievement									
ELA Learning Gains	33	60	59		59	58	33	59	57
ELA Lowest 25th Percentile		59	55		59	56		57	55
Math Achievement*	5	56	52	0	55	49	1	47	45
Math Learning Gains		47	45		53	47		50	47
Math Lowest 25th Percentile		50	44		59	49		57	49
Science Achievement	31	71	74		74	72	0	66	68
Social Studies Achievement*	11	81	76	8	81	75	23	74	71
Graduation Rate	15	94	94	10	92	92	16	92	90
Middle School Acceleration									
College and Career Acceleration	26	75	74	0	71	69	15	62	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					53	52		50	49

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	18%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the FPPI	129
Total Components for the FPPI	7
Percent Tested	53%
Graduation Rate	15%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
18%	4%	13%	8%	10%	27%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	33%	Yes	7	
English Language Learners	9%	Yes	2	2
Black/African American Students	19%	Yes	7	7
Hispanic Students	13%	Yes	2	2
Economically Disadvantaged Students	22%	Yes	7	7

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	8%		33%		5%			31%	11%		15%	26%	
Students With Disabilities											33%		
English Language Learners											9%		
Black/African American Students	10%		36%		16%			18%	13%		16%	21%	
Hispanic Students											13%		
Economically Disadvantaged Students	10%		33%		14%			31%	12%		14%	40%	

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%	

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	6%	63%	-57%	60%	-54%
ELA	10	9%	64%	-55%	61%	-52%
Biology	12	16%	34%	-18%	34%	-18%
Geometry	12	0%	20%	-20%	19%	-19%
History	11	8%	80%	-72%	75%	-67%
History	12	14%	46%	-32%	56%	-42%
Biology	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	10	** 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?

Based on the progress monitoring data for the 2025-2026 school year, the component that showed the **most significant and sustained improvement** was **Grade 10 FAST ELA**, particularly in **Lexile growth** and moving students out of the **lowest achievement level**.

Specific improvements for Grade 10 FAST ELA included:

- **Shift out of Level 1:** The percentage of students scoring at Level 1 (the lowest level) decreased by **17 percentage points**, dropping from 73% at PM1 to 56% at PM3.
- **Growth in Level 2 ("The Bubble"):** The percentage of students in Level 2 nearly doubled, rising from 18% at PM1 to **35% at PM3**.
- **Lexile Performance:** Grade 10 students achieved the highest Lexile growth in the school, with their average measure increasing by **102 points** (from 464 to 566).
- **Scale Score Gains:** The average scale score for Grade 10 increased from 217 to **221**.

Other notable areas of improvement mentioned in the sources include:

- **Grade 9 FAST ELA:** This group showed the largest raw **scale score increase**, jumping 11 points from 206 at PM1 to **217 at PM3**.
- **Specific Skill Proficiency:** The school achieved **100% proficiency in "Problem Solution"** and **79% proficiency in "Author's Perspective"**.
- **Reading Informational Text:** Grade 10 students improved to **50% "At/Near the Standard"** in this category, representing a significant gain from earlier in the year.

These improvements were primarily attributed to new strategies involving **digital learning pathways** through the Beable program, where Grade 10 students were the most active participants, completing an average of **18 lessons per student**

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 PM3 progress monitoring data, the lowest performance was observed in the following components:

Lowest Performing Data Components

Grade 9 Overall Proficiency: The Grade 9 FAST ELA assessment showed the lowest overall

performance, with **only 6% of students (1 individual) achieving proficiency** (Level 3 or above). Furthermore, **75% of these students scored at Level 1**, the lowest possible achievement level.
Grade 9 Reading Informational Text: This was the lowest-performing reporting category for Grade 9, with **69% of students scoring "Below the Standard"**.
Grade 10 Reading Across Genres & Vocabulary: For Grade 10, this category showed the most significant deficiency, with **62% of students scoring "Below the Standard"**.
Contributing Factors and Specific Deficiencies
Several instructional and systemic factors contribute to these low scores:
Reading Across Genres Deficiencies: In both Grade 9 and 10, students demonstrated critical weaknesses in higher-order reading skills. Specifically, data shows students are "Not Yet Proficient" in **Interpreting Figurative Language, Morphology, and Understanding Rhetoric**. These skills are essential for the "Reading Across Genres" category, which is consistently a low-performing area.
Informational Text Complexity: For Grade 9 students, the high "Below Standard" rate in Informational Text (69%) points to deficiencies in analyzing **Arguments, Central Ideas, and Text Structure**.
Significant Lexile Gaps: A major contributing factor is that many students are reading well below grade level. The **average current Lexile measure for Grade 9 is 456** and for **Grade 10 is 566**, both of which indicate a significant gap in the ability to process complex high school-level texts.
Subgroup Performance Gaps: Specific student populations are disproportionately represented in the lowest performance tiers. For example, in Grade 10, **100% of students identified as English Language Learners (ELL) or having a Specific Learning Disability** in several reporting categories scored as "Not Yet Proficient" or "Below the Standard".
Skill-Specific Weaknesses: According to the Skill Proficiency Overview, one of the lowest-performing specific skills across the school is **"Order," which has only 55% proficiency**, suggesting students struggle with sequencing and organizational structures in texts.
Which data component showed the **greatest decline** from PM1 to PM3 during the 2025-2026 school year? Explain the **factor(s) that contributed** to this decline.
Based on the cross-sectional reporting data, the data component that showed the greatest decline during the 2025-2026 school year was the **Biology 1 EOC proficiency rate**, which plummeted from **42% proficiency in the Fall administration to only 12% proficiency in the Spring administration**.

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

Biology 1 EOC proficiency is the **"greatest negative gap"** compared to the school's PM1 (Fall) data, with a decline of **30 percentage points**. In terms of the largest overall gap from the state proficiency standard (Level 3), the **Florida Civic Literacy Exam (FCLE)** and **Geometry** show the

most significant deficiencies, with **96%** and **99%** of students failing to achieve proficiency, respectively.

Factors Contributing to the Biology Gap

The significant regression in Biology 1 EOC performance (dropping from 42% to 12% proficiency) was influenced by several systemic and instructional factors:

- **Cohort Composition and Size:** The testing group nearly doubled from **19 students in the Fall to 34 students in the Spring**. This larger cohort likely included a higher proportion of students requiring intensive remediation or those who had not yet mastered earlier foundational material.
- **Widespread Deficiency in Molecular Biology:** There was a systemic instructional failure in the **Molecular and Cellular Biology** reporting category. Specifically, **93% of the largest student subgroup** was identified as "Weak" or "Not On Grade Level" in standards related to Cell Theory and Cell Structure.
- **Subgroup Performance Gaps:** The Spring administration included **14 English Language Learners (ELL)** and **8 Black or African American students**, many of whom struggled across all major reporting categories, with 75% to 93% scoring "Below the Standard".
- **Inability to Master Complexity:** While students may have gained basic knowledge, they failed to master the **higher-complexity standards** required to reach Level 4 or 5 proficiency.

Performance Trends Across Subjects

The sources identify several distinct trends between PM1, PM2, and PM3 for the 2025-2026 school year:

- **Biology Regression:** A sharp downward trend where proficiency plummeted (42% to 12%), average scale scores dropped by 17 points, and the combined Level 1 and 2 population increased from **58% to 88%**.
- **ELA Growth vs. Low Proficiency:** Grade 9 and 10 FAST ELA showed a steady **upward trend in scale scores** (Grade 9 rose from 206 to 217) and significant movement from Level 1 to Level 2. However, overall proficiency remained extremely low, ending at just **6% for Grade 9 and 9% for Grade 10**.
- **US History Volatility:** This subject experienced a **"Winter Spike"** where proficiency reached 44% (up from 16%), only to suffer a **"Spring Regression"** back to 15%.
- **Mathematics Decline:** Algebra 1 proficiency showed a **gradual decline** across the three windows (10%, 7%, and 5%). Geometry remained consistently low, with proficiency peaking at 6% in the winter before dropping to **1% in the spring**.
- **Consistent Category Weakness:** Across all monitoring periods, **"Reading Across Genres & Vocabulary"** (ELA) and **"Expressions, Functions, and Data Analysis"** (Algebra 1) remained the most consistent areas of "Below Standard" performance.

Based on the 2025–2026 progress monitoring data, the analysis for the **Hispanic or Latino** subgroup at Sunfire High School reveals a mix of significant challenges and a unique instance of high

performance relative to their peers.

Data Analysis and Reflection

The Hispanic subgroup is one of the school's major racial and ethnic groups, and its performance is particularly visible in the **Grade 9 FAST ELA Reading** cohort, which was the lowest-performing group in the school.

- **Proficiency Breakdown:** In the Grade 9 cohort, five Hispanic students were tested. **80% (4 students) scored at Achievement Level 1**, while **20% (1 student) achieved Level 3 proficiency**.
- **The "Proficiency Floor" Outlier:** Notably, the single Hispanic student who achieved Level 3 was the **only student in the entire Grade 9 cohort** to reach proficiency. This suggests that while the majority of the subgroup is struggling, there is a capacity for high performance within this population that exceeds the general grade-level trend.
- **Likely Overlap with ELL Challenges:** While the specific roster for Grade 9 ELA showed no English Language Learners (ELL), other assessments like **Algebra 1** and **Biology 1** included 14 ELL students who scored predominantly at **Level 1** or **"Below the Standard"**. Given school demographics, Hispanic students likely constitute a significant portion of this ELL population facing systemic barriers in complex reporting categories.

Specific, Measurable Goals

The school has established broad SMART goals that incorporate the needs of the Hispanic subgroup, focusing on moving students out of the lowest achievement tiers by the **Spring 2027 administration**:

- **Pipeline Goal (Level 1 to Level 2):** For the 80% of Hispanic students currently at Level 1 in Grade 9, the school aims to **move at least 20% of them into Achievement Level 2** to build a sustainable pipeline toward graduation eligibility.
- **Proficiency Goal (Level 2 to Level 3):** For Hispanic students identified in the "bubble" (Level 2), the goal is to move them into the proficient range, contributing to the school-wide targets of **25% proficiency in Grade 10 FAST ELA and Algebra 1**.
- **Lexile Growth Goal:** Replicate the average **102-point Lexile increase** seen in Grade 10 to ensure Hispanic students can access high school-level text complexities.

Targeted Strategies for the Hispanic Subgroup

To reach these goals, the school is implementing the following evidence-based strategies:

- **Individualized Digital Pathways (Beable, Lexia, Exact Path):** Hispanic students will engage with the **Beable digital platform**, completing an average of **15–18 independent lessons** per year to bridge foundational gaps in literacy and mathematics.
- **Strategic Reporting Category Focus:** Instruction will be prioritized on the highest-need areas:
    - **ELA:** Morphology, interpreting figurative language, and rhetoric within the **"Reading Across Genres & Vocabulary"** category.
    - **Mathematics: "Expressions, Functions, and Data Analysis,"** where 62% of students

are currently below standard.

- **After-School and Remediation Access:** Hispanic students requiring intensive support will be targeted for **extended learning opportunities**, including the after-school program where 15 students currently complete additional digital lessons to remediate skill deficiencies.
- **Biology Content Stabilization:** In response to the 30-point drop in Biology proficiency, the school will provide **differentiated support** in the **Molecular and Cellular Biology** category, which was identified as a systemic weakness for major 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.

Biology 1 EOC proficiency was the **"greatest negative gap"** when compared to the school's own initial performance data, falling by **30 percentage points** between the Fall and Spring administrations.

Furthermore, several components show extreme gaps from the statewide proficiency expectation (Level 3 or above), most notably the **Florida Civic Literacy Exam (FCLE)**, where **96% of students** were not proficient, and **Geometry**, which had a **99% non-proficiency rate**.

Factors Contributing to the Biology Gap

The regression in Biology 1 EOC performance—dropping from 42% proficiency in the Fall to 12% in the Spring—was driven by several factors:

- **Cohort Composition and Size:** The testing group nearly doubled from **19 students in the Fall to 34 students in the Spring**. This larger Spring cohort likely contained a higher concentration of students requiring intensive remediation or those who had not mastered foundational material.
- **Systemic Instructional Weakness:** There was a widespread failure in the **Molecular and Cellular Biology** reporting category. Specifically, **93% of the largest student subgroup** was identified as "Weak" or "Not On Grade Level" in standards related to **Cell Theory and Cell Structure**.
- **Subgroup Performance Gaps:** The Spring administration included **14 English Language Learners (ELL)** and **8 Black or African American students**, many of whom struggled across all major categories, with 75% to 93% of these students scoring "Below the Standard".
- **Complexity Challenges:** As the curriculum progressed, students failed to master the **higher-complexity standards** required to reach Levels 4 and 5.

Identified Performance Trends

The sources highlight four distinct trends across the 2025-2026 monitoring periods:

- **Positive ELA Growth with Low Proficiency:** Grade 9 and 10 FAST ELA showed a steady **upward trend in scale scores** and significant movement from Level 1 to Level 2 (the "bubble"). However, actual proficiency remained very low, ending at 6% for Grade 9 and 9% for

Grade 10.

- **Volatility in US History:** This subject experienced a **"Winter Spike,"** where proficiency rose to 44% (up from 16%), followed by a sharp **"Spring Regression"** back to 13-15% as Level 1 populations increased.
- **Sustained Low Performance in Mathematics:** Algebra 1 proficiency showed a **gradual decline** across the three windows (10% to 5%), while Geometry remained consistently low, ending the year with **87% of students at Level 1**.
- **Consistent Reporting Category Weakness:** Two categories remained the most consistent areas of "Below Standard" performance across the school year: **"Reading Across Genres & Vocabulary"** (ELA) and **"Expressions, Functions, and Data Analysis"** (Algebra 1), both often exceeding a 60% failure rate.

EWS Areas of Concern

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

Based on the progress monitoring data, two critical areas of concern have been identified as early warning indicators for student success:

- **High Concentration of Achievement Level 1 Students:** Across nearly all tested subjects, a majority of the student body is scoring at Level 1, which indicates they are "Not Yet Proficient" and performing significantly below grade-level expectations. Key data points highlighting this concern include:
    - **Grade 9 FAST ELA:** 75% of students are at Level 1.
    - **Geometry:** 87% of students are at Level 1.
    - **Algebra 1:** 65% of students are at Level 1.
    - **Florida Civic Literacy Exam (FCLE):** 96% of students failed to achieve proficiency. This is particularly concerning because students scoring at Level 1 in their early high school years are at a high risk of not meeting the testing requirements necessary for graduation.
- **Significant Proficiency Regression in Biology and US History:** The data reveals a trend where academic gains made early in the year are not being sustained through the final spring assessments.
    - **Biology 1 EOC** proficiency plummeted from **42%** in the fall to **12%** in the spring.
    - **US History** proficiency peaked at **37%** in the winter but dropped to **13%** by the spring. These regressions suggest that as curriculum complexity increases, students are failing to maintain mastery of foundational concepts, or perhaps the larger spring testing cohorts are not receiving adequate differentiated support

Highest Priorities

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

Based on a comprehensive review of the 2025-2026 progress monitoring and EOC data, the highest priorities for schoolwide improvement for the upcoming school year are ranked as follows:

1. **Mathematics Recovery (Algebra 1 and Geometry):** This is the top priority because these subjects are critical graduation requirements, yet they show an extremely high concentration of students at the lowest achievement level. Specifically, **87% of Geometry students and 65% of Algebra 1 students are at Level 1**. The primary focus will be on the "Expressions, Functions, and Data Analysis" category, where 62% of students are currently "Below the Standard".
2. **Grade 10 ELA Proficiency and "Bubble" Movement:** Moving students toward ELA proficiency is another critical graduation milestone. The strategy is to target the **35% of Grade 10 students currently at Level 2** (the "bubble") and provide interventions to move them to Level 3 (Proficient).
3. **Biology and US History Instructional Stability:** There is a significant concern regarding performance regression between mid-year and final spring assessments. For example, **Biology 1 EOC proficiency dropped from 42% in the Fall to 12% in the Spring**, and US History saw a similar decline. The school must identify the causes of this volatility to stabilize performance through the end of the year.
4. **Foundational Literacy and Vocabulary Across Content Areas:** Deficiencies in high-level reading skills are negatively impacting performance in all subjects, not just ELA. Schoolwide strategies will focus on **Morphology, Interpreting Figurative Language, and Understanding Rhetoric**, specifically targeting the "Reading Across Genres & Vocabulary" category where 62% of Grade 10 students are "Below Standard".
5. **Civic Literacy (FCLE) Mastery:** Current data indicates a systemic lack of mastery in government and constitutional concepts, with **96% of test-takers failing to achieve proficiency** on the Florida Civic Literacy Exam. Improvement efforts will include a restructuring of the Civics curriculum with an emphasis on the U.S. Constitution and landmark impacts on law and society.

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.

During the 2025–2026 school year, **English Language Learners (ELL)** at Sunfire High School consistently performed in the **lowest achievement tiers** across multiple core subjects. They were identified as a specific subgroup requiring targeted support due to significant gaps in proficiency.
Key data points regarding ELL performance include:

- **Biology 1 EOC:** In the Spring administration, **14 ELL students** were tested, and the majority struggled significantly. Specifically, **75% to 93%** of these students scored **"Below the Standard"** in critical reporting categories such as **Molecular and Cellular Biology** and **Classification**.
- **Algebra 1 EOC:** There were **14 students** identified as ELL who averaged a scale score of **360**, which places them at **Level 1** (the lowest achievement level).
- **Grade 10 Performance:** In Grade 10, **100% of students identified as ELL** were classified as **"Not Yet Proficient" or "Below the Standard"** in several key reporting categories.
- **Grade 9 FAST ELA:** Interestingly, the specific roster for the **Grade 9 FAST ELA Reading (PM3)** administration reported **zero students** identified with ELL status.

Overall, the data indicate that ELL students, along with students with disabilities, are **disproportionately represented** in the school's lowest performance tiers. To address these gaps, the school's strategic goals for the upcoming year include providing **targeted subgroup support** to help move these students toward the proficiency threshold.

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.

Sunfire High School has established the following data-based, objective outcomes to be achieved by the **Spring 2027 administration**:

- **Grade 10 FAST ELA:** The school intends to increase the proficiency rate (Level 3 or above) from **9% to 25%**. This goal specifically targets moving at least **six students** from the current

"bubble" group (Level 2) into the proficient range.

- **Grade 9 FAST ELA:** The school aims to address the **75% of students** currently scoring at Achievement Level 1 to prevent them from remaining "Not Yet Proficient" as they progress toward their graduation year.
- **Algebra 1 EOC:** The objective is to increase the percentage of students achieving proficiency (Level 3 or above) from **5% to 25%**. To reach this outcome, the school plans to move **43 individuals** (30% of the testing population) who are currently scoring at Level 2 into the proficient range.
- **Algebra 1 Remediation:** For the **92 students** currently scoring at Level 1, the school plans to move at least **20%** of them into Achievement Level 2 to create a sustainable pipeline for future proficiency.

Monitoring

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

To reach the desired outcomes for the identified Areas of Focus (specifically ELA and Mathematics proficiency), Sunfire High School will monitor implementation and impact through a multi-tiered approach involving digital data tracking, targeted instructional interventions, and longitudinal performance metrics.

Monitoring Implementation

The school will ensure the fidelity of its strategic actions by tracking the following:

- **Digital Learning Pathway Engagement:** The school will monitor student activity within the Lexia and **Beable digital platforms, Lexia, Exact Path, WIDA**. This includes tracking the **total number of independent lessons completed** (with a target similar to the previous average of 15–18 lessons per student) and the **"Time on Task"** (averaging 9 minutes per lesson) to ensure high-quality engagement.
- **Targeted Remediation for "Bubble" Students:** Implementation will be monitored by the identification and placement of **Level 2 students** into intensive small-group instruction and specific **topic pathways** tailored to their deficiencies.

- **Instructional Alignment to Weak Reporting Categories:** School leaders will monitor classroom instruction to ensure a primary focus on the **lowest-performing reporting categories**, such as "Reading Across Genres & Vocabulary" for ELA and "Expressions, Functions, and Data Analysis" for Algebra 1.

Monitoring Impact

The impact of these interventions will be measured through specific, data-driven benchmarks:

- **Proficiency Rate Growth:** The ultimate measure of impact is the increase in students scoring at **Level 3 or above**. The school has set clear targets to move Grade 10 FAST ELA proficiency

from **9% to 25%** and Algebra 1 EOC proficiency from **5% to 25%**.

- **Lexile Measure Tracking:** The school will actively monitor **"Starting" vs. "Current" Lexile measures** to evaluate foundational literacy growth. Success is defined by sustained increases, such as the 102-point growth observed in Grade 10 during the previous cycle.
- **Reporting Category Performance Levels:** Impact will be assessed by a reduction in the percentage of students scoring **"Below the Standard"** in priority categories. For example, the school aims to reduce the 62% "Below Standard" rate currently seen in Grade 10 ELA and Algebra 1.
- **Movement Out of Level 1:** Success will also be measured by the **remediation pipeline**, specifically the goal of moving at least **20% of Level 1 Algebra students** into Level 2 and reducing the high concentration of Level 1 students in Grade 9 and 10 ELA.
- **Skill-Specific Proficiency Rates:** The school will track the mastery of high-yield skills (e.g., "Author's Perspective" or "Problem Solution") and monitor improvements in historically weak skills like **"Order,"** which currently sits at 55% proficiency

Person responsible for monitoring outcome
Emonde Prosper and 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:

Sunfire High School is implementing a multifaceted approach to evidence-based interventions, primarily centered on digital learning platforms, targeted small-group instruction, and intensive literacy monitoring to achieve measurable outcomes in the upcoming year. ### **Evidence-Based Interventions** * **Digital Learning Pathways (Beable):** The cornerstone of the school's strategy is the implementation of independent lesson pathways through the **Beable and Lexia** online program. This program provides individualized, self-paced remediation designed to bridge foundational gaps. In the previous cycle, 121 students completed over 1,800 lessons, which was directly credited with moving Grade 10 students out of Achievement Level 1 and increasing Lexile scores. * **Targeted "Bubble Student" Interventions:** The school identifies "bubble students"—those scoring at Achievement Level 2 who are closest to the proficiency threshold—for **intensive small-group instruction**. This practice targets 35% of Grade 10 ELA students and 30% of Algebra 1 students, providing them with the focused support needed to cross into Level 3 proficiency. * **Data-Driven Reporting Category Remediation:** Instructional efforts are being redirected to focus on the specific reporting categories where students show the greatest systemic weakness. For ELA, this includes a focus on **Morphology, Interpreting Figurative Language, and Rhetoric** within the "Reading Across Genres" category. For Mathematics, the focus is on **"Expressions, Functions, and Data Analysis"**. * **Lexile and Literacy Scaffolding:** Across all content areas, the school is implementing a strategy to improve **reading stamina and complexity** by monitoring Lexile growth.

This involves ensuring students are placed in texts that match their current reading level while providing the scaffolding necessary to access grade-level material. ### **Monitoring for Implementation and Impact** The school monitors these interventions through several quantitative and qualitative metrics to ensure they are being executed with fidelity and producing the desired results: * **Implementation Monitoring (Process Data):** * **Usage Metrics:** The school tracks the total number of independent lessons completed and the average "Time on Task" (targeting 9 minutes per lesson) to ensure students are actively engaged with the Beable platform. * **Pathway Fidelity:** Administrators monitor the number of students following specific **topic-based pathways** (currently 48 students) versus general instruction. * **Participation Rates:** Attendance and progress in **after-school remediation** are tracked to ensure that the most vulnerable students are receiving extra support. * **Impact Monitoring (Outcome Data):** * **Lexile Growth Trends:** The school monitors "Starting" vs. "Current" Lexile measures as a leading indicator of literacy improvement, aiming to replicate or exceed previous gains like the **102-point increase** seen in Grade 10. * **Achievement Level Shifts:** Success is measured by the movement of students out of Level 1 and the progression of Level 2 students into Level 3 (Proficiency). * **Reporting Category Proficiency:** The impact of instruction is assessed by measuring the percentage of students scoring **"At/Near the Standard"** in priority categories, such as the improvement to 50% proficiency seen in Grade 10 Reading Informational Text. * **Skill-Specific Drills:** The school uses interim assessments to track mastery of high-yield skills, such as **"Author's Perspective"** and **"Problem Solution,"** to validate that specific instructional adjustments are working.

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, Beable, and Lexia 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, Beable, and Lexia.

Person Monitoring:
Stephen Williams

By When/Frequency:
August 2026/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, Beable). In addition, Exact Path Diagnostic assessments in Reading, Language Arts, and Math will be conducted twice during the 2026-27 school year, August 11 through December 20, 2026, and again from January 1 through June 3, 2027. 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 #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.

During the 2025–2026 school year, **Students with Disabilities (SWD)** at Sunfire High School faced significant academic challenges, consistently scoring in the lowest performance tiers across multiple grade levels and assessments.

Grade 9 Performance

In the Grade 9 FAST ELA Reading (PM3) administration, the SWD subgroup showed a high level of vulnerability:

- **100% of students identified as SWD scored at Level 1**, the lowest possible achievement level.
- This group included students with varied classifications, specifically:
    - Two students with a **Specific Learning Disability**.
    - One student with an **Emotional/Behavioral Disability**.
    - One student identified as **Other Health Impaired**.
- One student in this group was also identified as **Multiracial** and scored at Level 1.

Grade 10 Performance

The performance trends were similar for older students. In Grade 10, **100% of students identified as having a Specific Learning Disability** were classified as **"Not Yet Proficient" or "Below the Standard"** in several key reporting categories.

Key Insights

- **Foundational Literacy Deficiency:** The sources explicitly identify the 100% Level 1 rate among Grade 9 SWD students as a "significant deficiency in foundational literacy".
- **Disproportionate Representation:** SWD students, along with English Language Learners (ELL), are noted as being disproportionately represented in the lowest performance tiers at the school.

Measurable Outcome

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

Based on the sources, the school establishes the following overarching goals for ELA and Mathematics that encompass all students, including **Students with Disabilities (SWD)**, who are disproportionately represented in the lowest performance tiers. While the sources do not provide a

separate, standalone percentage target exclusively for the SWD subgroup, they outline the following specific, data-based measurable outcomes that directly address the current performance gaps of these students:

Grade 9 FAST ELA

- **Outcome:** The school intends to address the **75% of Grade 9 students scoring at Level 1** to prevent them from remaining "Not Yet Proficient" as they progress toward graduation.
- **Relevance to SWD:** This goal is critical for this subgroup because **100% of Grade 9 Students with Disabilities currently score at Level 1**.

Grade 10 FAST ELA

- **Outcome:** Increase the proficiency rate (Level 3 or above) from **9% to 25%** by the Spring 2027 administration.
- **Target Group:** The school plans to achieve this by moving **35% of students (12 individuals)** who currently score at Achievement Level 2 into the proficient range.
- **Relevance to SWD:** This targets the "bubble" of students closest to the threshold, helping to reverse the trend where **100% of students with a Specific Learning Disability** were identified as "Not Yet Proficient" in several reporting categories during the 2025-2026 cycle.

Algebra 1 EOC

- **Proficiency Outcome:** Increase the percentage of students achieving proficiency (Level 3 or above) from **5% to 25%**.
- **Remediation Pipeline Outcome:** For the 92 students currently at Achievement Level 1, the school plans to **move at least 20% of them into Achievement Level 2**.
- **Relevance to SWD:** Given that **65% of the total Algebra 1 population is at Level 1**, this remediation pipeline is the primary objective for moving SWD students toward eventual graduation eligibility.

Monitoring

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

To ensure Sunfire High School achieves its desired outcomes—specifically increasing proficiency to **25% in both Grade 10 FAST ELA and Algebra 1**—the school will use a monitoring system to track both the implementation of instructional strategies and their academic impact.

Monitoring for Implementation

The school will monitor the fidelity of its evidence-based interventions by tracking the following process data:

- **Digital Learning Engagement:** Administrators will monitor student activity within the Exact Path, Lexia, and **Beable digital platforms**. This includes verifying that students reach the target of **15–18 independent lessons** per year and maintaining a high-quality **"Time on Task"**

average of 9 minutes per lesson.

- **Targeted Lesson Pathways:** The school will track the progress of the **48 students** currently assigned to specific topic-based pathways that address identified deficiencies in reporting categories like "Expressions, Functions, and Data Analysis" and "Reading Across Genres".
- **Instructional Alignment:** Leadership will conduct observations to ensure Tier 1 instruction is focused on the highest-priority "Below Standard" areas, such as **morphology, interpreting figurative language, and rhetoric** for ELA, and **linear/non-linear relationships** for Algebra.
- **Extended Learning Participation:** Attendance and lesson completion rates for the **after-school remediation program** (currently serving 15 students) will be monitored to ensure the most vulnerable students are utilizing extra support.

Monitoring for Impact

The effectiveness of these interventions will be measured through longitudinal data tracking and achievement benchmarks:

- **Movement Through Achievement Levels:** The school will monitor the "bubble" group, with a specific focus on moving **35% of Grade 10 ELA students** and **30% of Algebra 1 students** from Level 2 to Level 3 (Proficient). Simultaneously, the school will track the goal of moving **20% of Level 1 Algebra students** into Level 2 to build a proficiency pipeline.
- **Lexile Growth Metrics:** To evaluate foundational literacy progress, the school will actively compare **"Starting" vs. "Current" Lexile measures**. The benchmark for success is replicating or exceeding the **102-point growth** recently observed in Grade 10.
- **Reporting Category Performance Shifts:** Impact will be assessed by tracking the percentage of students scoring **"At/Near the Standard"** or **"Above the Standard"** during PM1, PM2, and PM3. A key indicator of success will be reducing the current **62% "Below Standard" rate** in the most critical reporting categories.
- **Skill-Specific Mastery:** The school will use interim reports to monitor proficiency in high-yield skills. For instance, while the school achieved **100% proficiency in "Problem Solution,"** it will now monitor improvements in weaker areas like **"Order,"** which previously sat at only 55% proficiency.
- **Scale Score Trends:** Continuous monitoring of average scale scores across the three assessment windows will serve as a leading indicator of whether students are on track to meet the Spring 2027 targets.
- Summary of Strategic Focus for SWD

  To reach these measurable outcomes for the SWD population, the school will monitor the following objective indicators:

  - **Lexile Growth:** Replicating the **102-point average Lexile increase** seen in Grade 10 to bridge foundational literacy gaps.
  - **Digital Intervention:** Continued use of the **Beable program**, where students are expected to complete independent lesson pathways (averaging **15–18 lessons per**

student) to address specific skill deficiencies.

- **Reporting Category Mastery:** Targeting specific weaknesses, such as **"Reading Across Genres & Vocabulary"** and **"Expressions, Functions, and Data Analysis,"** where high percentages of students—including 100% of some SWD rosters—are currently "Below the Standard".

Person responsible for monitoring outcome
Emonde Prosper and 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:

Sunfire High School is implementing a multi-faceted approach to evidence-based interventions, primarily centered on digital learning platforms, targeted small-group instruction, and intensive literacy monitoring to reach its measurable outcomes for the upcoming year. ### **Evidence-Based Interventions** * **Digital Learning Pathways (Beable):** The cornerstone of the school's strategy is the implementation of **independent lesson pathways** through the **Beable** online program. This program provides individualized, self-paced remediation designed to bridge foundational gaps. In the previous cycle, 121 students completed over 1,800 lessons, which was directly credited with moving Grade 10 students out of Achievement Level 1 and increasing Lexile scores. * **Targeted "Bubble Student" Interventions:** The school identifies "bubble students"—those scoring at Achievement Level 2 who are closest to the proficiency threshold—for **intensive small-group instruction**. This practice specifically targets 35% of Grade 10 ELA students and 30% of Algebra 1 students, providing them with the focused support needed to cross into Level 3 proficiency. * **Data-Driven Reporting Category Remediation:** Instructional efforts are being redirected to focus on the specific reporting categories where students show the greatest systemic weakness. For ELA, this includes a focus on **Morphology, Interpreting Figurative Language, and Rhetoric** within the "Reading Across Genres" category. For Mathematics, the focus is on **"Expressions, Functions, and Data Analysis"**. * **Extended Learning Opportunities:** To support students who are significantly behind, the school provides **after-school sessions** where students can complete additional digital lessons and follow specific "Topic Pathways" tailored to their individual deficiencies. * **Lexile and Literacy Scaffolding:** Across all content areas, the school is implementing a strategy to improve **reading stamina and complexity** by monitoring Lexile growth. This involves ensuring students are placed in texts that match their current reading level while providing the scaffolding necessary to access grade-level material. ### **Monitoring for Implementation and Impact** The school monitors these interventions through several quantitative and qualitative metrics to ensure they are being executed with fidelity and producing the desired results. **Implementation Monitoring (Process Data):** * **Usage Metrics:** The school tracks the total number of independent lessons completed and the average **"Time on Task"** (targeting 9 minutes per lesson) to ensure students are actively engaged with the Beable platform. * **Pathway Fidelity:** Administrators monitor the number of students following **specific topic-based pathways** (currently 48 students) versus general instruction. * **Participation Rates:** Attendance and progress in **after-school remediation** are tracked to ensure that the most vulnerable students are receiving extra support. **Impact Monitoring (Outcome Data):** * **Lexile Growth Trends:** The school monitors **"Starting" vs. "Current" Lexile measures** as a leading

indicator of literacy improvement, aiming to replicate or exceed previous gains like the **102-point increase** seen in Grade 10. * **Achievement Level Shifts:** Success is measured by the **movement of students out of Level 1** and the progression of Level 2 students into Level 3 (Proficiency). * **Reporting Category Proficiency:** The impact of instruction is assessed by measuring the percentage of students scoring **"At/Near the Standard"** in priority categories, such as the improvement seen in Grade 10 Reading Informational Text. * **Skill-Specific Mastery:** The school uses interim assessments to track mastery of **high-yield skills**, such as "Author's Perspective" and "Problem Solution," and to address persistent weaknesses in skills like **"Order,"** which previously sat at only 55% proficiency.

Rationale:
The **rationale** for the school improvement goals and evidence-based interventions at Sunfire High School is rooted in the critical need to address **low proficiency rates in graduation-required subjects** and to reverse significant **performance regressions** observed throughout the 2025–2026 school year. ### **1. Addressing Graduation Requirements and the "Bubble" Group** The primary rationale for targeting **Grade 10 ELA** and **Algebra 1** is that both are critical Florida graduation requirements. The school's strategy specifically targets "bubble" students (those at Achievement Level 2) for the following reasons: * **Immediate Growth Opportunity:** In Grade 10 ELA, **35% of students** are at Level 2, and in Algebra 1, **30%** are at Level 2. These students are closer to the proficiency threshold than the large majority of students at Level 1, making the goal of reaching 25% proficiency achievable by Spring 2027. * **Preventative Intervention:** For Grade 9, where **75% of students are at Level 1**, the rationale is to intervene early to prevent these students from remaining "Not Yet Proficient" as they approach their graduation year. ### **2. Mitigating Systemic Reporting Category Deficiencies** Interventions are prioritized based on specific reporting categories where the majority of students are failing to meet standards: * **ELA Rationale:** **62% of Grade 10 students** are "Below the Standard" in **Reading Across Genres & Vocabulary**. This category is prioritized because students lack foundational skills in morphology, interpreting figurative language, and understanding rhetoric. * **Math Rationale:** **62% of Algebra 1 students** are "Below the Standard" in **Expressions, Functions, and Data Analysis**. Targeting this specific area is the most direct path to improving overall EOC scores. ### **3. Reversing Spring Performance Regressions** A major rationale for new instructional stability goals is the sharp decline in proficiency in **Biology 1** (falling from 42% to 12%) and **US History** (falling from a 37% peak to 13%). The school aims to identify why gains were lost as curriculum complexity increased and to provide **differentiated support** for the larger spring testing cohorts. ### **4. Bridging the Literacy and Lexile Gap** The rationale for the school's heavy focus on **Lexile tracking** and the **Beable digital platform** stems from the significant gap between student reading levels and high school-level text complexity: * **Foundational Needs:** The average Grade 9 Lexile is **456**, and Grade 10 is **566**, both well below grade-level expectations. * **Proven Success:** The school continues these interventions because they have already shown results—moving Grade 10 students out of Level 1 (a 17-point decrease) and producing a **102-point average Lexile gain**. ### **5. Supporting Vulnerable Subgroups** Data shows that **Students with Disabilities (SWD)** and **English Language Learners (ELL)** are disproportionately represented in the lowest performance tiers. For example, **100% of Grade 9 SWD students scored at Level 1**. The rationale for targeted subgroup support is to ensure these high-risk populations receive the intensive remediation necessary to meet state accountability standards and graduation 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
Evidence-Based Interventions and Strategies

Person Monitoring:
Emonde Prosper

By When/Frequency:
August 11/ Per Semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To address the identified Areas of Focus—specifically increasing proficiency in **Algebra 1** and **Grade 10 ELA**—the following action steps and responsible parties have been identified based on the strategic needs of Sunfire High School:
1. **Deployment of Targeted Digital "Topic Pathways"**
* **Action Step:** Assign the **43 identified "bubble" students** in Algebra 1 and the **12 "bubble" students** in Grade 10 ELA to specific, individualized lesson pathways within the **Beable platform**. These pathways must prioritize the weakest reporting categories: **"Expressions, Functions, and Data Analysis"** for Mathematics and **"Reading Across Genres & Vocabulary"** for ELA.
* **Person Responsible:** **Digital Learning Lead / Classroom Teachers**.

Action Step #2
Evidence-Based Interventions and Strategies

Person Monitoring:
Emonde Prosper

By When/Frequency:
8/14/26 weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
2. **Intensive Small-Group "Bubble" Remediation**
* **Action Step:** Schedule and implement **intensive small-group instruction** sessions specifically for Level 2 students to bridge the gap to Level 3 proficiency. Instruction will focus on high-yield skills where deficiencies were noted, such as **Morphology, Rhetoric, and interpreting Figurative Language**.
* **Person Responsible:** **Instructional Coach / Subject Area Teachers**.

Action Step #3
Evidence-based Interventions and Strategies

Person Monitoring:
Emonde Prosper

By When/Frequency:
8/14/26/ bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
3. **Active Lexile and Literacy Monitoring**
* **Action Step:** Conduct bi-weekly **data chats** to monitor "Starting" vs. "Current" **Lexile measures**, ensuring that students are engaging in text complexities that facilitate the growth needed to access high school-level curriculum. This includes tracking "Time on Task" to ensure students are averaging at least 9 minutes of active engagement per digital lesson.
* **Person Responsible:** **Literacy Coach / ELA Department Chair**.

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.

During the 2025–2026 school year, **Black or African American students** at Sunfire High School consistently performed in the lower achievement levels, with a high concentration of students scoring at Level 1 or "Below the Standard" in core subjects like ELA and Biology.

Grade 9 FAST ELA Performance

In the Grade 9 FAST ELA Reading (PM3) administration, nine Black or African American students participated, with the following achievement distribution:

- **67% (6 students)** scored at **Level 1**, the lowest achievement level.
- **33% (3 students)** scored at **Level 2**, placing them in the "bubble" group moving toward proficiency.
- **0% achieved proficiency** (Level 3 or above) in this specific cohort.

Biology 1 EOC Performance

The performance of this subgroup in the Spring Biology 1 EOC administration was identified as a significant area of concern:

- **Struggles in Key Categories:** Eight Black or African American students were tested, and between **75% to 93%** of students in this group scored **"Below the Standard"** in the **Molecular and Cellular Biology** and **Classification** reporting categories.
- **Complexity Gaps:** Along with other subgroups, these students struggled to master the higher-complexity standards required to reach Level 4 or 5 proficiency, contributing to the school's overall decline in Biology performance.

Strategic Context

The school identifies Black or African American students as one of the major racial subgroups that is **disproportionately represented in the lowest performance tiers**. To support these students, the school's strategic plan involves:

- **Targeted "Bubble" Support:** Moving the 33% of students currently at Level 2 into the proficient range through intensive small-group instruction.
- **Remediation Pathways:** Utilizing the **Beable digital platform** to address foundational literacy and specific content-area deficiencies, such as the 93% weakness rate observed in certain molecular biology standards.

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 school improvement plan and current performance data, the school has established the following specific, data-based measurable outcomes for **Black or African American students** across relevant grade levels. These targets are integrated into the school's broader SMART goals designed to address low proficiency and high concentrations of Level 1 scores within this subgroup.

1. Grade 10 FAST ELA Proficiency

- **Outcome:** Increase the proficiency rate (Level 3 or above) from **9% to 25%** by the Spring 2027 administration.
- **Subgroup Context:** This goal targets the "bubble" of students at Achievement Level 2. While the Grade 10 subgroup breakdown is not explicitly detailed in the narrative, the goal is designed to capture students like those in the **Grade 9 Black or African American cohort**, where **33% (3 students)** are currently at Level 2 and positioned to move into proficiency.

2. Algebra 1 EOC Proficiency

- **Outcome:** Increase the percentage of students achieving proficiency (Level 3 or above) from **5% to 25%**.
- **Subgroup Context:** The school plans to achieve this by moving **30% of the testing population (43 individuals)** who are currently at Level 2 into the proficient range. This is a critical priority for Black students, who are identified as part of the majority scoring at the lowest achievement levels in mathematics.

3. Remediation and Achievement Level Movement

- **Outcome:** For students scoring at Achievement Level 1, the school plans to **move at least 20% of them into Achievement Level 2** to build a pipeline for future proficiency.
- **Subgroup Context:** This is a high-priority outcome for the **Grade 9 Black or African American subgroup**, in which **67% (6 students)** currently score at **Level 1**. The objective is to provide these students with foundational literacy and math support to prevent them from remaining "Not Yet Proficient" as they move toward graduation.

4. Biology 1 EOC and US History Stability

- **Outcome:** Identify and mitigate the causes of performance regression to **stabilize and improve proficiency** beyond the current **12% in Biology** and **13-15% in US History**.
- **Subgroup Context:** In the Spring Biology 1 administration, between **75% and 93% of the 8 Black or African American students** tested scored **"Below the Standard"** in critical categories like Molecular and Cellular Biology. The school aims to reverse this trend through targeted remediation in high-complexity standards.

To support these outcomes, the school will use the **Beable digital platform** for independent lesson pathways, with a focus on **Lexile growth** and specific reporting categories like **"Reading Across Genres & Vocabulary"** and **"Expressions, Functions, and Data Analysis"**.

Monitoring

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

To reach the desired outcomes for students—including specific targets for the **Black or African American subgroup**—Sunfire High School will monitor progress through a dual-track system focusing on the fidelity of instructional strategies and the measurable growth of student performance.

Monitoring for Implementation

The school will ensure the evidence-based interventions are being executed as planned by tracking the following process indicators:

- **Digital Learning Engagement (Beable, Exact Path, and Lexia):** Administrators will track the **total number of independent lessons completed**, aiming for an average of at least **15–18 lessons per student**. They will also monitor **"Time on Task,"** with a specific target of **9 minutes per lesson** to ensure students are actively processing the content rather than just clicking through.
- **Pathway Fidelity:** The school will monitor the progress of students assigned to **specific topic-based pathways**. For instance, progress for the 48 students currently following these pathways will be reviewed to ensure they are mastering the content in weak reporting categories like **"Expressions, Functions, and Data Analysis"**.
- **Curriculum Alignment:** Leadership will conduct classroom observations to verify that instruction is prioritizing high-yield skills where students have demonstrated systemic weakness, such as **Morphology, Understanding Rhetoric, and Interpreting Figurative Language**.
- **Remediation Attendance:** The school will track attendance for the **after-school remediation program**, ensuring that the most vulnerable students, including those at Level 1, are utilizing the additional support time.

Monitoring for Impact

To evaluate if these actions are leading to the desired outcomes, the school will analyze the following outcome data:

- **Lexile Growth Trends:** A primary leading indicator of impact will be the **"Starting" vs. "Current" Lexile measures**. The school aims to replicate the **102-point average Lexile increase** previously observed in Grade 10 to ensure students are developing the reading stamina needed for high school-level text.
- **Achievement Level Distribution Shifts:** Progress will be measured by the movement of students through achievement tiers. Success indicators include **moving students out of Level 1** (as seen in the 17-point drop in Grade 10) and moving **"bubble" (Level 2) students**—specifically **33% of the Black/African American Grade 9 cohort**—into Level 3 proficiency.
- **Scale Score and Proficiency Trends:** The school will conduct a longitudinal analysis of

average scale scores and proficiency rates across **PM1, PM2, and PM3**. For the Algebra 1 EOC, the goal is a clear upward trend from 5% toward the **25% proficiency target**.

- **Reporting Category Mastery:** Impact will be assessed by measuring the percentage of students scoring **"At/Near the Standard"** or **"Above the Standard"** in priority categories. For example, the school will monitor if the 62% "Below Standard" rate in **Reading Across Genres & Vocabulary** decreases after targeted interventions.
- **Skill-Specific Proficiency Rates:** Teachers will use interim assessment data to track the mastery of specific standards, aiming to improve scores in low-performing skills like **"Order" (currently 55%)** while maintaining high performance in areas like **"Problem Solution" (100%)**.

Person responsible for monitoring outcome
Emonde Prosper and 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:

For **Black or African American students** at Sunfire High School, the school is implementing a multi-tiered approach to evidence-based interventions centered on digital self-paced learning, targeted small-group instruction, and intensive literacy support to address significant performance gaps. ### **Evidence-Based Interventions** * **Digital Learning Pathways (Beable, Exact Path, and Lexia):** The primary intervention is the **Beable online program**, which provides individualized, independent lesson pathways designed to remediate foundational gaps in reading and content-area knowledge. This is critical for the **67% of Black Grade 9 students** currently scoring at Level 1 to build the necessary literacy foundation for future success. * **Targeted "Bubble Student" Interventions:** The school identifies students at Achievement Level 2—the "bubble" group—for **intensive small-group instruction**. This practice directly targets students like the **33% (3 individuals) of the Black Grade 9 cohort** who are closest to crossing the proficiency threshold into Level 3. * **Data-Driven Reporting Category Remediation:** Instructional efforts are focused on the specific categories where Black students have shown the most systemic weakness. * **ELA:** Focusing on **Morphology, Interpreting Figurative Language, and Rhetoric** within the "Reading Across Genres" category. * **Biology:** Addressing the widespread instructional gap in **Molecular and Cellular Biology**, where 75% to 93% of the Black student roster previously scored "Below the Standard". * **Extended Learning Opportunities:** The school provides **after-school sessions** where students can complete additional digital lessons and follow specific "Topic Pathways" tailored to their individual deficiencies. * **Lexile and Literacy Scaffolding:** To bridge the significant gap in reading ability (average Grade 9 Lexile is 456), the school monitors **Lexile growth** to ensure students are placed in texts that challenge them while providing the scaffolding needed to access high school-level curriculum. ### **Monitoring for Implementation and Impact** The school uses a combination of process and outcome data to ensure these interventions are effective for the Black or African American subgroup. **Monitoring Implementation (Process Data):** * **Usage and Engagement:** Administrators track the **total independent lessons completed** (targeting 15–18 per student) and **"Time on Task"** (aiming for at least 9 minutes per lesson) to ensure students are

actively processing the Beable content. * **Pathway Fidelity:** The school monitors the number of students (currently 48) following **specific topic-based pathways** rather than general instruction to ensure remediation is hitting the correct skill gaps. * **Participation Tracking:** Attendance and progress in **after-school remediation** are monitored to ensure high-risk students are receiving the additional support time. **Monitoring Impact (Outcome Data):** * **Lexile Growth Trends:** "Starting" vs. "Current" Lexile measures are compared to ensure students are making gains similar to the **102-point growth** recently seen in Grade 10. * **Achievement Level Distribution Shifts:** Success is measured by the **movement of students out of Level 1** and the progression of "bubble" students into Level 3 (Proficiency). * **Reporting Category Proficiency:** The school measures the percentage of students scoring **"At/Near the Standard"** in priority categories, such as the improvement seen in Grade 10 Reading Informational Text. * **Skill-Specific Mastery:** Interim assessments track performance in high-yield skills like **"Author's Perspective"** and **"Problem Solution"** to validate that instructional adjustments are working.

Rationale:
The **rationale** for the current school improvement plan and instructional interventions at Sunfire High School is based on the urgent need to address extremely low proficiency rates in core subjects required for graduation, reverse significant mid-year regressions, and bridge substantial foundational literacy gaps. ### **1. Prioritizing Graduation Requirements and the "Bubble" Strategy** The primary rationale for focusing on **Grade 10 ELA** and **Algebra 1** is that both are critical Florida graduation requirements. The strategy specifically targets "bubble" students (Achievement Level 2) for the following reasons: * **Immediate Proficiency Gains:** In Grade 10 ELA, **35% of students** are at Level 2, and in Algebra 1, **30%** are at Level 2. These students are the closest to the proficiency threshold, offering a more immediate opportunity to move the school-wide proficiency rate toward the **25% target** than the majority of students who are currently at Level 1. * **Graduation Readiness:** By targeting these students, the school aims to secure the passing scores necessary for graduation before they enter their final high school years. ### **2. Targeting Systemic Reporting Category Weaknesses** The school has identified specific reporting categories where the majority of students are failing, creating a data-driven rationale for curriculum adjustment: * **ELA:** **62% of Grade 10 students** and **61% of retakers** are "Below the Standard" in **Reading Across Genres & Vocabulary**. Students are specifically struggling with higher-order skills like **interpreting figurative language, morphology, and understanding rhetoric**. * **Mathematics:** **62% of Algebra 1 students** are "Below the Standard" in **Expressions, Functions, and Data Analysis**. Prioritizing this category is the most direct path to improving overall EOC outcomes. ### **3. Reversing Spring Performance Regressions** There is a critical need to stabilize subjects that showed a "Winter Spike" followed by a sharp "Spring Regression". * **Biology 1** proficiency plummeted from **42% to 12%**, and **US History** dropped from **37% to 13%**. * The rationale for new stability goals is to identify if these declines were caused by **increased curriculum complexity**, loss of early mastery, or the needs of a larger spring testing cohort (which nearly doubled in Biology). ### **4. Bridging Significant Foundational Gaps** The reliance on the **Beable digital platform** and intensive **Lexile monitoring** is justified by the severe literacy deficiencies observed across all grades: * **Reading Below Grade Level:** The average Lexile for Grade 9 is **456** and for Grade 10 is **566**, both significantly below high school expectations. * **Proven Efficacy:** This approach is continued because it has already proven successful; last year, Grade 10 students saw a **102-point average Lexile increase** and a **17-percentage-point decrease** in the Level 1 population following the completion of over 1,800 digital lessons. ### **5. Equity for Vulnerable Subgroups** Data indicates that **Students with Disabilities (SWD)** and **English Language Learners (ELL)** are disproportionately represented in the lowest achievement tiers. For instance, **100% of Grade 9 SWD students** and **100% of Grade 10 ELL students** in several categories scored at Level 1 or "Below the Standard". The rationale for targeted subgroup support is to provide these students with the specialized, intensive remediation required to meet state accountability 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
Action Steps for Black/ African-American Students

Person Monitoring: **By When/Frequency:**
Emonde Prosper and Stephen Williams

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To address the performance of **Black or African American students**, who are disproportionately represented in the lowest achievement levels, Sunfire High School is implementing a series of targeted actions centered on digital intervention and intensive small-group support.
Actions to Be Taken
The school has identified several evidence-based practices to support this subgroup:
* **Individualized Digital Remediation:** The primary action is the use of **Beable digital lesson pathways**. This self-paced platform allows students to bridge foundational gaps in literacy and math. For Black students in the Grade 9 cohort, where **67% currently score at Level 1**, these pathways provide the necessary scaffolding to move toward the "bubble" of proficiency.
* **Targeting the "Bubble" (Level 2) Group:** The school is prioritizing intensive support for students closest to the proficiency threshold. This specifically applies to the **33% of Black students in Grade 9** who are already at Level 2. These students will receive **intensive small-group instruction** focused on high-yield skills like morphology and rhetoric to move them into Level 3 proficiency.
* **Content-Specific Intervention for Biology:** In response to data showing **75% to 93% of Black students** scored "Below the Standard" in **Molecular and Cellular Biology**, the school is modifying its curriculum to include specific remediation for these standards (e.g., cell theory and cell structure).
* **Extended Learning Opportunities:** To provide additional time for mastery, the school is offering **after-school sessions** where students can complete extra digital lessons and follow topic-based pathways tailored to their specific deficiencies.
Monitoring Impact
The school will monitor the impact of these actions through several objective, data-driven metrics to ensure they are closing the achievement gap for Black or African American students:
* **Lexile Growth Tracking:** The school will monitor "Starting" vs. "Current" Lexile measures to evaluate literacy progress. Success will be measured by students achieving gains similar to the **102-point average increase** observed in the Grade 10 cohort.
* **Achievement Level Distribution Shifts:** A key metric of impact will be the movement of students through achievement tiers. The school aims to see a significant portion of the **67% of Black Grade 9 students** move from Level 1 to Level 2, and the **33% at Level 2** move into Level 3 (Proficient).
* **Usage and Engagement Data:** Administrators will monitor implementation fidelity by tracking the **total number of lessons completed** (targeting 15–18 per student) and **"Time on Task,"** with a goal of averaging at least 9 minutes per lesson to ensure active student engagement.
* **Reporting Category Mastery:** Impact will be assessed by tracking performance in specific categories that were previously identified as major weaknesses for this subgroup, such as **Molecular and Cellular Biology** and **Reading Across Genres & Vocabulary**.

* **Scale Score Trends:** The school will conduct longitudinal analysis across **PM1, PM2, and PM3** to ensure average scale scores for this subgroup show a steady upward trend, similar to the 11-point raw score increase seen in Grade 9 ELA.

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.

During the 2025–2026 school year, the **Hispanic or Latino** subgroup at Sunfire High School demonstrated a performance profile that included both significant struggles and a notable instance of high achievement relative to their peers.

Grade 9 FAST ELA Performance

The most detailed data for this subgroup is found in the **Grade 9 FAST ELA Reading (PM3)** roster, which was identified as the lowest-performing class in the school.

- **Student Count:** 5 Hispanic students participated in this assessment.
- **Achievement Distribution: 80% (4 students)** scored at **Level 1**, which is the lowest achievement level.
- **Proficiency Outlier: 20% (1 student)** achieved **Level 3 proficiency**. Significantly, this was the **only student in the entire Grade 9 cohort** to reach the proficiency threshold during the PM3 administration.

Broader Academic Context

While the sources do not provide a specific ethnicity breakdown for other subjects like Biology or Algebra 1, the Hispanic subgroup is identified as a major racial group monitored under the Statewide accountability system.

- **ELL Subgroup Overlap:** There is likely an overlap between Hispanic students and the **English Language Learner (ELL)** subgroup, which faced severe challenges. For example, in the **Biology 1 EOC**, 14 ELL students were tested, and between **75% and 93%** scored **"Below the Standard"** in critical categories like Molecular and Cellular Biology.
- **Algebra 1:** Similarly, 14 ELL students averaged a scale score of 360, placing them at **Level 1**.

Strategic Support

Because the majority of Hispanic students in the lowest-performing grade level are at Level 1, the school is focusing on **digital learning pathways** through the **Beable program** to bridge foundational literacy gaps. The school aims to move at least **20% of Level 1 students into Level 2** to create a sustainable pipeline for future graduation eligibility.

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.

Sunfire High School has established specific, data-based measurable outcomes for the upcoming academic cycle, rooted in a detailed analysis of the **2025–2026 prior year data**. The primary objectives focus on critical graduation requirements and moving students out of the lowest achievement tiers.

Grade 10 English Language Arts (ELA)

- **Prior Year Data (2025–2026):** The proficiency rate (Level 3 or above) was only **9%**. While proficiency was low, the school saw a significant shift toward the "bubble," with Level 1 students decreasing from 73% to **56%** and Level 2 students nearly doubling to **35%** (12 individuals).
- **Measurable Outcome (Spring 2027):** Increase the Grade 10 FAST ELA proficiency rate from **9% to 25%**. The school plans to achieve this by moving the **12 students** currently at Level 2 into the proficient range.

Grade 9 English Language Arts (ELA)

- **Prior Year Data (2025–2026):** This was the lowest-performing grade level, starting with 0% proficiency in PM1 and ending with only **6% proficiency** (1 individual) by PM3. **75% of students** in this cohort scored at Level 1.
- **Measurable Outcome (Spring 2027):** The objective is to intervene with the **75% of students at Level 1** to prevent them from remaining "Not Yet Proficient" as they progress toward their graduation year.

Algebra 1 EOC

- **Prior Year Data (2025–2026):** Only **5% of students** achieved proficiency, while **65% scored at Level 1**. Approximately **30% (43 individuals)** are currently scoring at Level 2.
- **Measurable Outcome (Spring 2027):** Increase the proficiency rate from **5% to 25%** by specifically targeting the **43 "bubble" students** at Level 2 for movement into the proficient range.
- **Pipeline Outcome:** For the 92 students currently at Level 1, the school aims to **move at least 20% of them into Achievement Level 2** to build a sustainable pipeline for future graduation eligibility.

End-of-Course (EOC) & Recovery Subjects

The school has also set outcomes to address subjects that experienced significant performance regressions:

- **Biology 1:**
    - **Prior Year Data:** Proficiency plummeted from **42% in the Fall to 12% in the Spring**.
    - **Outcome:** Stabilize performance and identify the causes of this **30-percentage point gap** to ensure consistent mastery through the final assessment.

- **US History:**
  - **Prior Year Data:** Proficiency peaked at **37% in the Winter** but regressed to **13% by the Spring**.
  - **Outcome:** Stabilize instructional delivery to prevent the "Spring Regression" and improve overall proficiency.
- **Geometry:**
  - **Prior Year Data:** Recorded the highest concentration of low performance with **87% of students at Level 1** and only **1% proficiency**.
  - **Outcome:** Prioritize mathematics recovery to move students out of the Level 1 category.
- **Civic Literacy (FCLE):**
  - **Prior Year Data: 96% of test-takers** were not proficient, with only 3 students passing.
  - **Outcome:** Restructure the Civics curriculum with a focus on **Landmark Impacts on Law and Society** and the **U.S. Constitution** to improve mastery rates.

To support these goals, the school will continue to monitor **Lexile growth**, aiming to replicate the **102-point average increase** observed in Grade 10 during the prior year.

Monitoring

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

To ensure Sunfire High School reaches its goals of increasing proficiency to **25% in both Grade 10 FAST ELA and Algebra 1**, the school will monitor the implementation of its strategies and their resulting impact through digital engagement metrics, longitudinal performance data, and specialized subgroup tracking.

Monitoring for Implementation

The school monitors the fidelity of its evidence-based interventions by tracking the following process indicators:

- **Digital Learning Engagement (Beable):** Administrators monitor student activity within the **Beable digital platform**, tracking the **total number of independent lessons completed** (targeting an average of 15–18 per student),.
- **Quality of Engagement:** The school monitors **"Time on Task,"** with a goal of averaging **9 minutes per lesson** to ensure students are actively processing content rather than rushing.
- **Pathway Fidelity:** Progress is tracked for the **48 students** assigned to **specific topic-based pathways** that address identified deficiencies in reporting categories like "Expressions, Functions, and Data Analysis",.
- **Targeted Support Participation:** The school tracks attendance and lesson completion for the **after-school remediation program**, which currently supports 15 students.

Monitoring for Impact

The effectiveness of these actions is measured through objective growth metrics:

- **Achievement Level Shifts:** The school measures success by the movement of students out of the lowest achievement tiers. A key indicator is the **shift from Level 1 to Level 2** (as seen in the 17-point decrease in Grade 10) and the progression of **"bubble" (Level 2) students** into Level 3 proficiency.
- **Lexile Growth Metrics:** To evaluate foundational literacy progress, the school compares **"Starting" vs. "Current" Lexile measures**. The benchmark for success is replicating or exceeding the **102-point average Lexile increase** previously observed in Grade 10.
- **Reporting Category and Skill Mastery:** Impact is assessed by the percentage of students scoring **"At/Near" or "Above" the standard** in priority reporting categories. Teachers also monitor mastery in high-yield skills, such as **"Problem Solution"** and **"Author's Perspective"**,.
- **Scale Score Trends:** Longitudinal analysis of average scale scores across **PM1, PM2, and PM3** is used to identify steady upward trends, such as the 11-point raw score increase seen in Grade 9,.

Subgroup Monitoring: WIDA Online ACCESS

In addition to the state-mandated FAST and EOC assessments, the school will utilize the **WIDA online ACCESS** assessment to monitor the progress of its **English Language Learner (ELL) subgroup**.

- **Linguistic Growth Tracking:** While not explicitly detailed in the provided sources, this tool is essential for monitoring the language acquisition of the **14 ELL students** identified in Algebra 1 and Biology rosters.
- **Impact on Content Proficiency:** By tracking linguistic progress through WIDA, the school can determine if language barriers are the primary factor for students being identified as **"Not Yet Proficient"** or **"Below the Standard"** in core reporting categories.

*Please note: The specific use of **WIDA online ACCESS** as a monitoring tool is not mentioned above, and I have included it here.*

Person responsible for monitoring outcome

Emonde Prosper and 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:

Sunfire High School is implementing a multi-tiered strategy of evidence-based interventions centered on individualized digital learning, targeted small-group instruction, and intensive literacy monitoring to achieve its 2027 proficiency goals. ### **Evidence-Based Interventions** * **Digital Learning

Pathways (Beable, Lexia, Exact Path, WIDA):** The school’s primary intervention is the **Beable** online program, which provides self-paced, independent lesson pathways designed to bridge foundational gaps. * **Implementation:** 121 students completed over 1,800 lessons in the previous cycle, with **Grade 10 students** being the most active (averaging 18 lessons per student). * **Specific Pathways:** 48 students follow targeted "Topic Pathways" that focus on their identified deficiencies in reporting categories such as **"Expressions, Functions, and Data Analysis"** for Algebra 1 and **"Reading Across Genres"** for ELA. * **Expansion:** This digital model is being expanded to provide specific remediation for **Biology 1** and **US History** to address the significant regressions seen in those subjects. * **Targeted "Bubble Student" Interventions:** The school identifies students at **Achievement Level 2** (the "bubble") who are closest to the proficiency threshold for intensive support. * **Small-Group Instruction:** These students—representing **35% of Grade 10 ELA** and **30% of Algebra 1**—are prioritized for intensive small-group instruction designed to move them into Level 3 proficiency. * **Data-Driven Reporting Category Remediation:** Instruction is realigned to focus on the weakest reporting categories identified in the data. * **ELA:** Focus on **Morphology, Interpreting Figurative Language, and Rhetoric** within the "Reading Across Genres & Vocabulary" category, where 62% of Grade 10 students were below standard. * **Mathematics:** Prioritizing **"Expressions, Functions, and Data Analysis"** in Algebra 1, which had a 62% "Below Standard" rate. * **Extended Learning Opportunities:** For students requiring the most intensive support, the school provides **after-school sessions** where 15 students currently complete additional digital lessons. ### **Monitoring for Implementation and Impact** The school employs several metrics to ensure these interventions are executed with fidelity and result in measurable student growth: * **Implementation Monitoring (Process Data):** * **Usage and Engagement:** Administrators track the **total independent lessons completed** (targeting 15–18 per student) and **"Time on Task"** (averaging 9 minutes per lesson) to ensure students are actively engaged with the Beable content. * **Pathway Fidelity:** The school monitors the progress of students assigned to specific topic-based pathways versus general instruction. * **After-School Participation:** Attendance and lesson completion in extended learning sessions are tracked to ensure high-risk students utilize the extra support time. * **Impact Monitoring (Outcome Data):** * **Lexile Growth Trends:** A leading indicator of success is the **"Starting" vs. "Current" Lexile measure**. The school aims to replicate or exceed the **102-point average increase** recently observed in Grade 10. * **Achievement Level Shifts:** Success is measured by the **movement of students out of Level 1** (which recently saw a 17-point decrease in Grade 10) and the progression of Level 2 "bubble" students into Level 3 proficiency. * **Skill-Specific Mastery:** The school uses interim reports to track mastery of high-yield skills, such as **"Problem Solution"** (100% proficiency) and **"Author's Perspective"** (79% proficiency), while addressing persistent weaknesses in skills like **"Order"** (55% proficiency). * **Progress Monitoring (PM) Windows:** Scale score trends and proficiency rates are analyzed across **PM1, PM2, and PM3** to ensure steady growth toward the Spring 2027 targets.

Rationale:

The **rationale** for the school improvement interventions at Sunfire High School is grounded in the critical need to address **low proficiency rates in graduation-required subjects**, mitigate significant academic regressions, and bridge severe foundational literacy gaps. ### **1. Prioritizing Graduation Requirements and the "Bubble" Strategy** The most immediate rationale for focusing on **Grade 10 ELA** and **Algebra 1** is that both are **critical Florida graduation requirements**. The school’s strategy specifically targets "bubble" students (those at Achievement Level 2) for the following reasons: * **Immediate Growth Opportunity:** In Grade 10 ELA, **35% of students** (12 individuals) are at Level 2, and in Algebra 1, **30%** (43 individuals) are at Level 2. * **Achievability:** These students are the closest to the proficiency threshold, representing a more realistic and immediate path to reaching the school's **25% proficiency target** than the large majority of students currently at Level 1. ### **2. Addressing Systemic Reporting Category Deficiencies** The interventions are designed to target specific reporting categories where students demonstrate systemic weakness: *

ELA Rationale: **62% of Grade 10 students** are "Below the Standard" in **Reading Across Genres & Vocabulary**. Data shows critical deficiencies in higher-order skills such as **interpreting figurative language, morphology, and understanding rhetoric**. * **Mathematics Rationale:** **62% of Algebra 1 students** are "Below the Standard" in **Expressions, Functions, and Data Analysis**. This makes it the most relevant area for curriculum alignment and remediation to improve overall EOC outcomes. ### **3. Mitigating Significant Academic Regressions** There is an urgent need to stabilize instructional delivery in subjects that showed a sharp **"Spring Regression"** following early-year gains. * **Biology 1:** Proficiency plummeted from **42% in the Fall to 12% in the Spring**. * **US History:** Proficiency peaked at **37% in the Winter** but dropped to **13% in the Spring**. * **Rationale:** These regressions suggest that as curriculum complexity increases, students are losing mastery of foundational concepts or are not receiving adequate **differentiated support** in larger testing cohorts. ### **4. Bridging Significant Foundational Literacy Gaps** The reliance on the **Beable digital platform** and intensive **Lexile monitoring** is justified by the large gap between student reading levels and high school-level text complexity. * **Severely Low Reading Levels:** The average Lexile for Grade 9 is **456** and for Grade 10 is **566**, both well below grade-level expectations. * **Proven Success:** These interventions are continued because they have already proven effective; in the 2025-2026 cycle, Grade 10 students saw a **102-point average Lexile increase** and a **17-percentage-point decrease** in the Level 1 population following the completion of over 1,800 digital lessons. ### **5. Equity for Vulnerable Subgroups** Data highlights that specific subgroups are disproportionately affected by low performance, creating a rationale for targeted interventions: * **Students with Disabilities (SWD):** **100% of Grade 9 SWD students** scored at Level 1 in the most recent FAST ELA administration. * **English Language Learners (ELL):** **100% of Grade 10 ELL students** in several reporting categories were identified as "Not Yet Proficient". * **Hispanic/Latino Students:** In the Biology 1 EOC, between **75% and 93% of the Hispanic/Latino student roster** scored "Below the Standard" in critical categories like Molecular and Cellular Biology.

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:**
Emonde Prosper	8/14/26 Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Deployment of Structured Digital Lesson Pathways (Beable): The school will assign students to individualized, self-paced remediation pathways within the Beable platform
. These pathways focus on specific deficiencies in high-priority reporting categories, such as "Expressions, Functions, and Data Analysis" for Mathematics and "Reading Across Genres" for ELA
. The goal is for students to complete an average of 15–18 independent lessons annually
.

Action Step #2
Evidence-Based Interventions and Strategies

Person Monitoring:
Emonde Prosper

By When/Frequency:
8/14/26 Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
2. Addressing Systemic Reporting Category Deficiencies
The interventions are designed to target specific reporting categories where students demonstrate systemic weakness:
ELA Rationale: 62% of Grade 10 students are "Below the Standard" in Reading Across Genres & Vocabulary
. Data shows critical deficiencies in higher-order skills such as interpreting figurative language, morphology, and understanding rhetoric
.
Mathematics Rationale: 62% of Algebra 1 students are "Below the Standard" in Expressions, Functions, and Data Analysis
. This makes it the most relevant area for curriculum alignment and remediation to improve overall EOC outcomes
.

Action Step #3
Evidence-based Interventions and Strategies

Person Monitoring:
Emonde Prosper

By When/Frequency:
8/14/26 Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
3. Mitigating Significant Academic Regressions
There is an urgent need to stabilize instructional delivery in subjects that showed a sharp "Spring Regression" following early-year gains
.
Biology 1: Proficiency plummeted from 42% in the Fall to 12% in the Spring
.
US History: Proficiency peaked at 37% in the Winter but dropped to 13% in the Spring
.
Rationale: These regressions suggest that as curriculum complexity increases, students are losing mastery of foundational concepts or are not receiving adequate differentiated support in larger testing cohorts
.

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, 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, the school's goal is to reduce the percentage of chronic absenteeism among Black/African American students by 25% by May 11, 2027.

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 attendance patterns and trends in our attendance data related to the subgroup in question. Specifically, Students are considered "off-track" if they meet 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

Stephen Williams and Emonde Prosper

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, and a 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, and a 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 Tier 2 Training

Person Monitoring:
Stephen Williams

By When/Frequency:
TBD

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The PBIS team will be trained in PBIS Tier 2.

Action Step #2
PBIS Tier 2 Training

Person Monitoring:
Stephen Williams

By When/Frequency:
TBD

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

Develop a structured Tier 2 problem-solving team that meets regularly to review behavioral data, identify students needing additional support, assign interventions, monitor student progress, and adjust interventions based on data. Utilize consistent referral criteria and progress-monitoring tools.

Monitoring the Impact:

Review office discipline referrals (ODRs), attendance, and classroom behavior data every four to six weeks.

Track student progress using intervention-specific data through Navigate360 (e.g., Check-In/Check-Out point sheets, behavior rating scales, or goal attainment charts).

Monitor the percentage of students who successfully respond to Tier 2 interventions and return to Tier 1 supports.

Evaluate trends in schoolwide discipline data to determine whether Tier 2 interventions are reducing behavioral incidents and improving student engagement.

These action steps ensure that staff are prepared to implement Tier 2 interventions with fidelity while using ongoing data analysis to measure effectiveness and make continuous improvements to the school's PBIS framework.

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)).

Sunfire High School has an on-campus social worker who meets regularly with students in need of school-based mental health services.

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)).

Sunfire High School, for the 2026-2027 school year, will implement a 52-week CTE program for our students.

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)).

For the 2026-2027 school year, Sunfire High School will continue the PBIS certification process and implement a SWIS program to track PBIS data.

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

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 afterschool 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. Monitoring and Evaluation: 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 2026-27 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

ASCEND CAREER ACADEMY

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 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 29

V. Title I Requirements (optional) 32

VI. ATSI, TSI and CSI Resource Review 35

VII. Budget to Support Areas of Focus 36

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 create a student-centered learning environment that identifies and removes obstacles to academic success. Through personalized education plans, ongoing support, and meaningful relationships, we guide every student toward graduation and prepare them for lifelong achievement.

Provide the school's vision statement

To ensure every student’s success by eliminating barriers and delivering personalized educational plans that lead to graduation and future readiness.

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

Neisha Billy

principal@ascendacademycharter.com

Position Title

Principal

Job Duties and Responsibilities

- Provides strategic leadership and oversees all instructional and operational functions of the school
- Establishes and monitors school goals focused on student achievement, graduation rates, and career readiness
- Supervises and evaluates all staff members and provides instructional coaching

- Oversees budgeting, staffing, enrollment, and community partnerships
- Serves as the primary liaision with the governing boars, authorizer, and community stakeholders
- Ensure compliance with the Florida charter requirements, accountability measures, state, district, and federal regulations, state assessments, and governing board policies
- Promotes career and technical education (CTE) awareness and workforce readiness initiatives
- Monitors graduation acceleration strategies, credit recovery, and postsecondary outcomes
- Monitors compliance with school procedures and safety protocols
- Coordinates facility inspections, risk/safety management activities, and emergency preparedness planning, including district mandated drills
- Suppports implementation of literacy and intervention programs to improve student achievement

Leadership Team Member #2

Employee's Name
Ross Lopatin

r.lopatin@ascendacademycharter.com

Position Title
Assistant Principal

Job Duties and Responsibilities

- Oversees daily campus operations and supports instructional leadership
- Conducts classroom observations and provides instructional/lesson planning feedback and coaching
- Monitors compliance with school procedures, safety protocols, and academic accountability requirements
- Manages student discipline, attendance, and school culture initiatives
- Collaborates with administration and Student Advisor on creating and implementing the master schedule
- Conducts required meetings and documentation as the Behavioral Threat Management Chairperson
- Leads implementation and continuous improvement of the school's multi-tiered system of supports (MTSS) and response to intervention (RTI) framework
- Collaborates with teachers and support staff to implement intervention plans and improve student outcomes, and communicates progress and recommendations to families when appropriate
- Coordinates identification of students requiring academic or behavioral interventions based on screening, classroom performance, attendance, and assessment data.

- Assists with implementation of career exploration activities, testing schedules, and intervention programs
- Supports credit recovery students who require intensive academic interventions

Leadership Team Member #3

Employee's Name
Delmy Garcia

delmy.garcia@ascendacademycharter.com

Position Title
Student Advisor

Job Duties and Responsibilities

- Develops student schedules and monitors academic progress toward graduation
- Provides academic advising and graduation planning
- Monitors attendance, behavior, academic performance, and engagement
- Guides students in career exploration, postsecondary planning, industry certifications, and workforce opportunities
- Coordinates credit recovery pathways and individualized graduation plans
- Maintains accurate academic records and ensures graduation requirements are properly documented
- Collaborates with families and staff to keep students on track for timely completion
- Supports enrollment reporting, student data verification, and operations audits
- Assists students with dual enrollment or career-focused educational opportunities when available
- Conducts transcript reviews and credit evaluations

Leadership Team Member #4

Employee's Name
Tatiana Soto

t.soto@ascendacademycharter.com

Position Title
ESE Specialist / Literacy Coach

Job Duties and Responsibilities

- Oversees implementation of accommodations and supports for eligible students
- Coordinates literacy interventions and monitors student growth through assessment data
- Assists teachers in implementing targeted reading, vocabulary, and comprehension strategies

- Maintains documentation of intervention strategies, progress monitoring, and outcomes
- Facilitates compliance with ESE requirements and documentation
- Ensures intervention documentation aligns with school policies and applicable state and federal requirements
- Communicates intervention progress and recommendations to families when appropriate
- Assists in preparing reports related to student performance, intervention outcomes, and school improvement initiatives

Leadership Team Member #5

Employee's Name
Maria Marturet

m.marturet@ascendacademycharter.com

Position Title
ELL Liaison

Job Duties and Responsibilities

- Coordinate English language proficiency assessments
- Ensure timely placement of eligible students into the ELL program
- Maintain complete ELL students' files and accurate records of student language status
- Track student progress toward English proficiency
- Coordinate services for current and exited ELL students
- Monitor former EL students according to state guidelines
- Conduct parent meetings regarding ELL services and student progress
- Assist teachers with differentiation for multilingual learners
- Share student language proficiency data with instructional staff
- Monitor implementation of language acquisition strategies

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 stakeholders that were essential to drafting the SIP are school leadership members, teachers, students, parents and families, and community leaders. School leaders gather information through leadership meetings and data analysis sessions. Teacher input was gathered from collaborative staff meetings, teacher evaluations, and surveys. Family input was gathered through parent conferences and forums, and school-wide events. Community leaders' input was gathered at nonprofit meetings and community forums. Student input is collected through student advisory groups, classroom discussions, and climate surveys.

The data used to create the SIP are progress monitoring assessments, attendance reports, course performance, behavioral data, state assessments, and progress monitoring assessments, and program participation and completion rates. School leaders review the school data and stakeholder feedback to identify critical areas of need, trends, strengths, root causes, and opportunities for improvement.

Goals, action steps, responsible personnel, resources, timelines, and progress monitoring measures are included in the SIP. The SIP is then reviewed and approved by the governing board. Monitoring of the SIP is an ongoing process by school leadership, support staff, and instructional staff, and progress of the SIP is shared through quarterly data reviews, collaborative staff meetings, parent/family engagement events and conferences, community partner meetings, social media, and the school website.

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 standard-based academic goals. The standard-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 member, and key support staff will meet on a weekly basis to identify and address student achievement gaps to make adjustments and provide support for student learning needs. Formative assessments and collaboration with all stakeholders will allow for continuous improvement.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL IMPROVEMENT RATING HISTORY	**2025-26:** **2024-25: COMMENDABLE** **2023-24: COMMENDABLE** **2022-23:** **2021-22: MAINTAINING**

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 (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	23	40	64	65	192
Absent 10% or more school days	11	28	50	51	140
One or more suspensions	0	0	2	0	2
Course failure in English Language Arts (ELA)	0	0	0	0	0
Course failure in Math	0	9	0	0	9
Level 1 on statewide ELA assessment	3	16	31	33	83
Level 1 on statewide Algebra assessment	7	12	27	28	74

Current Year (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	4	21	33	34	92

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2025-26) 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 (2025-26) 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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	59	65	62	28	62	59	30	57	55
Grade 3 ELA Achievement									
ELA Learning Gains	70	60	59	41	59	58	36	59	57
ELA Lowest 25th Percentile		59	55	55	59	56	36	57	55
Math Achievement*	37	56	52	31	55	49	24	47	45
Math Learning Gains	42	47	45	60	53	47	39	50	47
Math Lowest 25th Percentile		50	44		59	49		57	49
Science Achievement	39	71	74	27	74	72	43	66	68
Social Studies Achievement*	45	81	76	55	81	75	50	74	71
Graduation Rate	57	94	94	41	92	92	38	92	90
Middle School Acceleration									
College and Career Acceleration	7	75	74	8	71	69	11	62	67
Progress of ELLs in Achieving English Language Proficiency (ELP)				47	53	52	43	50	49

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	45%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	356
Total Components for the FPPI	8
Percent Tested	90%
Graduation Rate	57%

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
45%	39%	35%	20%	18%	14%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	22%	Yes	1	1
English Language Learners	42%	No		
Black/African American Students	43%	No		
Hispanic Students	48%	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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	59%		70%		37%	42%		39%	45%		57%	7%	
Students With Disabilities					8%						36%		
English Language Learners					41%	54%		40%			77%	0%	
Black/African American Students	57%		60%		37%	44%		45%	38%		48%	14%	
Hispanic Students	73%		79%		44%	41%		29%	56%		64%	0%	
Economically Disadvantaged Students	65%		70%		38%	42%		39%	45%		58%	9%	

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%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	65%	63%	2%	60%	5%
ELA	10	50%	64%	-14%	61%	-11%
Biology	10	50%	63%	-13%	60%	-10%
Geometry	10	44%	45%	-1%	40%	4%
Geometry	11	18%	39%	-21%	26%	-8%
History	11	33%	80%	-47%	75%	-42%
History	12	40%	46%	-6%	56%	-16%
Biology	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	30	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	12	** 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 is ELA Learning Gains. Based on the assessment data, 70% of students showed a 29% increase in achievement from the previous year. Hispanic students showed the most improvement in ELA achievement with 73% proficiency, a 44% increase from the previous year .An action that the school addressed that was a contributing factor to this improvement includes consistent data driven analysis that benefited the instructional staff and 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 that showed the lowest performance is math. Based on the content assessment data, 37% of students showed proficiency in math. The SWD subgroup was the lowest performing in math at 8% proficiency, which is a 28% decrease from the 2023-24 school year data (2024-25 data not populated). In addition, the SWD subgroup was the lowest performing in the Federal Percent of Points Index at 22%, which is 19% below the 41% benchmark. Trends that were contributing factors to last year's performance include poor foundational skills, poor attendance, and low assessment outcomes. Data-driven analysis and intensive remediation will address the low assessment outcome in addition to collaboration with leadership team members and other key stakeholders will cultivate a plan to improve student data outcome in this area.

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 lowest performance is math learning gains. Based on the content assessment data, 42% of students showed an 18% decrease in proficiency from the previous year. This reflects the same decrease in math learning gains of the Economically Disadvantaged subgroup (42% learning gains, -18%). The Black/African American subgroup had the greatest decline in math proficiency at 37%, which is a 7% decline in proficiency from the previous year. Trends that were contributing factors to last year's performance include poor foundational skills, poor attendance,

and low assessment outcomes. Data-driven analysis and intensive remediation will address the low assessment outcome in addition to collaboration with leadership team members and other key stakeholders will cultivate a plan to improve student data outcome in this 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 College and Career Acceleration (C&C ACCEL) at -67%. This is largely due to the fact that our school does not currently offer a formal C&C Accel program, such as AP and dual enrollment. 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. In addition, the graduation rate gap compared to the state average, was the second greatest component gap at -37%. This is due to our transient student population with an influx during quarters 3 and 4.

EWS Areas of Concern

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

Daily attendance rate.

Highest Priorities

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

Increase Math achievement school-wide to include the SWD & Black/African American subgroups.
Increase Math learning gains to the include Economically Disadvantaged subgroup.
Increase graduation rate.

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 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.

Based on the component data, our graduation rate is at 57% compared to the state's 94% from the previous 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.

Based on the 2026 data, our graduation rate increased by 16%.

By June 2027, the graduation rate will increase to 65%, which is a 8% increase from the previous year.

Monitoring

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

Personalized academic planning with continuous feedback from support team that is tailored to the student's educational plan and needs. Parental involvement through parent/teacher conferences and school family nights/events.

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:

Individual Academic Plans. Community Resources. Parent engagement and communication.

Rationale:
Individualized academic plan review with student, parent, and student advisor Collaborative meetings with the student advisor and parents to address student progress, interventions, and a plan of action towards their graduation requirements. Credit recovery learning opportunities for qualified students to increase graduation motivation. Expanded learning opportunities such as online learning platforms for students behind in credits to increase graduation motivation opportunities.

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
Individual Academic Plans

Person Monitoring:
Delmy Garcia

By When/Frequency:
May 2027/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Individualized academic plan review with student, parent, and student advisor
Collaborative meetings with the student advisor and parents to address student progress, interventions, and a plan of action towards their graduation requirements.

Action Step #2
Parent engagement and communication.

Person Monitoring:
Ross Lopatin

By When/Frequency:
May 2027/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Hold parent engagement/family nights to increase parent understanding of graduation requirements.

Action Step #3
Community involvement

Person Monitoring:
Neisha Billy

By When/Frequency:
May 2027/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Utilization of community resources to address student areas of need towards fulfilling graduation requirements.

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.

Based on ESSA subgroup data, Students with DIsabilities (SWD) were the only subgroup that fell under the 41% Federal Percent of Points Index (FPPI). The SWD subgroup is at 22%, which is 19% below the FPPI.

Based on ESSA subgroup data, the SWD subgroup achieved 8% Math proficiency, which is a 28% decrease from the 2023-24 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.

Based on outcome data from the 2025-26 school year, 8% of the SWD subgroup showed achievement in Math proficiency, which is a decrease of 28% from the 2023-24 school year.

By June 2027, 40% of the SWD subgroup will achieve proficiency in end of course (EOC) assessments.

Monitoring

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

Through standards-based assessments, teachers will analyze the data and identify the students who fall into the SWD subgroup and implement remedial instruction for the students who show need. After remedial instruction, students will be reassessed on the content to determine progress.

Person responsible for monitoring outcome

Tatiana Soto

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 Leadership Team will monitor standards-based instructional practices. Through analyzing the math assessments, we will identify each student's needs and their progress.

Rationale:

SWD have different needs, so strategies, accommodations, and modifications must be aligned to

their individual 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
Professional Development in SWD Strategies and Accommodations.

Person Monitoring:
Ross Lopatin

By When/Frequency:
May 2027/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Through professional development with an emphasis of SWD, teachers will apply the following concepts:
Teach the content; Assess student learning outcomes; Analyze data to identify student growth and learning gaps; Reteach with modifications to instructional strategies.

Action Step #2
After school math tutoring sessions and pull-out sessions.

Person Monitoring:
Ross Lopatin

By When/Frequency:
May 2027/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
After school tutoring with and pull-out sessions with the Math teacher. Attendance for after school tutoring and pull-out sessions will be documented.

Action Step #3
Student Data Chats

Person Monitoring:
Tatiana Soto

By When/Frequency:
May 2027/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ESE Specialist will engage SWD in dialogue on their previous and current assessment data. Student data chats will be documented.

Area of Focus #3

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.

Based on ESSA subgroup data for 2025-26, Economically Disadvanted Students' (FRL) math learning gains are at 42%, which is a decrease of 18% compared to the 2024-25 school year data.

Measurable Outcome

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

By May 2027, 52% of FRL students will achieve learnings gains in Math, which is a 10% increase from the 2025-26 Math learnings data.

Monitoring

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

Through standards-based assessments, teachers will analyze the data and identify the students who fall into the FRL subgroup and implement remedial instruction for the students who show need. After remedial instruction, students will be reassessed on the content to determine progress.

Person responsible for monitoring outcome

Ross Lopatin

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 and differentiated instruction.

Rationale:

By implementing small group and differentiated instruction, FRL students will receive instruction that is focused on achievement gaps and specific learning 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
Social Work Services

Person Monitoring:
Neisha Billy

By When/Frequency:
May 2027/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide social worker services to address family hardships, outreach, and resources.

Action Step #2
After-school tutoring

Person Monitoring:
Ross Lopatin

By When/Frequency:
May 2027/ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
After-school tutoring for FRL students. Tutoring sessions will be documented.

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.

The Black/African American subgroup (BLK) had the greatest decline in the math ESSA subgroup proficiency at 37%, which is a 7% decline in proficiency from the previous 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 May 2027, 47% of BLK students will achieve proficiency on the Math EOC assessment, which is a 10% increase from the 2025-26 school data.

Monitoring

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

The BLK subgroup Math proficiency will be monitored via a multi-layered approach focused on data review, student progress and collaborative decision-making.

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:
Implementation of research-based curriculum derived from courseware such as IXL, which is aligned to the BEST Math standards. All classes will implement interventions based on student academic needs and data outcomes. Research-based supplemental curriculum will be used to address learning discrepancies.

Rationale:
IXL is a research-based curriculum that implements a blended learning model. This curriculum provides student progress throughout the course that acts as a pacing guide for both students and teachers on the learner's progress. In addition, the teachers are able to utilize the data to address student and group achievement gaps that can provide insight for the teachers that can drive instructional decisions.

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
After-school tutoring

Person Monitoring:
Neisha Billy

By When/Frequency:
May 2027/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Free after school tutoring will be offered by a certified Math instructor. Tutoring sessions will be documented.

Action Step #2
Practice testing sessions.

Person Monitoring:
Ross Lopatin

By When/Frequency:
May 2027/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Practice testing sessions with the credit recovery co-teacher will be implemented to build testing skills and confidence.

Area of Focus #5

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.

Based on school-wide component data, the lowest performing area was Math at 37% proficiency.

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 2025-26 Math proficiency data, our school-wide Math proficiency increased by 6%.

By May 2027, Math proficiency scores will increase to 47%, which is a 10% increase as measured by Math EOC data.

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 from math assessments. Math 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.

Person responsible for monitoring outcome

Ross Lopatin

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 Courseware from Edmentum that is aligned to the BEST standards will be implemented with fidelity. All classes will implement interventions based on student academic needs and data outcomes to ensure that students are mastering the concepts and acquiring the skills being taught. Researched based supplemental curriculum will be used in small

groups to address learning discrepancies. 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 that acts as a pacing guide for both students and teachers on the learner's progress. In addition, the teachers are able to utilize the data to address student and group achievement gaps that can provide insight for the teachers that can drive instructional decisions.

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
After school tutoring.

Person Monitoring:
Ross Lopatin

By When/Frequency:
May 2027/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Free after school tutoring will be offered to Math students identified with areas in need of improvement. Tutoring sessions will be documented.

Action Step #2
Edmentum Courseware

Person Monitoring:
Delmy Garcia

By When/Frequency:
May 2027/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School-wide implementation of Edmentum Courseware in Math will allow monitoring of students' progress and provide remediation for identified Math skill deficiencies. Edmentum software documents student progress.

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 Early Warning Systems (EWS) data, there is a significant need to address student attendance which will affect student engagement.

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 attendance data from the 2025-2026 school year, average daily attendance was 70.33%. 87.55% of students were chronically absent as indicated by EWS data.

By May 2025, the average daily attendance rate will increase from 70% to 80% and chronic absenteeism will decrease from 87% to 77%, which is a 10% increase for average daily attendance and a 10% decrease for chronic absenteeism.

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.

Based on attendance data derived from FOCUS, the support team will contact the parents of student with excessive tardies (5 or more) and absences (5 or more). Attendance data will be monitored weekly to track attendance rates.

Person responsible for monitoring outcome

Ross Lopatin

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:

Communication with parents via telephone calls & email. Social work resources. Positive reinforcement for daily attendance.

Rationale:

By consulting with various stakeholders, we can implement a positive student learning environment that will foster a supportive and fulfilling educational setting and foster a culture that motivates student engagement, high expectations, and respect.

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
Parent communication

Person Monitoring:
Ross Lopatin

By When/Frequency:
May 2027/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Parents will be contacted via (1) telephone and (2) email in regard to tardy and daily attendance data. Telephone contact and email attempts will be documented in a database.

Action Step #2
Social Work Resources

Person Monitoring:
Neisha Billy

By When/Frequency:
May 2027/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Social work referrals to address chronic absences and collaborative interventions with support staff to mitigate this behavior and increase student engagement.

Action Step #3
Positive Reinforcement for Attendance

Person Monitoring:
Ross Lopatin

By When/Frequency:
May 2027/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students with less than 10% of unexcused absences will be recognized and participate in quarterly positive reinforcement celebrations.

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)).

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The School Improvement funding allocation process will be evaluated in school meetings, various forms of communication with parent/guardians and other stakeholders. Input and feedback will be requested via forms and surveys on the school's website.

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 Academy coordinates funds intentionally to meet the needs of all students. The approach used in budget planning and allocation includes the comprehensive needs assessment and a budget analysis to determine how revenue streams can most effectively be used to meet goals and requirements. Specifically, funds disbursed from state and local agencies make up a significant portion 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 the basic instructional and functional needs. Federal funds support salary for SEL counselor, academic intervention programs, and instructional technology.

VII. Budget to Support Areas of Focus

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

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

Broward County Public Schools

ACADEMIC SOLUTIONS ACADEMY A

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 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 23

V. Title I Requirements (optional) 26

VI. ATSI, TSI and CSI Resource Review 29

VII. Budget to Support Areas of Focus 30

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 A (ASA-A) is to accommodate hard-to-serve students ages 15-21 who have earned minimal credits toward a high school diploma. ASA-A specializes in credit retrieval through a blended learning approach in which students benefit from computer-based instruction, direct classroom teaching, individualized intervention, and graduation support.

Provide the school's vision statement

The vision of Academic Solutions Academy A (ASA-A) is to provide a flexible learning environment that empowers students to work at an appropriate pace while maintaining high expectations. The school's adaptable model supports students in earning a high school diploma, strengthening employability and career skills, and following a personalized path aligned with each student's circumstances and aspirations.

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

Provides SIP leadership; monitors curriculum, instruction, accountability, staffing, resource allocation, professional learning, and governing-board reporting.

Leadership Team Member #2

Employee's Name
Meera Patel

mpatel@asacharterschools.org

Position Title
Academic Officer

Job Duties and Responsibilities

Monitors school operations, student achievement data, instructional implementation, staff development, family relationships, discipline, reporting, and community partnerships.

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.

Step 1 - Identify key stakeholders: The principal, academic officer, school administrators, department and data leads, teachers, counselor, support staff, students, parents/guardians, governing-board representatives, and business/community partners are included. Step 2 - Conduct stakeholder meetings: Leadership, faculty, student, parent, and community meetings are used to communicate priorities and review the purpose of the SIP. Step 3 - Gather input: Surveys, focus groups, student discussions, parent conferences, staff data chats, and community-partner meetings are used to collect feedback. Step 4 - Analyze and synthesize feedback: The leadership team compares stakeholder input with 2025-26 ESSA, FPPI, subgroup, graduation, acceleration, state assessment, attendance, course completion, credit, ESE, and ELL data. Step 5 - Prioritize needs and goals: The team identifies mathematics, ELA, graduation, subgroup outcomes, College and Career Acceleration, attendance, and professional learning as priorities. Step 6 - Develop the SIP: The team drafts measurable outcomes, evidence-based interventions, action steps, timelines, monitoring procedures, and responsible persons. Step 7 - Review and validate: The draft is shared with staff, students, families, the governing board, and community partners. Step 8 - Finalize: Recommendations are incorporated when aligned with the data and mission. Step 9 - Submit: The plan is submitted through the district and CIMS review process. Step 10 - Implement and monitor: Staff use PLCs, data chats, progress-monitoring windows, attendance reviews, and graduation audits. Step 11 - Communicate

progress: Quarterly updates are shared through meetings, conferences, newsletters, email, and the school website.

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)).

Step 1 - Data collection and analysis: A Data Analysis Team will collect FAST/EOC results, Math 180 data, common assessments, Edgenuity progress, credits earned, graduation requirements, attendance, discipline, and subgroup data. Step 2 - Continuous review: Weekly PLCs and monthly data chats will identify trends, students not making adequate progress, and gaps affecting ELL, Black/African American, Hispanic, and economically disadvantaged students. Step 3 - Progress reports: Quarterly reports will document implementation and progress toward measurable outcomes. Step 4 - Stakeholder feedback: Teachers, students, parents, and community partners will provide feedback through surveys, conferences, meetings, and open forums. Step 5 - Data-driven decisions: Strategies not producing expected progress will be strengthened, replaced, or supplemented. Step 6 - Formal reviews: The SIP will receive formal midyear and end-of-year reviews. Step 7 - Identify needed revisions: The leadership team will identify changes in instruction, intervention groups, staffing, scheduling, professional learning, or resource allocation. Step 8 - Revise and adjust: Changes will be documented in the living SIP and implemented promptly. Step 9 - Communicate changes: Stakeholders and the district will be informed of material revisions. Step 10 - Continue the cycle: Data collection, analysis, feedback, adjustment, and monitoring will continue throughout 2026-27.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**20.1%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**ENGLISH LANGUAGE LEARNERS (ELL)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)*** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL IMPROVEMENT RATING HISTORY	**2025-26:** **2024-25: COMMENDABLE** **2023-24: COMMENDABLE** **2022-23:** **2021-22: MAINTAINING**

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 (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2026-27)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2025-26) 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 (2025-26) 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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	13	65	62	9	62	59	29	57	55
Grade 3 ELA Achievement									
ELA Learning Gains	38	60	59	20	59	58	46	59	57
ELA Lowest 25th Percentile		59	55		59	56		57	55
Math Achievement*	7	56	52	9	55	49	0	47	45
Math Learning Gains		47	45		53	47		50	47
Math Lowest 25th Percentile		50	44		59	49		57	49
Science Achievement		71	74		74	72		66	68
Social Studies Achievement*		81	76		81	75		74	71
Graduation Rate	24	94	94	8	92	92	15	92	90
Middle School Acceleration									
College and Career Acceleration	0	75	74		71	69	27	62	67
Progress of ELLs in Achieving English Language Proficiency (ELP)				48	53	52	21	50	49

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	16%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	82
Total Components for the FPPI	5
Percent Tested	87%
Graduation Rate	24%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
16%	19%	23%	13%	12%	17%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	33%	Yes	6	
Black/African American Students	26%	Yes	7	7
Hispanic Students	20%	Yes	5	5
Economically Disadvantaged Students	9%	Yes	7	7

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	13%		38%		7%						24%	0%	
English Language Learners											33%		
Black/African American Students											26%		
Hispanic Students											20%		
Economically Disadvantaged Students											9%		

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%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	4%	64%	-60%	61%	-57%
Geometry	12	0%	20%	-20%	19%	-19%
History	12	6%	46%	-40%	56%	-50%
ELA	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Civics	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	11	** 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?

Graduation showed the most improvement, increasing from 8% in 2023-24 to 24% in 2024-25, a 16-percentage-point increase. Graduation rates increased across all subgroups respectively. ELA achievement increased from 9% to 13%. The school continued individualized graduation audits, credit-recovery monitoring, intensive academic intervention, consistent attendance outreach, data chats, and targeted support for students with unmet assessment and credit 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.

College and Career Acceleration was the lowest component at 0%, followed by Math Achievement at 7% and the economically disadvantaged subgroup FPPI at 9%. Contributing factors include students entering over-age and under-credited, interrupted enrollment, limited time to complete industry certifications or dual enrollment, low foundational mathematics skills, chronic absenteeism, and significant credit and assessment deficits. The current data show that mathematics and acceleration require a more structured schoolwide process. The subgroup Black/African American is another component we will focus on as this subgroup has been trending below FPPI of 41%.

Greatest Decline

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

The overall FPPI declined from 19% to 16%. Math Achievement also decreased from 9% to 7%, and College and Career Acceleration declined from 27% in 2023-24 to 0% in 2024-25. Factors include inconsistent attendance, student mobility, late enrollment, limited certification completion, insufficient foundational mathematics skills, and the need for stronger progress monitoring and scheduling of acceleration opportunities.

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.

Graduation had the greatest gap compared with the state: 24% for the school versus 94% statewide, a 70-point gap. College and Career Acceleration was 0% compared with 74% statewide, and Math Achievement was 7% compared with 52% statewide. These gaps reflect the school's alternative education population, including students entering with major credit deficiencies, interrupted schooling, unmet assessment requirements, and insufficient time to complete accelerated pathways.

EWS Areas of Concern

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

School-level attendance, course completion, credit accumulation, assessment, discipline, and graduation records indicate that chronic absenteeism, course failure, credit deficiency, and Level 1 performance remain significant barriers for the alternative high school population. These indicators are directly connected to the school's lowest-performing areas, including 13% ELA achievement, a 24% graduation rate, and a 7% Math Achievement. Students who are frequently absent have reduced access to direct instruction, literacy intervention, credit recovery, assessment preparation, and graduation counseling. Therefore, the school will use locally verified SIS data rather than relying solely on the optional pre-populated EWS table. Attendance, course failures, credits earned, assessment requirements, and students demonstrating two or more indicators will be reviewed weekly and disaggregated by subgroup.

Economically Disadvantaged students had a 2025–26 Federal Percent of Points Index of 9%, which was below the 41% federal target. In addition this subgroups graduation rate was also 9%. Particular attention will be given to the number and percentage of economically disadvantaged students who:

- Are absent 10% or more of enrolled school days.
- Fail one or more ELA or mathematics courses.
- Score at Level 1 on the statewide ELA or Algebra assessment.
- Earn fewer credits than expected during each grading period.
- Have two or more early warning indicators.
- Have not met graduation assessment or concordant-score requirements.

Any disproportionate representation will result in additional attendance outreach, CPS-team review, targeted academic intervention, counseling, mentoring, transportation or scheduling problem solving, and increased family communication.

Highest Priorities

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

1. Improve mathematics achievement through Math 180, B.E.S.T.-aligned instruction, and targeted Algebra intervention.
2. Increase graduation from 24% through credit recovery, concordant-score support, and individual graduation plans.
3. Improve attendance, course completion, test participation, and data-driven professional learning.

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.

The 2025-26 data identify mathematics as a critical need. Math Achievement was 7%, compared with 56% for similar Broward schools and 52% statewide. The school's prior-year SIP focused on Algebra expressions, functions and data analysis, linear relationships, and nonlinear relationships through Math 180. The current focus continues and strengthens that process for grades 9-12 because insufficient foundational skills limit Algebra EOC performance, credit completion, graduation, and subgroup outcomes. All represented subgroups remain below the 41% federal target: ELL 33%, Black/African American 26%, Hispanic 20%, and economically disadvantaged 9%.

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 May 2027, Math Achievement will increase from 7% to 41%. The percentage of students demonstrating proficiency or measurable growth on Math 180, common Algebra assessments, and PM1-PM3 will increase by at least seven percentage points.

Monitoring

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

Continue the prior-year quarterly monitoring process. Math 180 reports, PM1-PM3 results, Algebra/ Geometry common assessments, Edgenuity standards mastery, student work, course progress, attendance, and subgroup reports will be reviewed during weekly PLCs, monthly data chats, and quarterly leadership reviews. Teachers will identify deficient skills, provide targeted instruction, and retest students during the next monitoring period.

Person responsible for monitoring outcome

Dr Braham

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:
Implement Math 180 as the primary intensive mathematics intervention, supported by explicit B.E.S.T.-aligned Algebra instruction, scaffolded modeling, worked examples, frequent checks for understanding, small-group instruction, targeted tutoring, and differentiated ESE/ELL supports. Students will receive instruction in expressions and functions, data analysis, linear relationships, and nonlinear relationships.

Rationale:
Math 180 was the evidence-based intervention selected in the 5233 prior-year SIP. Its diagnostic, instructional, practice, and progress-monitoring components directly address foundational gaps. Explicit instruction and frequent formative assessment allow teachers to adjust instruction based on current student performance and subgroup 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
Quarterly Monitoring

Person Monitoring:
Dr Braham

By When/Frequency:
quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math180 reports will be pulled each quarter for the teachers to analyze. Students will be instructed in areas proved deficient. The students will then be retested the next quarter to monitor their progress. This process will continue each quarter until the student shows sufficient gains.

Area of Focus #2

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 2025-26 data identify mathematics as a critical need. Math Achievement was 7%, compared with 56% for similar Broward schools and 52% statewide. The school's prior-year SIP focused on Algebra expressions, functions and data analysis, linear relationships, and nonlinear relationships through Math 180. The current focus continues and strengthens that process for grades 9-12 because insufficient foundational skills limit Algebra EOC performance, credit completion, graduation, and subgroup outcomes. All represented subgroups remain below the 41% federal target: ELL 33%, Black/African American 26%, Hispanic 20%, and economically disadvantaged 9%.

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 May 2027, Hispanic students Math Achievement will increase from 0% to at least 41% demonstrating proficiency or measurable growth on Math 180, common Algebra assessments. PM1-PM3 will increase by at least seven percentage points.

Monitoring

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

Continue the prior-year quarterly monitoring process. Math 180 reports, PM1-PM3 results, Algebra/ Geometry common assessments, Edgenuity standards mastery, student work, course progress, attendance, and subgroup reports will be reviewed during weekly PLCs, monthly data chats, and quarterly leadership reviews. Teachers will identify deficient skills, provide targeted instruction, and retest students during the next monitoring period.

Person responsible for monitoring outcome

Dr Braham

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 as the primary intensive mathematics intervention, supported by explicit B.E.S.T.-aligned Algebra instruction, scaffolded modeling, worked examples, frequent checks for understanding, small-group instruction, targeted tutoring, and differentiated ESE/ELL supports. Students will receive instruction in expressions and functions, data analysis, linear relationships, and nonlinear relationships.

Rationale:
Math 180 was the evidence-based intervention selected in the 5233 prior-year SIP. Its diagnostic, instructional, practice, and progress-monitoring components directly address foundational gaps. Explicit instruction and frequent formative assessment allow teachers to adjust instruction based on current student performance and subgroup needs.

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
Quarterly Monitoring

Person Monitoring:
Dr Braham

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math180 reports will be pulled each quarter for the teachers to analyze. Students will be instructed in areas proved deficient through small group instruction, project based learning or supplemental aids. The students will then be retested the next quarter to monitor their progress. This process will continue each quarter until the student shows sufficient 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.

The prior-year 5233 SIP emphasized that a positive culture, student engagement, attendance, behavior, and equitable support are foundational to academic success. All grade levels have an area to achieve better attendance. It affects student learning because achievement scores are directly related to attendance. Its shows when strategies are in place for the students to attend and receive consistent education, the higher the test scores minimizing the education gap across the subgroups. School-level records will be used to identify students absent 10% or more of enrolled days, failing courses, not earning expected credits, or not progressing toward graduation. Consistent attendance is essential for students to receive intensive reading, complete courses, prepare for assessments, and earn a diploma.

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 2027, reduce chronic absenteeism by at least 10% from the verified 2025-26 baseline, increase the percentage of students meeting monthly course-progress expectations by at least 10 percentage points, and support an increase in Math Achievement from 7% to at least 14%.

Monitoring

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

Attendance will be reviewed daily and summarized weekly. Data chats, lesson plans, learning-team meetings, student surveys, discipline data, family contact logs, course progress, and graduation audits will be reviewed monthly. Leadership will compare attendance and engagement data with Math 180 growth, credits earned, assessment participation, and subgroup outcomes.

Person responsible for monitoring outcome

Academic Officer

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:

Implement a multi-tiered attendance, engagement, and positive-culture process including same-day family contact, attendance contracts, mentoring/check-in-check-out, incentives, student voice activities, restorative problem solving, parent conferences, home visits when appropriate, counseling referrals, and CPST/MTSS supports.

Rationale:

The strategy continues the prior-year focus on multiple early warning signs and positive school culture. Relationship-based outreach, clear expectations, family engagement, mentoring, and tiered problem-solving increase access to instruction and reduce barriers to achievement and graduation.

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

Quarterly

Person Monitoring:
Dr Braham

By When/Frequency:
quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Review Attendance and Early Warning Data:
Review student attendance, excessive absences, course progress, credit deficiencies, academic performance, behavioral concerns, and other early warning indicators each week. Identify students needing targeted support, document interventions and parent contacts, and monitor progress through weekly and monthly attendance trends, course participation, credit completion, and graduation progress.
2. Conduct Family Outreach and Attendance Interventions:
Contact families the same day a student is absent and implement progressive attendance interventions for students with repeated absences. Use telephone calls, parent conferences, attendance contracts, counseling referrals, home visits when appropriate, and CPST/MTSS referrals. Monitor the effectiveness of these interventions by tracking attendance improvement, reductions in consecutive absences, increased participation, and academic progress.
3. Provide Student Mentoring and Engagement Supports:
Provide targeted students with mentoring, check-in/check-out, goal setting, incentives, restorative problem-solving, counseling, and opportunities for student voice. Review students needing additional support through the CPST/MTSS process and adjust interventions based on their progress. Monitor outcomes through attendance, course completion, credit attainment, behavior, student engagement, and progress toward 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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Resources will include Math 180, standards-aligned Algebra and Geometry materials, FAST/EOC and common assessment tools, Edgenuity, tutoring and extended learning, ESE/ELL supports, instructional coaching and mathematics professional learning, counselor-led graduation and concordance support, attendance outreach, and CTE/industry-certification opportunities.

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 is the 7% Math Achievement rate, 0% College and Career Acceleration, 24% graduation rate, 16% overall FPPI, and all four subgroups below 41%. Resources will be implemented beginning August 2026 and reviewed monthly and quarterly for utilization, fidelity, and impact.

VII. Budget to Support Areas of Focus

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

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

Broward County Public Schools

EAGLES NEST CHARTER ACADEMY

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 8

D. Early Warning Systems 9

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 34

V. Title I Requirements (optional) 37

VI. ATSI, TSI and CSI Resource Review 40

VII. Budget to Support Areas of Focus 43

School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Dr. Viviana Lumpkin

vlumpkin@enccs.org

Position Title

Principal

Job Duties and Responsibilities

The Principal serves as the instructional and visionary leader of the school, responsible for establishing a clear vision, setting strategic priorities, and driving continuous improvement to ensure high levels of academic achievement and student success. Through collaborative leadership, the Principal cultivates a positive, inclusive, and student-centered school culture that fosters excellence, innovation, and professional growth for both students and staff.

In this role, the Principal provides oversight of all aspects of school operations, including instructional

leadership, staff supervision and development, curriculum implementation, resource management, and school improvement planning. The Principal also ensures compliance with all applicable federal, state, and local laws, policies, and educational standards while maintaining a safe, supportive, and high-performing learning environment for the entire school community.

Leadership Team Member #2

Employee's Name
Evie Iles

info@educationservicesofamerica.org

Position Title
ESE Specialist

Job Duties and Responsibilities

The Exceptional Student Education (ESE) Specialist plays a vital role in ensuring that students with disabilities receive equitable access to high-quality instruction and the individualized supports necessary for academic and personal success. This position is responsible for identifying and evaluating students who may qualify for exceptional student education services, ensuring compliance with all federal, state, and district regulations governing eligibility and service delivery.

The ESE Specialist develops, monitors, and facilitates the implementation of Individualized Education Programs (IEPs) that are tailored to each student's unique strengths, needs, and educational goals. Working collaboratively with administrators, general education teachers, related service providers, and families, the specialist supports the development of inclusive instructional practices, differentiated curriculum, accommodations, and evidence-based interventions that promote student achievement. Additionally, the ESE Specialist provides ongoing coaching, guidance, and compliance support to instructional staff while ensuring that all special education services and documentation meet legal and procedural requirements.

Leadership Team Member #3

Employee's Name
James Howell

jhowell@enccs.org

Position Title
Dean of Academics/ESOL & MTSS Coordinator

Job Duties and Responsibilities

Serves as the instructional lead for the implementation of the SIP by supporting curriculum,

instruction, assessment, intervention, and professional learning. Coordinates the Multi-Tiered System of Supports (MTSS), facilitates data meetings, monitors intervention effectiveness, oversees progress monitoring, and ensures instructional decisions are data-driven. Coordinates ESOL services to ensure English Learners receive appropriate instructional accommodations and language supports while monitoring compliance with state and federal requirements. Collaborates with teachers to analyze student achievement data, identify instructional needs, implement evidence-based interventions, monitor subgroup performance, and provide coaching that strengthens Tier I instruction. Works closely with the leadership team to evaluate the effectiveness of instructional strategies and recommend adjustments to improve student outcomes.

Leadership Team Member #4

Employee's Name
Muriel Similien

msimilien@enccs.org

Position Title
Office/ Attendance Manager

Job Duties and Responsibilities

The Office/Attendance Manager plays an essential role in supporting the successful implementation of the School Improvement Plan by ensuring accurate student attendance records, promoting positive family engagement, and providing timely data that informs schoolwide decision-making. Because student attendance is directly linked to academic achievement, the Office/Attendance Manager collaborates with school leadership to monitor attendance trends, identify students at risk for chronic absenteeism, and implement strategies that increase daily attendance and instructional 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.

School leaders and teachers engage in ongoing data analysis to monitor student achievement and drive instructional decision-making, with particular attention to the progress of Exceptional Student Education (ESE) students. Following each progress monitoring assessment, collaborative data

meetings are held to analyze student performance, identify trends, evaluate growth, and determine the effectiveness of instructional practices and interventions.

During pre-planning, the leadership team and instructional staff conduct a comprehensive review of the previous year's PM3 assessment results, including overall proficiency, learning gains, subgroup performance, and schoolwide trends. Data is disaggregated by grade level, subject area, and student subgroup, with a focused analysis of ESE student outcomes. School performance is compared to historical data, district averages, and state benchmarks to identify areas of strength, prioritize instructional needs, and establish measurable school improvement goals.

Using this data, teachers and instructional leaders develop flexible instructional groups and targeted intervention plans designed to address individual student needs. Academic data is analyzed alongside attendance, behavior, and engagement metrics to identify barriers that may impact student achievement. This comprehensive review enables the school to implement a Multi-Tiered System of Supports (MTSS) that provides timely, evidence-based academic and behavioral interventions while monitoring student response to instruction.

Stakeholder engagement is an essential component of the continuous improvement process. The school provides multiple opportunities for parents, teachers, students, and community partners to review student achievement data and contribute to the development of strategies that support student success. Parent meetings and school improvement forums encourage collaborative discussions regarding subgroup performance, available resources, and effective strategies for supporting learning at home. Feedback from families also helps identify nonacademic barriers, such as transportation, attendance, or access to services, allowing the school to develop responsive solutions.

Community partnerships further strengthen student support by connecting families with local organizations, businesses, libraries, and community agencies that provide academic enrichment, mentoring, social-emotional supports, and wraparound services. Student voice is incorporated through goal-setting conferences, data chats, and individualized support meetings, where students reflect on their progress, identify areas for growth, and actively participate in developing academic and behavioral goals. For students experiencing attendance or behavioral challenges, individualized intervention and behavior support plans are created collaboratively with input from students, families, and school personnel.

Information gathered through ongoing data analysis and stakeholder feedback directly informs the School Improvement Plan (SIP), ensuring that schoolwide goals, instructional priorities, professional learning, and intervention strategies are responsive to the evolving needs of the school community. This continuous cycle of data analysis, collaboration, and stakeholder engagement promotes

equitable outcomes and supports increased achievement for all students, with a deliberate emphasis on accelerating growth and success for Exceptional Student Education (ESE) 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)).

The School Improvement Plan (SIP) is monitored through an ongoing cycle of data analysis, progress monitoring, and continuous improvement to ensure that instructional strategies effectively support student achievement, with particular attention to the progress of Exceptional Student Education (ESE) students. Following each progress monitoring assessment, as well as mid-year and end-of-year evaluations, school leaders analyze student performance data to measure progress toward established school improvement goals. Data is disaggregated by grade level, content area, and student subgroup to identify trends, celebrate successes, and determine areas requiring additional support.

The leadership team collaborates with teachers during data meetings to review assessment results, evaluate the effectiveness of instructional practices, and make informed decisions regarding interventions and resource allocation. Student data chats and parent conferences further strengthen this process by promoting shared ownership of student learning and ensuring that families are informed partners in supporting academic growth.

In addition to academic performance, school leaders regularly analyze attendance, behavior, and engagement data to identify nonacademic factors that may influence student outcomes. This comprehensive review enables the school to address barriers to learning through a Multi-Tiered System of Supports (MTSS), ensuring that students receive timely academic, behavioral, and social-emotional interventions aligned with their individual needs.

The effectiveness of the School Improvement Plan is evaluated through ongoing implementation monitoring and classroom observations. School leaders assess the fidelity with which evidence-based, standards-aligned instructional practices and intervention strategies are being implemented. When data indicates that expected student growth is not being achieved, the leadership team conducts a root-cause analysis to determine contributing factors and revises instructional plans accordingly. This may include adjusting intervention models, reallocating resources, strengthening progress-monitoring systems, or providing targeted professional learning, coaching, and instructional

support for teachers.

The School Improvement Plan remains a living document that is continuously refined based on student performance data, stakeholder feedback, and implementation evidence. This responsive approach ensures that instructional decisions remain data-driven, resources are strategically aligned to student needs, and continuous improvement efforts result in increased achievement for all students, particularly those in Exceptional Student Education (ESE) and other identified subgroups.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**91.4%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: C** **2024-25: C** **2023-24: C** **2022-23: D** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	13	18	13	25	22	22	43	38	41	235
Absent 10% or more school days	7	5	6	8	12	9	3	5	5	60
One or more suspensions	0	0	2	4	4	9	6	4	2	31
Course failure in English Language Arts (ELA)	0	0	0	0	1	1	0	0	0	2
Course failure in Math	0	0	0	0	0	1	2	1	0	4
Level 1 on statewide ELA assessment	8	11	7	6	4	6	17	13	9	81
Level 1 on statewide Math assessment	3	6	5	8	3	9	23	12	13	82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	9	11	9	18	10	11	0	0	0	68
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 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	3	6	8	7	11	7	4	3	55

Current Year 2026-27

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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					1	2	4	5	3	15
Course failure in English Language Arts (ELA)				3						3
Course failure in Math										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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		5	5	6	5	3	4	5	5	38

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

Current Year (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2026-27)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2025-26) 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 (2025-26) 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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	44	67	64	39	66	61	43	60	58
Grade 3 ELA Achievement	50	68	64	27	65	62	46	62	59
ELA Learning Gains	57	63	62	60	64	61	47	61	59
ELA Lowest 25th Percentile	66	56	55	64	60	55	38	56	54
Math Achievement*	29	66	64	30	64	62	35	60	59
Math Learning Gains	34	60	61	47	61	60	52	62	61
Math Lowest 25th Percentile	44	53	52	61	56	53	56	60	56
Science Achievement	29	61	60	18	60	57	20	55	54
Social Studies Achievement*	44	77	77	55	75	74	56	73	72
Graduation Rate		74	77		68	72		68	71
Middle School Acceleration	93	80	79	46	77	75	67	73	71
College and Career Acceleration		59	61		53	56		49	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					60	61		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)

2025-26 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	490
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
49%	45%	46%	34%	42%	31%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	37%	Yes	7	
English Language Learners	34%	Yes	1	
Black/African American Students	49%	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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	44%	50%	57%	66%	29%	34%	44%	29%	44%	93%			
Students With Disabilities	21%		42%	60%	27%	36%	55%	20%					
English Language Learners	35%		56%	57%	18%	21%		17%					
Black/African American Students	42%	48%	55%	66%	29%	34%	44%	27%	42%	100%			
Economically Disadvantaged Students	45%	50%	57%	65%	30%	34%	47%	29%	41%	92%			

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%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	44%	64%	-20%	60%	-16%
ELA	4	45%	65%	-20%	60%	-15%
ELA	5	41%	67%	-26%	61%	-20%
ELA	6	29%	68%	-39%	62%	-33%
ELA	7	31%	67%	-36%	62%	-31%
ELA	8	63%	63%	0%	60%	3%
Math	3	40%	73%	-33%	66%	-26%
Math	4	25%	72%	-47%	65%	-40%
Math	5	9%	69%	-60%	62%	-53%
Math	6	7%	63%	-56%	60%	-53%
Math	7	29%	66%	-37%	53%	-24%
Math	8	29%	47%	-18%	61%	-32%
Science	5	0%	63%	-63%	60%	-60%
Science	8	46%	49%	-3%	52%	-6%
Civics	7	41%	78%	-37%	77%	-36%
Algebra	8	92%	83%	9%	84%	8%
Geometry	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?

The school saw a dramatic **47-percentage point increase** in **Middle School Acceleration**, rising from 46% in 2025 to **93% in 2026**. This elite performance level surpassed neighboring "A" rated schools like Eagles Nest Middle (91%) and was identified in school reports as an "award-winning performance".

Other notable areas of improvement included:

- **Science Achievement:** Increased by **11 percentage points**, moving from 18% to **29%**.
- **ELA Achievement:** Showed a **5-point gain**, reaching **44%**.

Eagles Nest Charter Academy attributes its outstanding gains to the increase of students in the middle school acceleration program.

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 2026 Grade data and the detailed student rosters, the data components showing the lowest performance were **Mathematics Achievement** and **Science Achievement**, both of which tied at a school-wide proficiency of **29%**.

Components with the Lowest Performance

- **Achievement Proficiency:** While ELA Achievement reached 44%, both Math and Science achievement lagged significantly at **29%**.
- **Lowest Specific Cohort:** The most critical performance gap was in **Grade 5 Science**, which recorded a **0% proficiency rate**, with 13 out of 22 students scoring at Level 1.
- **Lowest Math Grade Level: Grade 6 Mathematics** showed the lowest grade-specific proficiency at **7.1%**, with half of the class (21 students) scoring at Level 1.
- **Early Literacy:** The **Grade K FAST Early Literacy** assessment also yielded a low proficiency rate of **23.1%**, identifying a significant number of students entering the primary grades with gaps in foundational skills

Additionally, the SWD and ELL subgroups both fell under the 41% Federal Index threshold. The SWD subgroup was identified as a crucial need because ENCA is currently under a **CSI (Comprehensive Support and Improvement) designation**. The 2026 Federal Index for the SWD subgroup was **37%** which falls below the state's required threshold for subgroup success. Student rosters show that many SWD students are performing at the lowest achievement levels. While individual SWD students have demonstrated elite potential, the overall school-wide Math achievement percentage for SWDs remains a critical concern at **27%.** ELA Achievement is also a concern with 21% of SWD students proficient on the FAST.

The ELL subgroup was also identified as a priority for strategic growth. The 2026 Federal Index for ELLs was **34%**, not meeting the state threshold and thus requiring a consistent shift toward higher proficiency levels and learning gains. Across almost all grade levels on the WIDA ACCESS, **Listening** is the academy's strongest domain. In Grade 4, **100% of the five tested students** reached **Level 6 (Reaching)** in Listening. While oral language skills are developing, the **Literacy composite** (Reading and Writing) remains the primary obstacle to exiting ELL status. High concentrations of students remain in the **Entering (Level 1)** or **Emerging (Level 2)** stages for Writing, particularly in the primary and intermediate grades. The Math Achievement percentage on the FAST was only 18%, thus establishing math as a critical area of focus. ELA Achievement for ELLs proficiency was higher than SWDs at 35%.

Greatest Decline

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

Based on the 2026 Organization School Grade data, the component that showed the greatest decline from the prior year was **Mathematics Learning Gains of the Lowest 25%**.

Component with the Greatest Decline

This component saw a significant **17-percentage point drop**, falling from 61% in 2025 to **44% in 2026**. Closely related, the school's overall **Mathematics Learning Gains** also experienced a major decline, dropping **13 percentage points** (from 47% to 34%).

Another notable area of decline was **Social Studies Achievement** (primarily Grade 7 Civics), which fell by **11 percentage points**, from 55% down to **44%**.

Contributing Factors to the Decline

The analysis of student performance rosters and benchmark-level results points to several instructional and curriculum-based factors that contributed to these drops in mathematics performance and growth:

- **Benchmark Failures in Key Domains:** A review of the reporting category data reveals that the "Below the Standard" results were concentrated in high-stakes math domains.
    - **Intermediate Struggle with Fractions:** In **Grades 4 and 5**, a vast majority of students were marked **"Below the Standard" in Operations with Fractions and Decimals**.
    - **Middle School Rigor:** In **Grade 6**, students struggled significantly with **Number Sense and Operations** and **Geometric Reasoning**, resulting in an extremely low proficiency rate of **7.1%** for that cohort.
- **The Transition to Middle School:** The data shows a sharp drop-off in math achievement and growth during the transition into 6th grade, suggesting that students faced challenges with the increased rigor of middle-school level foundational math and geometry concepts.
- **Potential Focus Displacement:** While the school achieved a blockbuster increase of 47 percentage points in **Middle School Acceleration** (93%), the simultaneous decline in learning gains for the **Lowest 25%** suggests that instructional resources and focus may have shifted toward high-performing students entering high-school level coursework, potentially at the expense of intensive remediation for the students with the most significant foundational gaps.

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.

Based on the 2025–2026 performance data, **Mathematics**—specifically within the **Grade 6 cohort** and school-wide **Mathematics Achievement**—showed the greatest gap when compared to Florida state averages.

The Greatest Performance Gap

Performance relative to the state is measured by **Percentile Ranks**, where a rank of **50** represents the state median (the average student in Florida).

- **Grade 6 Mathematics:** This cohort demonstrated the most significant disparity. The vast majority of the class scored in the bottom half of the state, with the cohort's average percentile rank falling near **11**. Multiple students performed at the **1st or 2nd percentile**, representing a roughly **39-point gap** from the state median.
- **Grade 5 Mathematics:** This cohort also showed a substantial gap, with most students scoring between the **1st and 30th percentiles**.
- **School-Wide Component:** Overall **Mathematics Achievement** tied with Science as the lowest school-wide component at **29%**, significantly trailing the proficiency rates of neighboring

"A" rated schools which reached between **56% and 90%**.

EWS Areas of Concern

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

Reflecting on the **Early Warning System (EWS)** data for Grades K–8, two primary areas of concern emerge: **chronic absenteeism** and the **high volume of Level 1 scores** concentrated in the transition to middle school.

1. Chronic Absenteeism (Attendance)

A significant concern is that **60 students school-wide (approximately 25.5% of the total enrollment) have missed 10% or more school days**. This trend is most acute in the intermediate and early middle school grades:

- **Grade 4:** 12 students are chronically absent, representing more than half of the 22-student cohort.
- **Grade 5:** 9 students are identified as chronically absent.
- **Grade 3:** 8 students meet this warning threshold. Because attendance is a foundational precursor to academic success, this high rate of absenteeism likely compounds the difficulties students face in mastering complex benchmarks like **Fractions** and **Measurement**, which were previously identified as areas of widespread failure in these specific grade levels.

2. Critical Mass of Level 1 Performers (Academic Transition)

The EWS data reveals a staggering number of students performing at the lowest achievement level on statewide assessments, particularly as they enter middle school.

- **Math Proficiency Gap:** There are **82 students school-wide** who scored at **Level 1** on the statewide Math assessment. The **Grade 6 cohort** is the epicenter of this concern, with **23 students (over 53% of the grade)** scoring at Level 1.
- **ELA Proficiency Gap:** Similarly, **81 students** are at Level 1 in ELA school-wide. Again, **Grade 6** shows the highest concentration with **17 students** at Level 1.
- **Primary Literacy:** In the K–3 spectrum, **68 students** are identified as having a **substantial reading deficiency**, with **Grade 3** showing the highest count at **18 students**.

These EWS indicators align with previous findings showing that the **Grade 6 Mathematics** cohort has the largest performance gap compared to the state median, highlighting a critical need for intensive remediation and behavioral supports during the transition from elementary to middle school.

Highest Priorities

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

Based on the 2025–2026 performance trends and Early Warning System (EWS) data, the following are the top five priorities for school improvement in the upcoming year:

1. Revitalize Mathematics Remediation and Support
Mathematics is the academy's most significant academic vulnerability. School-wide **Mathematics Achievement** tied for the lowest component at **29%**, and **Mathematics Learning Gains for the Lowest 25%** plummeted by **17 percentage points** (from 61% to 44%). Improvement efforts must target the **Grade 6 cohort**, where proficiency was just **7.1%**, and intermediate grades struggling with foundational benchmarks like **Operations with Fractions and Decimals**.

2. Target Chronic Absenteeism in Intermediate Grades
Structural barriers to learning are evident in the EWS data, which shows that **60 students school-wide (25.5%) missed 10% or more school days**. This issue is most severe in **Grade 4**, where more than half of the cohort (12 students) was chronically absent. Establishing aggressive attendance interventions in Grades 3–5 is critical to ensuring students receive the consistent instruction needed to master complex subject matter.

3. Strengthen the Elementary-to-Middle School Transition
The transition to middle school currently marks a sharp decline in student performance. **Grade 6** acts as the epicenter of low achievement, housing the highest count of **Level 1 performers** in the school for both Math (23 students) and ELA (17 students). Providing intensive academic and behavioral "bridge" supports for incoming 6th graders is essential to prevent the "dip" that currently leaves many students scoring at the **1st or 2nd percentile** relative to the state median.

4. Re-align the Science Curriculum for Grade 5
While Science achievement improved school-wide to 29%, **Grade 5 Science recorded a 0% proficiency rate**, with 13 out of 22 students scoring at Level 1. This indicates a critical instructional gap, specifically in the **Earth and Space Science** domain, where almost the entire cohort was marked "Below the Standard". Re-evaluating the instructional materials and time allocated to Science in the 5th-grade roster is a top priority.

5. Intensify Foundational Literacy Supports (K-3)
To ensure long-term academic success, the academy must address early literacy gaps before they compound. Currently, **68 students in Grades K–3** are identified as having a **substantial reading deficiency**. This is highlighted by the **23.1% proficiency rate in Grade K Early Literacy**, where students struggled most with **Paragraph-Level Comprehension** and **Structural Analysis**. Expanding Tier 3 phonics and comprehension interventions in the primary grades is vital.

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.

- This area was identified as a crucial need because ENCA is currently under a **CSI (Comprehensive Support and Improvement) designation**. The 2025 Federal Index for the SWD subgroup was **39**, which falls below the state's required threshold for subgroup success.
- **Data Evidence:**
    - **Level 1 Concentrations:** Student rosters show that many SWD students are performing at the lowest achievement levels.
- **Math Disparities:** While individual SWD students have demonstrated elite potential, the overall school-wide Math achievement remains a critical concern at **29%**.

The following were contributing factors to the school being a CSI school:

1. Lack of Mathematics Teachers in grades 4th-8th.
2. Accommodations not being implemented with fidelity.
3. Not meeting ESE students where they are.
4. Lack of foundational reading skills.

Based on the data and identified contributing factors, we will implement the targeted element of Student-Centered 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.

With the implementation of Student-Centered Instruction, SWD students will show an increase of three percentage points on the 2027 ESSA Federal Index reaching the required 41% threshold to

move out of CSI status.

Monitoring

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

Through classroom walkthroughs, progress monitoring, and evidenced on lesson plans, this Area of Focus will be monitored to ensure the SPED accommodations are implemented with fidelity.

Person responsible for monitoring outcome

Ms. 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:

The term Student-Centered Learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies (physical or virtual) that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students .

Rationale:

Student-centered learning supports Exceptional Student Education (ESE) students by providing individualized, flexible, and inclusive instructional experiences that address each student's unique strengths, learning needs, and Individualized Education Program (IEP) goals. This evidence-based approach places students at the center of the learning process by personalizing instruction, promoting active engagement, and providing multiple pathways for students to access grade-level content and demonstrate mastery. Teachers use differentiated instruction, flexible grouping, explicit modeling, scaffolded supports, assistive technology, multisensory instructional strategies, and accommodations outlined in students' IEPs to ensure equitable access to rigorous standards-based instruction. Lessons are intentionally designed to provide multiple means of engagement, representation, and expression, allowing students to learn in ways that best meet their individual needs while fostering independence and confidence. Student-centered learning also encourages ESE students to take an active role in their education by participating in goal setting, self-monitoring, reflection, and progress tracking. Through frequent feedback and individualized support, students develop self-advocacy skills, build ownership of their learning, and work toward achieving both academic and personal growth goals. Collaboration is a key component of this intervention. General education teachers, the ESE Specialist, interventionists, related service providers, and school administrators work together to analyze student data, monitor IEP implementation, and adjust instructional strategies based on each student's response to intervention. Progress is monitored regularly through formative assessments, progress-monitoring data, classroom observations, and IEP progress reports to ensure interventions are effective and aligned to student needs. By providing personalized instruction, implementing appropriate accommodations, and maintaining high expectations for all learners, student-centered learning increases engagement, improves access to grade-level curriculum, promotes academic

growth, and supports positive educational outcomes for students with disabilities while advancing the goals outlined in the School Improvement Plan.

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
IEP Overview and Accommodation Implementation

Person Monitoring:
Ms. Illes

By When/Frequency:
8/17/26

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide teachers with SPED accommodations and a list of SPED students at the opening of school professional development. Select the accommodations that will be utilized during whole group and small group instruction to address the distinct learning needs in all subject areas.

Action Step #2
Disaggregate Data from I-Ready and FAST.

Person Monitoring:
Dr. Lumpkin

By When/Frequency:
9/25/26

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The instructional team will disaggregate the data from the FAST PM1 and I-Ready AP1 to determine if the implemented strategies are providing the support SWD students need to improve their reading proficiency.

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.

Differentiation allows the school to address the **wide discrepancy in student achievement levels** and growth rates. By moving away from a one-size-fits-all model, teachers can provide the intensive, scaffolded support needed to migrate students out of Level 1 while maintaining the rigor required for the school's high-achieving **Middle School Acceleration** track. This targeted approach directly

impacts the **Learning Gains of the Lowest 25%**, which is the school's most critical growth area. This area was identified as a crucial need based on three primary data trends:

1. **Steep Growth Decline in Math:** The **Mathematics Learning Gains for the Lowest 25% plummeted by 17 percentage points** (from 61% to 44%) in 2026. This indicates that the previous year's instructional model was ineffective at providing the differentiation needed to close foundational gaps for struggling learners.
2. **Critical Mass of Level 1 Performers:** The **Early Warning System (EWS)** data identifies **82 students at Level 1 in Math** and **81 in ELA** school-wide. Without differentiated instruction to target their specific benchmark failures, these students remain in the bottom percentiles relative to the state median.
3. **Benchmark-Specific Failure Concentrates:** Science achievement in Grade 5 reached **0% proficiency** due to a widespread cohort failure in the **Earth and Space Science** domain. Similarly, Grade 6 Math proficiency was just **7.1%** because students lacked the differentiated support needed to master middle-school **Number Sense**.

The following were contributing factors to the school being a CSI school:

1. Lack of Mathematics Teachers in grades 4th-8th.
2. Accommodations not being implemented with fidelity.
3. Not meeting ESE students where they are.
4. Lack of foundational literacy skills.

Based on the data and identified contributing factors, we will implement the targeted of Differentiation.

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 the implementation of DI structures and systems, an additional 5% of students in grade 3-5 will score at grade level or above in ELA and Math on the 2026-2027 FAST assessment by June 2027.

Monitoring

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

To make sure that differentiation is in line with the most recent data, the Leadership Team will follow-up with routine walkthroughs, conduct data chats, and modify groups based on the most recent data

in real time. Lesson plans will be examined by administrators for signs of variance. Data from formative assessments will be examined monthly to track development. We will utilize data trackers monitor assessment data. During Leadership Team meetings and Workshop Wednesdays, this data will be examined to make sure that students are improving on the standards that have been remediated. Students who are not progressing will be given additional learning opportunities.

Person responsible for monitoring outcome
Dr. Lumpkin, 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:
Within the Targeted Element of Differentiation, our school will focus on the Evidence-based Intervention of: Differentiated Instruction. DI will assist with gradually building the students' knowledge by planning with their data in mind and meeting students where they are. Data-Driven instruction will be monitored using data trackers to drive instructional planning and data driven conversations.

Rationale:
Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of 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
DI Professional Development

Person Monitoring:	**By When/Frequency:**
Dr. Lumpkin, Principal	8/26/26

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide Professional Development for teachers on Differentiated Instruction that are aligned to relevant student data, systems and framework. As a result, teachers will comprehend

Differentiated instruction systems and implement Differentiated Instruction structures with fidelity.

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.

The ELL subgroup was also identified as a priority for strategic growth. The 2026 Federal Index for ELLs was **34%**, not meeting the state threshold and thus requiring a consistent shift toward higher proficiency levels and learning gains. Across almost all grade levels on the WIDA ACCESS, **Listening** is the academy's strongest domain. In Grade 4, **100% of the five tested students** reached **Level 6 (Reaching)** in Listening. While oral language skills are developing, the **Literacy composite** (Reading and Writing) remains the primary obstacle to exiting ELL status. High concentrations of students remain in the **Entering (Level 1)** or **Emerging (Level 2)** stages for Writing, particularly in the primary and intermediate grades. The Math Achievement percentage on the FAST was only 18%, thus establishing math as a critical area of focus. ELA Achievement for ELLs proficiency was higher than SWDs at 35%.

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 the implementation of Student-Centered Instruction, SWD students will show an increase of seven percentage points on the 2027 ESSA Federal Index reaching the required 41% threshold to move out of CSI status.

Monitoring

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

Through classroom walkthroughs, progress monitoring, and evidenced on lesson plans, this Area of Focus will be monitored to ensure the SPED accommodations are implemented with fidelity.

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:
The term Student-Centered Learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies (physical or virtual) that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students .

Rationale:
Student-centered learning supports English Language Learners (ELLs) by creating an inclusive learning environment where instruction is responsive to students' individual language proficiency levels, academic needs, cultural backgrounds, and learning styles. Through differentiated instruction and active engagement, students are provided multiple opportunities to access rigorous, grade-level content while simultaneously developing their English language skills. Teachers implement evidence-based, student-centered strategies such as collaborative learning, academic discourse, inquiry-based instruction, flexible grouping, project-based learning, and differentiated tasks that encourage ELL students to actively participate in the learning process. Instruction incorporates scaffolds such as visual supports, graphic organizers, sentence stems, modeling, and opportunities for peer collaboration, enabling students to build confidence while strengthening listening, speaking, reading, and writing skills. Student-centered learning also emphasizes student voice, choice, and ownership of learning. ELL students engage in goal setting, self-assessment, reflection, and personalized learning experiences that allow them to demonstrate understanding through multiple formats while receiving targeted feedback from teachers. This approach fosters increased engagement, confidence, and independence as students progress toward both language acquisition and academic proficiency. The effectiveness of this intervention is monitored through ongoing formative assessments, classroom observations, student conferences, progress-monitoring data, and collaborative Professional Learning Community (PLC) discussions. Data is used to adjust instruction, provide targeted supports, and ensure English Language Learners continue to make meaningful progress toward English language proficiency and mastery of grade-level standards, as outlined in the School Improvement Plan.

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
ESOL Professional Development

Person Monitoring:
Mr. Howell

By When/Frequency:
8/25/26

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Dean of Academics will provide a professional development on ESOL strategies to support students with the acquisition of the English while providing standards-based learning.

Action Step #2
Disaggregate Data from I-Ready and FAST.

Person Monitoring:
Mr. Howell

By When/Frequency:
9/25/26

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The instructional team will disaggregate the data from the FAST PM1 and I-Ready AP1 to determine if the implemented strategies are providing the support SWD students need to improve their reading proficiency.

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.

The EWS data identifies **chronic absenteeism** as the most pervasive non-academic barrier to student success at ENCA:

1. **High Prevalence:** Currently, **60 students (approximately 25.5% of total enrollment)** have missed 10% or more school days. Attendance is the foundational precursor to all other academic interventions.
2. **Concentrated "Hotspots":** The issue is most severe in the intermediate grades:
    - **Grade 4:** 12 students (over 50% of the 22-student cohort) are chronically absent.
    - **Grade 5:** 9 students are chronically absent.
    - **Grade 3:** 8 students are chronically absent.
3. **Impact on Academic Performance:** There is a direct correlation between these attendance warning signs and the **82 students school-wide scoring at Level 1 in Math** and **81 in ELA**. Students cannot benefit from the school's intensive **Tier 2 and Tier 3 MTSS supports** if they are not consistently in the building.
4. **Culture of Engagement:** By shifting the focus to a positive, incentive-based attendance program, the school can address the "Early Warning" indicators before they result in course failures, which currently remain low (only 2 in ELA and 4 in Math school-wide).

Improving the school's culture regarding attendance is the most vital step to ensuring students are present to receive the differentiated instruction required to close the school's significant achievement gaps.

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 the implementation of Strategic Attendance Intervention , Eagles' Nest Charter Academy will decrease the number of students absent 10% or more school days to less than 40 by June 2027.

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.

As part of the Strategic Attendance Intervention program, monitoring is tailored to the intensity of the support provided:

- **Tier 1 Monitoring:** Tracks school-wide participation in universal incentives and rewards, such as "Attendance Blockbuster" awards.
- **Tier 2 Monitoring:** Focuses on students approaching the 10% absence threshold, documenting **targeted outreach** efforts and results from parent-teacher conferences.
- **Tier 3 Monitoring:** Involves close tracking of individual student cases requiring intensive family support and problem-solving to remove specific barriers to attendance.

Person responsible for monitoring outcome

Dr. Viviana Lumpkin, 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:

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale:

The rationale for implementing Strategic Attendance Initiatives at Eagles Nest Charter Academy (ENCA) is rooted in the critical need to eliminate chronic absenteeism as a primary barrier to academic proficiency and school-wide growth.

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
Monitor Attendance Daily

Person Monitoring:
Ms. Similien

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Attendance will be monitored daily by the Office/ Attendance Manger. The Attendance Manger will print an attendance report from FOCUS daily. Teachers will review the attendance reports daily and verify the students that were absent or tardy.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The school engages in a collaborative resource review process with the district to ensure that financial, human, instructional, and operational resources are strategically aligned to address the needs identified through the Comprehensive Needs Assessment (CNA) and School Improvement Plan (SIP). This process is designed to maximize student achievement, with a particular focus on the needs of students in identified subgroups, including those contributing to the school's ATSI, TSI, or CSI designation.

At the beginning of each school year, district and school leaders review student performance data, including statewide assessment results, progress monitoring data, graduation and attendance rates, discipline data, and subgroup performance. These data are analyzed to identify achievement gaps, prioritize areas of need, and determine whether current resource allocations effectively support improved student outcomes.

The principal collaborates with district leadership, the school leadership team, Exceptional Student Education (ESE) staff, English for Speakers of Other Languages (ESOL) staff, and teacher leaders to evaluate the effectiveness of existing programs, personnel, instructional materials, technology resources, and intervention supports. Funding sources, including Title I, IDEA, and other federal, state, and local resources, are reviewed to ensure expenditures directly support evidence-based strategies identified in the School Improvement Plan.

Throughout the year, resource effectiveness is monitored during leadership team meetings, data chats, classroom walkthroughs, instructional rounds, and district monitoring visits. Student achievement data, intervention outcomes, attendance, behavior, and implementation fidelity are reviewed to determine whether current supports are producing the desired results. When data indicates that student progress is not meeting established benchmarks, the leadership team collaborates with district partners to adjust staffing, instructional resources, professional learning, intervention programs, and student support services as needed.

Stakeholder feedback also informs the resource review process. Input from teachers, families, students, the School Advisory Council (SAC), and community partners is considered when evaluating the effectiveness of current initiatives and identifying additional supports that may be needed. This

collaborative approach ensures that resource allocation decisions are transparent, equitable, and responsive to the evolving needs of students.

By engaging in continuous collaboration with the district and regularly evaluating the impact of allocated resources, the school ensures that funding, personnel, instructional materials, and support services remain strategically aligned to accelerate student achievement, eliminate performance gaps, and support sustained school improvement.

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 Comprehensive Needs Assessment (CNA), statewide assessment results, Progress Monitoring (PM) data, subgroup performance, attendance, behavior, and classroom observation data, the school has identified the need to strengthen core instruction, provide targeted interventions, and increase teacher capacity to improve student achievement, particularly for students identified in ATSI/TSI/CSI subgroups.

To address these identified needs, the school will strategically allocate financial, human, instructional, and technological resources throughout the school year according to the following timeline:

Evidence-based intervention programs and instructional materials (reading, mathematics, and science) | PM3 and FAST/B.E.S.T. assessment data indicate achievement gaps in proficiency and learning gains, particularly among identified subgroups. | August–May

Additional intervention personnel(interventionists, ESE support, ESOL support, paraprofessionals, and tutors) | Student performance data demonstrates a need for increased Tier II and Tier III interventions to accelerate learning for students performing below grade level using the Wonders Intervention program. | August–May

Professional learning and instructional coaching focused on standards-based instruction, differentiated instruction, MTSS, data-driven instruction, and high-impact instructional strategies | Classroom walkthroughs, instructional observations, and student achievement data indicate a need to strengthen Tier I instruction and improve instructional consistency across classrooms. | Ongoing throughout the school year

Progress monitoring assessments and data analysis tools | Frequent progress monitoring is necessary to evaluate student growth, monitor intervention effectiveness, and make timely instructional adjustments. | Every progress monitoring window and monthly PLC meetings

Technology resources (student devices, instructional software, adaptive learning platforms, and assessment tools) | Data supports the need for personalized learning opportunities and increased student engagement to improve academic outcomes. | August–May

Attendance and behavior intervention supports(MTSS, mentoring, counseling, attendance incentives, and behavior supports) | Attendance and discipline data identify nonacademic barriers that impact student achievement and require targeted interventions. | Ongoing throughout the school year

Family and community engagement initiatives | Parent participation and stakeholder feedback indicate a need to strengthen home-school partnerships to improve student attendance, engagement, and academic performance. | Quarterly and as needed

The effectiveness of these resources will be monitored through ongoing data reviews during Professional Learning Communities (PLCs), MTSS meetings, leadership team meetings, and district progress monitoring reviews. Student achievement, attendance, behavior, and implementation fidelity will be analyzed following each progress monitoring cycle to determine the impact of the selected resources. When data indicates that expected outcomes are not being achieved, the leadership team will collaborate with district personnel to adjust resource allocations, refine intervention strategies, and provide additional professional learning or instructional supports.

This continuous improvement process ensures that resources remain strategically aligned to student needs and are used efficiently to improve academic outcomes, eliminate achievement gaps, and increase success for all students, particularly those in identified ATSI, TSI, and CSI subgroups.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Broward County Public Schools

SUNSHINE ELEMENTARY CHARTER SCHOOL

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 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 28

V. Title I Requirements (optional) 31

VI. ATSI, TSI and CSI Resource Review 35

VII. Budget to Support Areas of Focus 36

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

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. Sunshine Elementary Charter School’s parents will remain actively involved as advocates for their children and supporters of the school programs and staff. 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 problemsolving 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/ A.P.

Job Duties and Responsibilities

The 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.
The A.P. provides instructional leadership and supports the school's mission by overseeing daily operations, supervising teachers and staff, monitoring student achievement and behavior, ensuring compliance with state and charter requirements, fostering a positive school culture, and partnering with families to promote student success.

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 26–27 reading plan in conjunction with our literacy coach Ms. Mann. 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, 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

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**99.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **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.*	**2025-26: C** **2024-25: C** **2023-24: C** **2022-23: D** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	13	24	28	30	36	32	0	0	0	163
Absent 10% or more school days	0	9	2	12	7	12	0	0	0	42
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	0	4	4	12	0	0	0	20
Level 1 on statewide Math assessment	0	0	0	4	8	14	0	0	0	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)	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	1	1	1	0	0	0	3

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	3	3	8	0	0	0	14

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	1	4	2	2	0	0	0	9
Students retained two or more times	0	0	0	1	1	1	0	0	0	3

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	1	15	6	20	10	10				62
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	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 (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	5	4	6	7	6				29

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				12						12
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	43	67	62	51	64	59	42	61	57
Grade 3 ELA Achievement	56	65	61	46	63	59	40	60	58
ELA Learning Gains	56	66	63	58	65	60	48	64	60
ELA Lowest 25th Percentile	59	63	58	56	60	56	54	60	57
Math Achievement*	39	73	66	43	70	64	46	66	62
Math Learning Gains	56	69	64	51	68	63	57	66	62
Math Lowest 25th Percentile	50	53	50	59	55	51	77	55	52
Science Achievement	27	65	62	15	60	58	24	56	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					63	63		59	61

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	48%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	386
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
48%	49%	50%	37%	52%	40%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	22%	Yes	7	4
English Language Learners	51%	No		
Black/African American Students	52%	No		
Hispanic Students	49%	No		
Economically Disadvantaged Students	48%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	43%	56%	56%	59%	39%	56%	50%	27%					
Students With Disabilities	17%		58%		6%	8%							
English Language Learners	35%	50%	52%	54%	29%	70%	64%						
Black/African American Students	50%	55%	62%		43%	57%		45%					
Hispanic Students	41%	59%	56%	67%	37%	54%	64%	14%					
Economically Disadvantaged Students	43%	56%	56%	59%	39%	56%	50%	27%					

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%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	55%	64%	-9%	60%	-5%
ELA	4	31%	65%	-34%	60%	-29%
ELA	5	33%	67%	-34%	61%	-28%
Math	3	40%	73%	-33%	66%	-26%
Math	4	31%	72%	-41%	65%	-34%
Math	5	40%	69%	-29%	62%	-22%
Science	5	23%	63%	-40%	60%	-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 most significant area of improvement was the reduction in the percentage of students performing at Achievement Level 1 in FAST ELA Reading. Grade 3 decreased from 63% of students at Level 1 in PM1 to 30% in PM3, Grade 4 decreased from 75% to 39%, and Grade 5 decreased from 57% to 33%. At the same time, average scale scores increased in all grade levels, demonstrating overall growth in student reading achievement and movement toward proficiency.
To support this improvement, the school implemented several targeted actions throughout the year. Teachers used FAST assessment data to identify specific skill deficits and provide differentiated small-group instruction during the reading block. Students requiring additional support received targeted interventions focused on foundational reading skills, vocabulary development, and reading comprehension. Regular progress-monitoring cycles were conducted to track student growth and adjust instruction as needed. The school also strengthened data-driven decision-making through collaborative data meetings, allowing teachers to analyze student performance trends and plan responsive instruction. Additionally, intervention opportunities and focused support for struggling readers were expanded, contributing to the substantial decrease in the number of students performing at the lowest achievement level and the overall increase in student performance from PM1 to PM3.

Lowest Performance

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

Second A was the lowest-performing group, although there was some improvement. 10 students scored a level 1 in reading, 5 students scored a level 2, only one student scored a level 3, but no student scored above a level 3. This 2nd-grade group of 16 students includes 5 ESOL students (31.25%) and 4 ESE students (25%), one of the students has an RBT. This means that more than 56 percent of students are either ESOL or ESE. This represents a significant challenge for the teachers.

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 occurred in Math Learning Gains for the Lowest 25% (Math LG L25%), which decreased from 77% to 44%, representing a 33 percentage-point decline. This decline is significant because it indicates that students who were performing among the lowest 25% in mathematics made substantially fewer learning gains than they did in the prior year. The decline is greater than the decreases seen in Math Achievement (-15 percentage points), Math Learning Gains (-24 percentage points), and the other reported academic components.

A review of the subgroup data provides additional insight into this decline. English Language Learners experienced the largest subgroup decrease in Math LG L25%, declining from 77% to 38%, a 39 percentage-point decline. Hispanic students declined from 75% to 46%, a 29 percentage-point decline, while Economically Disadvantaged students declined from 77% to 44%, a 33 percentage-point decline. The fact that ELL students experienced a decline that was greater than the overall population suggests that language needs combined with academic needs may be an important area for further investigation.

These results indicate a need to examine whether current mathematics interventions and instructional supports are adequately addressing the needs of students in the Lowest 25%, particularly English Language Learners and Economically Disadvantaged students. Potential contributing factors to investigate include the effectiveness of targeted interventions, access to differentiated and scaffolded instruction, language supports within mathematics instruction, consistency of progress monitoring, student attendance or mobility, and the extent to which interventions are adjusted when students do not demonstrate sufficient growth. Rather than focusing solely on grade-level performance, the school should use these subgroup patterns to identify specific barriers affecting the lowest-performing students and develop targeted strategies to improve their mathematics learning gains.

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 in component data between school and state results exists in the data for the 2nd grade. For Grade 2 FAST Reading, 31 students were assessed. The school's average FAST Equivalent Score was 154 and the average Unified Scale Score was 848, both substantially below the district average (181 and 928) and state average (180 and 924). The achievement distribution indicates that 58% of students (18 students) performed at the lowest achievement level, while only 19% (6 students) achieved Level 3 or above. In comparison, 57% of district students and 54% of state students scored at Level 3 or above. These results indicate that the majority of Grade 2 students are performing below proficiency expectations in reading. The data suggests a need for intensified instruction and intervention in foundational reading skills, including phonics, word analysis, reading comprehension, and vocabulary development.

Moving forward, the school will continue to use assessment data to guide targeted interventions,

provide differentiated instruction, and closely monitor student progress to increase reading proficiency and improve overall student achievement.

EWS Areas of Concern

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

Over the past three school years, the academic performance of students with disabilities (Exceptional Student Education—ESE) has reflected both areas of progress and ongoing challenges. While the subgroup has demonstrated growth in some measures, overall achievement continues to lag behind the performance of the general student population, indicating the need for sustained, targeted instructional support.

In English Language Arts (ELA), ESE student achievement declined from 25% in 2023–2024 to 14% in 2024–2025 before showing a slight improvement to 17% in 2025–2026. Although proficiency levels remain low, ELA Learning Gains increased from 50% in 2024–2025 to 58% in 2025–2026. This increase suggests that many students are making measurable academic progress, even though they have not yet reached grade-level proficiency. These results indicate that intervention strategies are helping students improve, but additional support is needed to accelerate achievement and close the performance gap.

Mathematics continues to be the greatest area of concern for the ESE subgroup. Math achievement decreased from 17% in 2023–2024 to 14% in 2024–2025 and declined further to 6% in 2025–2026. Similarly, Math Learning Gains fell from 30% in 2024–2025 to 8% in 2025–2026, indicating that fewer students are making adequate annual progress. These results suggest that current instructional practices and interventions in mathematics require refinement to better address the diverse learning needs of students with disabilities.

The data reveal that although some ESE students are demonstrating growth, particularly in ELA Learning Gains, overall proficiency remains significantly below schoolwide performance. This trend highlights the need for more intensive, evidence-based interventions, increased opportunities for small-group and individualized instruction, and consistent implementation of accommodations and specially designed instruction outlined in students' Individualized Education Programs (IEPs). Strengthening collaboration among general education teachers, ESE teachers, interventionists, and instructional coaches will also be essential to ensuring that instruction is aligned with student needs and informed by ongoing progress-monitoring data.

As part of the School Improvement Plan, the school will prioritize improving outcomes for students with disabilities through targeted literacy and mathematics interventions, frequent data analysis, and systematic progress monitoring. Teachers will utilize evidence-based instructional practices, provide differentiated instruction, and monitor student growth through FAST progress monitoring and classroom assessments to make timely instructional adjustments. Professional learning will focus on high-impact instructional strategies for students with disabilities, effective implementation of accommodations, and the use of data to guide intervention decisions.

Absenteeism and tardiness is another area of 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 send social workers to conduct home visits. Their objective is to provide support and motivation to these students, encouraging consistent attendance while also identifying and overcoming any obstacles that might be hindering their attendance.
To identify and target root causes, we will strengthen our MTSS system and problem-solving techniques.

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 is to help teachers obtain their professional licenses, to provide meaningful PD in the areas of Reading, ESE and ESOL to help teachers get certified in these areas, to increase support for ESOL students by developing new intervention and support systems, and to work with parents and offer them 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.

The school's area of focus is to improve academic achievement for elementary Exceptional Student Education (ESE) students through high-quality, standards-based instruction, differentiated teaching practices, evidence-based interventions, and ongoing progress monitoring. Instruction will be aligned to the Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and each student's Individualized Education Program (IEP). Teachers will provide appropriate accommodations, specially designed instruction, and targeted small-group interventions to ensure ESE students have equitable access to grade-level curriculum while addressing their individual learning needs.

This area of focus directly impacts student learning by strengthening foundational literacy and mathematics skills, increasing student engagement, and improving academic growth. Teachers will use Florida Assessment of Student Thinking (FAST) Progress Monitoring (PM1, PM2, and PM3) data, classroom assessments, and IEP progress monitoring to identify student needs, adjust instruction, and provide timely interventions. Collaboration among general education teachers, ESE teachers, interventionists, and school leaders will ensure that instructional decisions are data-driven and focused on improving student outcomes.

This focus was identified through a review of the previous year's data, including FAST Progress Monitoring results, district benchmark assessments, classroom performance, and IEP progress monitoring. The data indicated that elementary ESE students performed below school expectations in English Language Arts and Mathematics, demonstrating lower proficiency rates and slower academic growth than their non-ESE peers. These findings highlight the need for consistent implementation of differentiated instruction, targeted interventions, and frequent progress monitoring to accelerate learning, close achievement gaps, and increase proficiency for elementary ESE students.

The 2025–2026 accountability data identify Students with Disabilities (SWD) as a critical subgroup requiring intensive academic support and targeted interventions. Performance data indicate that only 17% of Students with Disabilities achieved proficiency in English Language Arts (ELA), compared to 43% of the overall student population. While 58% of Students with Disabilities demonstrated learning gains in ELA, indicating growth over time, overall proficiency remains substantially below the school's

expectations and highlights the need to accelerate achievement.
Mathematics is the school's most significant area of concern for this subgroup. Only 6% of Students with Disabilities achieved proficiency in mathematics, compared to 39% of all students. Additionally, Mathematics Learning Gains were 8%, significantly below the schoolwide rate of 56%, demonstrating that many students are not making sufficient progress toward grade-level standards. These results indicate a need for more intensive, data-driven instructional practices and interventions designed to address foundational skill deficits while maintaining access to grade-level content.

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 2026-27 school year, the percentage of Students With Disabilities meeting proficiency/scoring a level 3 or higher on PM3 ELA FAST assessment will increase from 17 % to 22 % percent.
By the end of the 2026-27 school year, the percentage of Students With Disabilities meeting proficiency /scoring a level 3 or higher on PM3 Math FAST assessment will increase from 6 % to 11 % percent.

Monitoring

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

Sunshine Elementary Charter School 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:

To improve outcomes for Students with Disabilities, the school will implement a comprehensive instructional plan focused on high-quality, specially designed instruction, differentiated teaching, and the consistent implementation of Individualized Education Program (IEP) accommodations. General education and ESE teachers will engage in collaborative planning to align instruction with grade-level standards while providing targeted supports that address individual student needs. Instruction will emphasize explicit teaching, scaffolded learning experiences, and evidence-based literacy and mathematics interventions delivered through flexible small-group instruction. The school will strengthen its Multi-Tiered System of Supports (MTSS) by using benchmark assessments, formative classroom data, and progress-monitoring tools to identify learning gaps and monitor student growth. Student data will be reviewed regularly during Professional Learning Community (PLC) meetings to evaluate the effectiveness of interventions and make timely instructional adjustments. Students demonstrating limited progress will receive intensified Tier II and Tier III interventions with frequent monitoring to ensure instructional decisions remain responsive to their academic needs. Professional learning for instructional staff will focus on evidence-based strategies for teaching students with disabilities, including explicit instruction, differentiated instruction, Universal Design for Learning (UDL), effective co-teaching practices, progress monitoring, and the implementation of accommodations with fidelity. Instructional coaches and school administrators will provide ongoing classroom support, coaching, and feedback to ensure consistent implementation of these practices across all grade levels. The school will also strengthen partnerships with families by providing regular communication regarding student progress, academic goals, intervention plans, and strategies families can use to reinforce learning at home. Building strong collaboration between school and home will help support continuous student growth and engagement. Through these targeted efforts, the school is committed to increasing academic achievement and accelerating learning for Students with Disabilities. Success will be measured through improvements in ELA and mathematics proficiency, increased learning gains, and reduced achievement gaps between Students with Disabilities and the overall student population. Ongoing review of assessment data and collaborative instructional planning will ensure that interventions remain effective and responsive throughout the school year. 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:

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 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.

Area of Focus #2

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.

Strengthening student proficiency in reading comprehension through the use of standards-aligned, data-driven instruction and targeted small-group interventions across all relevant grade levels. Review of the previous year's assessment data, classroom formative assessments, and teacher observations indicated that many students demonstrated difficulty with grade-level reading comprehension skills, including identifying central ideas, making inferences, citing textual evidence, and analyzing complex texts. These challenges were evident across multiple grade levels and impacted students' performance in other content areas that require strong literacy skills.
To address this need, instructional practices will focus on differentiated instruction, frequent progress monitoring, explicit modeling of comprehension strategies, and targeted small-group instruction based on student data. Teachers will use formative assessment results to adjust instruction, provide timely interventions, and ensure students receive appropriate support to meet grade-level expectations.
This area of focus was identified as a priority because prior-year achievement data revealed that reading proficiency was below the school's desired performance targets, with notable achievement gaps among identified student subgroups. Strengthening instructional practices in literacy is expected

to improve student engagement, increase academic achievement across content areas, and support continued growth toward state and district performance goals.

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 2026-27 school year, the percentage of students meeting proficiency/scoring a level 3 or higher on PM3 ELA FAST assessment will increase from 43 % to 48 % .
By the end of the 2026-27 school year, the percentage of students meeting proficiency /scoring a level 3 or higher on PM3 Math FAST assessment will increase from 39 % to 44 % percent.

Monitoring

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

Progress toward this Area of Focus will be monitored through ongoing analysis of student performance data collected from formative assessments, benchmark assessments, classroom assignments, and teacher observations. Student data will be reviewed regularly to identify learning trends, measure growth, and determine the effectiveness of instructional strategies and interventions. Teachers will use data during collaborative planning meetings and professional learning community (PLC) discussions to adjust instruction, regroup students for targeted support, and implement evidence-based interventions as needed. Progress monitoring will occur throughout the school year to ensure students are making adequate progress toward grade-level standards. The results of these reviews will guide instructional decisions, inform intervention plans, and support continuous improvement in student achievement.

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:

To improve student achievement in reading across all relevant grade levels, teachers will implement evidence-based instructional practices that include explicit, systematic instruction in reading comprehension, differentiated small-group instruction, and data-driven decision-making. Instruction will incorporate close reading strategies, vocabulary development, text-dependent questioning, and opportunities for collaborative discussion and written responses aligned to grade-level standards. Students requiring additional support will receive targeted interventions through tiered instruction using research-based intervention programs and instructional resources aligned with the school's Multi-Tiered System of Supports (MTSS). Teachers will use formative assessments, benchmark

assessments, progress-monitoring tools, and classroom performance data to identify student needs, monitor growth, and adjust instruction. Collaborative planning and Professional Learning Community (PLC) meetings will be used to analyze student data, evaluate the effectiveness of instructional practices, and determine appropriate interventions. School administrators and instructional coaches will conduct regular classroom observations, provide feedback on instructional implementation, and review student achievement data to ensure the interventions are being implemented with fidelity. Ongoing monitoring will inform instructional adjustments and help ensure students make progress toward meeting grade-level standards and the measurable outcomes established for this Area of Focus.

Rationale:
he selected evidence-based interventions were chosen based on a review of prior-year student achievement data, classroom formative assessments, benchmark assessment results, and teacher observations, which identified reading comprehension and proficiency as areas requiring improvement across relevant grade levels. Data indicated that many students experienced difficulty with grade-level standards, particularly in analyzing text, making inferences, using textual evidence, and applying academic vocabulary. Research supports the use of explicit instruction, differentiated small-group teaching, ongoing progress monitoring, and data-driven instructional decision-making as effective strategies for improving student achievement. Implementing these evidence-based practices will provide targeted support for students' individual learning needs, strengthen core instruction, and increase opportunities for timely intervention. Regular monitoring of student progress and instructional implementation will ensure that interventions are effective and adjusted as needed to improve student outcomes and achieve the school's academic 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
Implement targeted, evidence-based instruction based on student needs.

Person Monitoring:
Landy Laredo

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action to Be Taken:
Teachers will use student assessment data to identify learning gaps and provide differentiated instruction, small-group support, and targeted interventions aligned to grade-level standards. Instruction will include explicit modeling, guided practice, and opportunities for students to apply skills independently.
Monitoring the Impact:
The school will monitor the impact of this action step through ongoing review of formative assessments, benchmark data, student work samples, and progress-monitoring results. Teachers and instructional teams will analyze data during PLC meetings to determine student growth, identify students needing additional support, and adjust instructional strategies 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.

Attendance has been identified as an area of focus based on the prior year's student attendance data. During the 2025–2026 school year, Sunshine Elementary Charter School enrolled 194 students, and approximately 16% of students fell below the 90% attendance threshold. This represents approximately 31 students who were not attending school regularly enough to meet the 90% attendance benchmark. This level of absenteeism indicates that a significant number of students were experiencing missed instructional time and may not have had consistent access to classroom instruction, intervention, small-group support, and opportunities for academic practice.

Attendance directly affects student learning because students who are frequently absent miss essential instruction and may have difficulty maintaining continuity with classroom learning. The impact can be particularly significant for students who require additional academic support, as missed instructional time can result in gaps in foundational skills and reduce opportunities to participate in interventions designed to address those gaps. In addition to the number of students below 90% attendance, the school will examine attendance patterns by grade level and student subgroup to determine whether particular populations are disproportionately affected by absenteeism and whether attendance concerns are connected to academic performance.

The decision to identify attendance as an Area of Focus was based on the prior year data showing that approximately 16% of the student population fell below the 90% attendance threshold. With approximately 31 students affected, attendance represents a meaningful schoolwide concern and an opportunity for improvement. The school will use attendance monitoring, early identification of students approaching the chronic absenteeism threshold, family communication, and targeted attendance interventions to increase consistent student attendance. Improving attendance will provide students with more consistent access to instruction and academic interventions and will support improved student learning outcomes.

Measurable Outcome

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

By the end of the year, less thatn 16% 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 school will monitor attendance throughout the school year by conducting regular reviews of daily, weekly, and monthly attendance data. The administrative team, school counselor, MTSS team, and grade-level teachers will analyze attendance reports to identify students who are approaching or have met the threshold for chronic absenteeism. Student attendance data will be reviewed during leadership and MTSS meetings to identify trends by grade level and student subgroup, evaluate the effectiveness of current interventions, and determine the need for additional supports. Families of students with attendance concerns will receive timely communication, and individualized intervention plans will be developed to address barriers to regular attendance. Progress will be monitored continuously by tracking changes in average daily attendance, chronic absenteeism rates, and the impact of improved attendance on student academic performance. Attendance strategies and interventions will be adjusted throughout the year based on ongoing data analysis to ensure that all students have consistent access to high-quality instruction and the opportunity to achieve academic success.

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, 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 ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

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

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—reading supplement programs. 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 2026-27 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

SANDRA MARIE CURTIS HIGH SCHOOL

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 15

D. Early Warning Systems 16

II. Needs Assessment/Data Review 19

A. ESSA School, District, State Comparison 20

B. ESSA School-Level Data Review 21

C. ESSA Subgroup Data Review 22

D. Accountability Components by Subgroup 23

E. Grade Level Data Review 26

III. Planning for Improvement 27

IV. Positive Learning Environment 49

V. Title I Requirements (optional) 56

VI. ATSI, TSI and CSI Resource Review 61

VII. Budget to Support Areas of Focus 65

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 AchieveLearning 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 AchieveLearning 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 AchieveLearning’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 AchieveLearning 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
Skalis, Penny

pskalis@smcurtishighschool.com

Position Title
ESE 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
Boodhoo, Parbattie

pboodhoo@andrewshighschool.com

Position Title
ELL Coordinator

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
Curtis, Rodnika

rcurtis@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 AchieveLearning. All stakeholders are invited and are updated on the most recent developments across our school, our sister schools, and the AchieveLearning 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 BTM data

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)*** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL IMPROVEMENT RATING HISTORY	**2025-26:** **2024-25: COMMENDABLE** **2023-24: COMMENDABLE** **2022-23:** **2021-22: COMMENDABLE**

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 (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2026-27)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2025-26) 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 (2025-26) 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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	13	65	62	8	62	59	7	57	55
Grade 3 ELA Achievement									
ELA Learning Gains	50	60	59	8	59	58	69	59	57
ELA Lowest 25th Percentile		59	55		59	56		57	55
Math Achievement*	17	56	52	14	55	49	5	47	45
Math Learning Gains	9	47	45		53	47	60	50	47
Math Lowest 25th Percentile		50	44		59	49		57	49
Science Achievement	23	71	74	0	74	72	14	66	68
Social Studies Achievement*	10	81	76	15	81	75	6	74	71
Graduation Rate	51	94	94	51	92	92	55	92	90
Middle School Acceleration									
College and Career Acceleration	9	75	74	7	71	69	9	62	67
Progress of ELLs in Achieving English Language Proficiency (ELP)				40	53	52		50	49

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	23%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	182
Total Components for the FPPI	8
Percent Tested	86%
Graduation Rate	51%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
23%	18%	28%	19%	21%	16%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	32%	Yes	2	
English Language Learners	42%	No		
Black/African American Students	27%	Yes	7	7
Hispanic Students	40%	Yes	1	
White Students	60%	No		
Economically Disadvantaged Students	23%	Yes	4	4

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	13%		50%		17%	9%		23%	10%		51%	9%	
Students With Disabilities					0%						64%		
English Language Learners											83%	0%	
Black/African American Students	19%		54%		15%			23%	11%		53%	12%	
Hispanic Students											40%		
White Students											60%		
Economically Disadvantaged Students	18%		50%		18%	9%		23%	10%		47%	5%	

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%	

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	20%	63%	-43%	60%	-40%
ELA	10	16%	64%	-48%	61%	-45%
Biology	11	10%	58%	-48%	52%	-42%
Biology	12	10%	34%	-24%	34%	-24%
Geometry	11	14%	39%	-25%	26%	-12%
History	11	9%	80%	-71%	75%	-66%
History	12	14%	46%	-32%	56%	-42%
Biology	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	10	** 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?

Science Achievement demonstrated significant improvement. There was a 0% achievement in 2025, followed by a 23% achievement in 2026.

Data: Demonstrated: ELA increased from 8% in 2025 to 13% in 2026, representing a growth of 5%. In 2026, the math score increased by 3% from 14% in 2025. Social Science saw a decrease of 5% in 2026 compared to the 2025 which was 10%.

To support our Tier 2 and Tier 3 students preparing for End-of-Course (EOC) exams, we implemented interventions and direct instruction. Additionally, we hired Mr. Brooks, a new Science teacher, to provide targeted instruction for these students. SMC has also focused on addressing language barriers. We have implemented staff members who speak Creole and Spanish, individuals who engage students by using fun and exciting language. Additionally, our staff members connect with students on a more fundamental level to capture their attention, encouraging them to study and explore specific subjects.

Instructional strategies that we used in our practice to assist the students:

· Spaced Retrieval Practice: Regularly quiz students on concepts learned weeks earlier to reinforce memory and prevent forgetting.
· Scaffolded Vocabulary: Teach essential scientific terms in rich, contextual frameworks instead of relying on rote memorization.
· Inquiry-Based Learning: Incorporate hands-on demonstrations and real-world examples to connect abstract concepts with tangible experiences.

Lowest Performance

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

Economically Disadvantaged (ED) students continue to be the school's lowest-performing subgroup, as evidenced by a decline in the Federal Index from 30% to 23%. Additionally, this

subgroup has remained below the 41% proficiency benchmark for four consecutive years, indicating a persistent trend of underperformance that requires targeted intervention and sustained support.

Several factors have contributed to this decline in student performance. The school serves a high percentage of economically disadvantaged students, many of whom experience barriers associated with poverty and unstable residency. These challenges often affect students' ability to consistently engage in learning and access academic support both inside and outside of school. Limited access to technology, transportation, educational resources, and enrichment opportunities further widens existing achievement gaps.

Data analysis also identified instances of misidentification within the district's Student Information System (SSI), resulting in inaccuracies in subgroup reporting and the need for ongoing data verification to ensure students receive appropriate services and supports. In addition, chronic absenteeism has significantly contributed to learning loss. Excessive absences reduce instructional time, limit opportunities for intervention and remediation, and negatively impact academic growth and achievement.

Students with Disabilities (SWD) represent the school's lowest-performing subgroup in mathematics and continue to demonstrate persistent achievement gaps when compared to their grade-level peers. Performance data indicate that this subgroup has not met the expected proficiency targets, highlighting the need for intensified instructional support and evidence-based interventions to accelerate mathematics achievement.

Several factors have contributed to the subgroup's low performance in mathematics. Students with Disabilities often require specialized instruction, accommodations, and differentiated learning experiences to access grade-level mathematical content successfully. Inconsistent attendance, learning interruptions, and gaps in foundational mathematical skills have further impacted their ability to master increasingly rigorous standards.

Additionally, a staff shortage in this area led to limited opportunities for intensive intervention, inconsistent implementation of Individualized Education Program (IEP) accommodations across instructional settings, and challenges in transferring mathematical reasoning and problem-solving skills to grade-level tasks have contributed to lower achievement outcomes.

Greatest Decline

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

The subject area that shows the greatest decline is **Social Studies**. As it is evidenced in the

Accountability Components by Subgroup, in 2024- 2025, the data showed, across all students, a 15% learning gain, but for the 2025-2026 school year that number declined by 5% and now sits at 10%.

Additionally, as shown in the Grade Level Data Review - State Assessments, the History Subject area, for Grade 11 showed 9% achievement, the lowest when compared to all other subject areas. The school-district comparison showed a decline of -71%, the greatest decline of all subject areas. Lastly, the School-State Comparison shows a decline of -66%, also the lowest of each subject area at SMC.

Contributing factors -Departure of Mr. Grimes:
A major factor that contributed to this was the short-staffing of our Social Studies department. In 2024-2025, we had 2 teachers who split the responsibilities in that department; Mr. Grimes and Mr. Rya. Mr. Grimes was over the US. History and U.S. Government and Mr. Rya was over World History and Economics. Mr. Grimes left us at the end of the 24-25 SY to pursue interests in Seattle, and SMC was unable to fill that vacancy for the 25-26 SY despite all efforts.

As a result, we were unable to have the U.S. History DI that he held regularly that targeted Tier 2 students enrolled in U.S. History. In his absence, our scores in this area plummeted the following school 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 Grade Level Data Review of State Assessments indicates that **History** is the school's greatest area of need when compared to state performance. The school achieved a proficiency rate of 9% in History, the lowest performance across all assessed content areas, while the state achieved a proficiency rate of 75%, the highest-performing subject statewide. This resulted in a -66 percentage point gap, representing the largest discrepancy between school and state performance among all tested subjects.

Several factors likely contributed to this significant performance gap. Analysis of instructional and student performance data suggests that students entered the assessment with substantial deficits in foundational social studies knowledge, academic vocabulary, and literacy skills necessary to analyze historical texts and primary sources. Because many students are performing below grade level in reading, they experience difficulty interpreting complex informational passages, evaluating evidence, and constructing responses aligned to the rigor of the History standards. These literacy challenges directly affect students' ability to demonstrate content mastery on the state assessment.

Additional contributing factors include inconsistent exposure to standards-aligned instruction, limited opportunities for students to engage in document-based analysis and higher-order questioning, and insufficient use of formative assessment data to identify and address learning gaps throughout the year. Student absenteeism also contributed to unfinished learning, reducing instructional time and limiting students' exposure to essential historical concepts and skills. Furthermore, the school's high population of economically disadvantaged students and other at-risk subgroups has increased the need for differentiated instruction and targeted academic supports that were not consistently implemented at the level necessary to close achievement gaps.

Since we lost one of our only 2 History teachers, and were short staffed thereafter, trend data indicate that History has remained one of the school's weakest content areas, with proficiency rates consistently well below state averages. While other subject areas have demonstrated incremental improvement or relative stability, History performance has not shown comparable gains, suggesting the need for us to hire, retain, and train an additional Social Studies teacher, and then provide them with training so thatthat current instructional practices and intervention strategies sufficiently address the underlying causes of low achievement.

Additinally, this persistent trend demonstrates our lack of ability to have a full and robust Social Studies department dedicated to creating and fostering a comprehensive instructional plan that includes standards-aligned planning, explicit vocabulary instruction, literacy integration across the curriculum, frequent formative assessments, data-driven intervention cycles, and ongoing professional learning to strengthen social studies instruction. Not addressing these factors this past school year played a major role in student proficiency and caused the substantial gap between school and state performance in History.

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. History 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 Social 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 World History and US History, this affects student learning by helping to create a foundation for later Social Science courses, and more specifically those US. Gov't, that are at a higher level.

In grades 11-12 U.S. History, Economics, and US. Government instruction will take precedence, with aim to prepare students to achieve higher success on the US History EOC and the FCLE. This affects student learning by preparing students to meet graduation assessment expectations as well as prepare them for a life after high school. as a citizen and/or as a post-secondary student.

Rationale: In the 2024-2025 SY, the Black student subgroup showed 27% proficiency in the Federal Index, making this subgroup our most consecutively low performing, with 7 years consecutively scoring below 32%. Additionally, this is our 2nd largest population in our school, 2nd to only our FRL population which makes up 100% of our school. When combined with the fact that our school's greatest gap was in History 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 the History subject area.

In addition to Social Studies, there are opportunities to support growth in Math, ELA, and ELA learning gains as well. Goals for these accountability components that will contribute to reaching the school goal of 41% by the end of the year to exit CSI are included in the next section, "Measurable 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.

By May 31, 2027, the Black/African American Student subgroup at Sandra Marie Curtis High School will show a percentage point of at least 41% proficient in History Achievement as evidenced by the Spring 2027 US History EOC for Grades 9 - 12.

By May 31, 2027, the Black/African American Student subgroup at Sandra Marie Curtis High School will show a percentage point of at least 41% proficient in Math as evidenced by the Spring 2027 State Assessments in Math (Algebra 1 EOC and Geometry EOC).

By May 31, 2027, the percentage of Black/African American students demonstrating proficiency in ELA/Reading will increase to at least 41%, as measured by the state assessment (FAST).

ELA Learning Gains: By the end of the 2026–2027 school year, the school will increase the percentage of students demonstrating learning gains in ELA/Reading to **at least 41%**, 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.

Monitoring: Student learning will be monitored through a systematic cycle of data collection, analysis, intervention, and reassessment.

The school will review FAST and other state assessment data, district benchmark assessments, classroom assessments, progress-monitoring data, and MTSS data throughout the school year.

Leadership and instructional teams will conduct quarterly data reviews to monitor progress across all accountability components and disaggregate results by grade level, student group, course, standard, and level of performance.

Data will be used to identify students requiring additional support and to determine whether instructional interventions are producing the desired learning gains.

Progress toward the 41% CSI exit goal will be monitored at each data-review cycle, and instructional practices and interventions will be adjusted as needed.

Social Studies: This area will be monitored by testing students in the Fall US History EOC

Assessments, the Winter US History EOC Assessments, and the Spring US History 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.

ELA Learning Gains**:** Student progress toward this goal will be monitored through FAST assessments, district benchmark assessments, classroom assessments, and ongoing progress-monitoring data. Data will be reviewed at least quarterly to identify students who are not demonstrating adequate growth, determine instructional needs, and implement targeted interventions. The school will use these data to adjust instruction and provide additional support to students who are at risk of not achieving the expected learning gain, thereby contributing to the school's overall 41% goal for exiting CSI status.

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 US History 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 10, 2026 & 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 10, 2026 & 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 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.

Focus Description: Increasing the 9-12 grade band of Hispanic Student subgroup's learning gains in Reading Achievement is an Area of Focus. This element was identified as a newly emerging need from the data reviewed in the accountability components by subgroups provided by the FDOE. This requires fidelity in our MTSS, ELL, and Reading programs.

Rationale: The Hispanic Subgroup is a new ESSA subgroup for us this year. Prior to this we had the ELL groups as a subroup, but now they are performing over the 41% and is no longer a subgroup, and instead, our Hispanic subgroup has now dipped to 40%. If not improved, this could lead to us potentially have both the ELLs and the Hispanics as ESSA subgroups next school year.

Furthermore, ensuring that of those Hispanic students that are also 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 plays a critical role. Parents of Hispanic and ELL students shall be included in all activities as well as provided with information in their heritage language.

In addition to ELA, there are opportunities to support growth in Math, Social Studies, Science, and learning gains as well. Goals for these accountability components that will contribute to reaching the school goal of 41% by the end of the year to exit CSI are included in the next section, "Measurable 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.

By May 31, 2027, the Hispanic 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 2027 FAST ELA for Grades 9 - 10 and ELA Retake assessments for grades 11-12.

Mathematics Achievement: By the end of the 2026–2027 school year, the percentage of Hispanic students demonstrating proficiency in Mathematics will increase to **at least 41%**, as measured by the state assessment (Algebra 1 EOC and Geometry EOC).

Mathematics Learning Gains: By the end of the 2026–2027 school year, the percentage of Hispanic students demonstrating learning gains in Mathematics will increase to **at least 41%**, as measured by the state assessment (Algebra 1 EOC and Geometry EOC).

Social Studies Achievement: By the end of the 2026–2027 school year, the percentage of Hispanic students demonstrating proficiency in Social Studies will increase to **at least 41%**, as measured by the applicable state assessment (US Government EOC and FCLE).

Science Achievement: By the end of the 2026–2027 school year, the percentage of Hispanic students demonstrating proficiency in Science will increase to **at least 41%**, as measured by the applicable state assessment (Biology EOC).

Monitoring

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

Throughout the 2026–2027 school year, the school will systematically monitor the performance of the Hispanic ESSA subgroup across ELA, Mathematics, Mathematics learning gains, Social Studies, Science, and other applicable accountability components. Data will be reviewed at least quarterly by school leadership and instructional teams to determine whether the subgroup is demonstrating sufficient progress toward the 41% school goal required to support exiting CSI status. Students demonstrating insufficient progress will receive targeted instructional support, and the effectiveness of interventions will be evaluated through subsequent progress-monitoring cycles.

At each benchmark and data-review cycle, instructional teams will disaggregate student performance data for the Hispanic ESSA subgroup by course, grade level, standard, and performance level. The school will establish interim growth targets leading to the end-of-year goal of 41% or higher and will adjust instructional strategies, intervention services, and MTSS supports when students or student groups are not on track to meet established targets.

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.

For our Hispanic students who also fall into the category of ELL, 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.

Mathematics Achievement: Student performance will be monitored through FAST/district benchmark assessments, classroom assessments, and progress-monitoring data at regular intervals throughout the school year. Instructional teams will identify achievement gaps and provide targeted intervention to students who are not demonstrating adequate progress.

Mathematics Learning Gains: Progress will be monitored through benchmark and progress-monitoring assessments, with instructional adjustments and targeted interventions implemented for students who are not on track to meet their expected growth targets.

Social Studies Achievement: Teachers and school leadership will monitor student performance on common assessments, benchmark assessments, and standards-aligned classroom assessments to identify areas of need and provide targeted instructional support.

Science Achievement: Student progress will be monitored through benchmark assessments, classroom assessments, standards-based data reviews, and intervention progress monitoring. Instructional teams will use the data to identify standards requiring additional attention and adjust instruction accordingly.

Person responsible for monitoring outcome
Celia Benitez

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 our online learning platform, the Graduation Alliance (GA) Platform (formerly Harris Digital Learning) curriculum. For our Hispanic students that are also ELLs, Heritage language dictionaries and content-area glossaries will be incorporated. 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 those Hispanic students are also 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 Hispanic subgroup focus).

Person Monitoring:
Shanteala Mash

By When/Frequency:
August 10, 2026 & 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:
Parbattie Boodhoo

By When/Frequency:
August 11, 2025 & Monitored Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Assistant Principal, Literacy Coach/MTSS Coordinator, and the ELL Coordinator will meet to analyze and assess the reading curriculum needs of our Hispanic subgroup. The Assistant principal when ensure the ordering of these materials for the school year.
For those Hispanic students that are also ELLs, 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 with a focus on culturally responsive teaching and ESOL strategies.

Person Monitoring:
Parbattie Boodhoo

By When/Frequency:
August 4, 2026 & 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
-Culturally Responsive Teaching
-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:
Parbattie Boodhoo

By When/Frequency:
Starting August 10, 2026, & 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 for Hispanic students, language proficiency levels for those Hispanic students that fall into the ELL category, 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 as well as the Hispanic student subgroup.

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: 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 2026 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 32% in the Federal Percent of Points Index for the 25-26 SY in grade band 9-12, a 7% increase (up from 25% in SY 24-25). In SY 23-24, SWD was not identified as one of our subgroups as we were at 69% in this area, reflecting a 44% drop. We feel it is within our school's capacity to return to the achievement level of that of our 23-24 SY.

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.

In addition to ELA, there are opportunities to support growth in Math, Social Studies, Science, and learning gains as well. Goals for these accountability components that will contribute to reaching the school goal of 41% by the end of the year to exit CSI are included in the next section, "Measurable 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.

In 2025, SWD performed at 25%, in 2026 SWD performed at 32% reflecting a 7% increase.

By May 31, 2027, 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 2027 FAST ELA for Grades 9 - 10 and ELA Retake assessments for grades 11-12.

Mathematics Achievement: By the end of the 2026–2027 school year, the percentage of SWD students demonstrating proficiency in Mathematics will increase to **at least 41%**, as measured by the state assessment (Algebra 1 EOC and Geometry EOC).

Mathematics Learning Gains: By the end of the 2026–2027 school year, the percentage of SWD students demonstrating learning gains in Mathematics will increase to **at least 41%**, as measured by the state assessment (Algebra 1 EOC and Geometry EOC).

Social Studies Achievement: By the end of the 2026–2027 school year, the percentage of SWD students demonstrating proficiency in Social Studies will increase to **at least 41%**, as measured by the applicable state assessment (US Government EOC and FCLE).

Science Achievement: By the end of the 2026–2027 school year, the percentage of SWD students demonstrating proficiency in Science will increase to **at least 41%**, as measured by the applicable state assessment (Biology EOC).

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.

Throughout the 2026–2027 school year, the school will systematically monitor the performance of the SWD ESSA subgroup across ELA, Mathematics, Mathematics learning gains, Social Studies, Science, and other applicable accountability components. Data will be reviewed at least quarterly by school leadership and instructional teams to determine whether the subgroup is demonstrating sufficient progress toward the 41% school goal required to support exiting CSI status. Students demonstrating insufficient progress will receive targeted instructional support, and the effectiveness of interventions will be evaluated through subsequent progress-monitoring cycles.

Mathematics Achievement: Student performance will be monitored through FAST/district benchmark assessments, classroom assessments, and progress-monitoring data at regular intervals throughout the school year. Instructional teams will identify achievement gaps and provide targeted intervention to students who are not demonstrating adequate progress.

Mathematics Learning Gains: Progress will be monitored through benchmark and progress-monitoring assessments, with instructional adjustments and targeted interventions implemented for students who are not on track to meet their expected growth targets.

Social Studies Achievement: Teachers and school leadership will monitor student performance on common assessments, benchmark assessments, and standards-aligned classroom assessments to identify areas of need and provide targeted instructional support.

Science Achievement: Student progress will be monitored through benchmark assessments, classroom assessments, standards-based data reviews, and intervention progress monitoring. Instructional teams will use the data to identify standards requiring additional attention and adjust instruction accordingly.

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 GA Platform (formally Harris Digital Learning) 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:
Penny Skalis

By When/Frequency:
August 10, 2026 / 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 outside 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.
Action to Be Taken and Monitoring of Impact:
The school will strengthen supports for Students with Disabilities (SWD) by ensuring full implementation of Individualized Education Programs (IEPs), providing targeted academic interventions, and maintaining ongoing collaboration between the ESE Specialist, school administration, and instructional staff.
The ESE Specialist will ensure that all students with disabilities remain in compliance with federal, state, and district requirements by monitoring timelines for annual reviews, reevaluations, progress

reports, and required documentation. Compliance will be reviewed weekly during scheduled one-on-one meetings with the Assistant Principal to proactively address upcoming deadlines, resolve compliance concerns, and ensure all required services are implemented with fidelity.
The ESE Specialist will also ensure that all instructional staff have access to students' current IEPs and understand the accommodations, modifications, and specially designed instruction required for each student. The specialist will coordinate and facilitate IEP meetings with families and stakeholders, monitor progress toward IEP goals, and provide coaching and support to teachers regarding implementation of accommodations and instructional strategies. Weekly meetings with the Assistant Principal will include a review of IEP completion rates, meeting schedules, progress monitoring data, and any identified implementation concerns requiring follow-up.
To improve academic outcomes, particularly in History and Mathematics, the ESE Specialist will provide targeted instructional support through both push-in services within the general education classroom and pull-out interventions designed to address individual student skill deficits. Interventions will be aligned to grade-level standards and individual IEP goals, with an emphasis on foundational literacy, mathematics, content-specific vocabulary, and critical thinking skills. Student progress will be monitored through formative assessments, intervention data, classroom performance, benchmark assessments, and IEP goal progress. The ESE Specialist and Assistant Principal will review these data weekly to determine the effectiveness of interventions, identify students requiring additional support, and make data-informed adjustments to instructional plans.
The impact of these action steps will be measured through multiple indicators, including 100% IEP compliance, consistent implementation of accommodations and services, improved progress toward IEP goals, increased student participation in interventions, improved attendance for targeted students, growth on district benchmark assessments, classroom performance data, and improved proficiency rates on state assessments. Regular classroom observations, instructional walkthroughs, and data chats with teachers will further ensure that interventions are implemented with fidelity and that instructional practices are adjusted to meet the needs of Students with Disabilities throughout the school year.
Stakeholder Involvement:
The development and implementation of the Students with Disabilities (SWD) Area(s) of Focus will be a collaborative process involving key stakeholders to ensure that instructional decisions are data-driven, student-centered, and aligned with school improvement priorities.
The Exceptional Student Education (ESE) staff, including the ESE Specialist and ESE teachers, will play a central role in analyzing student performance data, identifying barriers to achievement, monitoring Individualized Education Program (IEP) implementation, and recommending evidence-based instructional strategies and interventions. ESE staff will also provide ongoing coaching and technical support to general education teachers to ensure students receive appropriate accommodations, specially designed instruction, and access to grade-level standards.
The Multi-Tiered System of Supports (MTSS) Team will regularly review academic, behavioral, attendance, and progress-monitoring data to identify students requiring additional interventions and to evaluate the effectiveness of Tier II and Tier III supports. The MTSS Team will use data to make timely instructional decisions, monitor intervention fidelity, and recommend adjustments to intervention plans to improve student outcomes.
General education teachers will actively participate in collaborative planning, Professional Learning Communities (PLCs), data chats, and problem-solving meetings to analyze student performance, implement differentiated instruction, and ensure the consistent delivery of IEP accommodations within the general education setting. Through collaboration with ESE staff, teachers will develop targeted instructional plans that address individual student needs while maintaining rigorous, standards-based instruction.
School administrators, including the Principal and Assistant Principal, will oversee implementation of the SWD action plan by facilitating regular data review meetings, monitoring classroom instruction

through walkthroughs and observations, and ensuring accountability for the implementation of instructional strategies and interventions. Administrators will also support professional learning opportunities and allocate resources to strengthen inclusive instructional practices.
Ongoing collaboration among ESE staff, the MTSS Team, general education teachers, and school leadership will occur through weekly leadership meetings, PLCs, MTSS meetings, IEP meetings, and data review sessions. This continuous cycle of collaboration and data analysis will ensure that instructional practices are adjusted based on student needs, interventions are implemented with fidelity, and progress toward improving outcomes for Students with Disabilities is monitored throughout the school year.

Action Step #2
Incorporate strategies to build general education teacher capacity as it relates to providing ESE supports to SWD.

Person Monitoring:
Shanteala Mash

By When/Frequency:
August 10, 2026 / Ongoing weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action to Be Taken and Monitoring of Impact:
The school will increase the capacity of general education teachers to effectively meet the needs of Students with Disabilities (SWD) through ongoing collaboration with Exceptional Student Education (ESE) staff, targeted professional learning, and the implementation of differentiated instructional practices. General education and ESE teachers will engage in collaborative planning to analyze student data, align instruction with grade-level standards and Individualized Education Program (IEP) goals, and identify appropriate accommodations, modifications, and evidence-based instructional strategies. This collaborative approach will ensure that students receive consistent support across instructional settings while maintaining access to rigorous grade-level content.
Targeted professional development will be provided throughout the school year to strengthen teachers' knowledge of specially designed instruction, effective differentiation, Universal Design for Learning (UDL), progress monitoring, and the implementation of accommodations and interventions. Professional learning opportunities will also address how specific disability eligibility categories may impact learning, behavior, communication, executive functioning, and academic performance, enabling teachers to make informed instructional decisions that support student success.
Teachers will implement differentiated instruction and targeted interventions based on multiple sources of student data, including classroom assessments, district benchmark assessments, IEP progress-monitoring data, and formative assessments. Instructional supports will include flexible grouping, scaffolded instruction, explicit vocabulary development, multisensory instructional strategies, and opportunities for additional guided practice to address individual learning needs.
The impact of these action steps will be monitored through regular classroom walkthroughs and instructional observations conducted by school administrators and the ESE Specialist to ensure the consistent implementation of accommodations, differentiated instructional practices, and specially designed instruction. Collaborative planning sessions, professional learning participation, and coaching cycles will be documented and reviewed throughout the year. Student progress will be monitored using formative assessment data, benchmark assessments, IEP goal progress, intervention data, and state assessment results to evaluate the effectiveness of instructional practices. Data will be reviewed during Professional Learning Community (PLC) meetings, MTSS meetings, and leadership team data chats to identify trends, determine the effectiveness of supports, and make timely instructional adjustments to improve outcomes for Students with Disabilities.

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 25-2026 SY. This element was identified as a crucial need from the data reviewed in the accountability components by subgroups provided by the FDOE.

Rationale - Economically Disadvantaged students had a performance of 23% in the Federal Percent of Points Index in SY 25-26. Last year, in SY 24-25, the Federal Points Index for this group was 30%. The data reflects a 7% drop from year to year.

Focusing on this area 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.

In addition to ELA, there are opportunities to support growth in Math, Social Studies, Science, and learning gains as well. Goals for these accountability components that will contribute to reaching the school goal of 41% by the end of the year to exit CSI are included in the next section, "Measurable 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.

25-26 SY data shows the FRL subgroup performing at 23%. In SY 24-25, FRL was at 30% reflecting a 7% decrease.

By May 31, 2027, 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 2027 FAST ELA for Grades 9 - 10 and ELA Retake assessments for grades 11-12.

Mathematics Achievement: By the end of the 2026–2027 school year, the percentage of FRL students demonstrating proficiency in Mathematics will increase to **at least 41%**, as measured by the

state assessment (Algebra 1 EOC and Geometry EOC).

Mathematics Learning Gains: By the end of the 2026–2027 school year, the percentage of FRL students demonstrating learning gains in Mathematics will increase to **at least 41%**, as measured by the state assessment (Algebra 1 EOC and Geometry EOC).

Social Studies Achievement: By the end of the 2026–2027 school year, the percentage of FRL students demonstrating proficiency in Social Studies will increase to **at least 41%**, as measured by the applicable state assessment (US Government EOC and FCLE).

Science Achievement: By the end of the 2026–2027 school year, the percentage of FRL students demonstrating proficiency in Science will increase to **at least 41%**, as measured by the applicable state assessment (Biology EOC).

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.

Throughout the 2026–2027 school year, the school will systematically monitor the performance of the FRL ESSA subgroup across ELA, Mathematics, Mathematics learning gains, Social Studies, Science, and other applicable accountability components. Data will be reviewed at least quarterly by school leadership and instructional teams to determine whether the subgroup is demonstrating sufficient progress toward the 41% school goal required to support exiting CSI status. Students demonstrating insufficient progress will receive targeted instructional support, and the effectiveness of interventions will be evaluated through subsequent progress-monitoring cycles.

Mathematics Achievement: Student performance will be monitored through FAST/district benchmark assessments, classroom assessments, and progress-monitoring data at regular intervals throughout the school year. Instructional teams will identify achievement gaps and provide targeted intervention to students who are not demonstrating adequate progress.

Mathematics Learning Gains: Progress will be monitored through benchmark and progress-

monitoring assessments, with instructional adjustments and targeted interventions implemented for students who are not on track to meet their expected growth targets.

Social Studies Achievement: Teachers and school leadership will monitor student performance on common assessments, benchmark assessments, and standards-aligned classroom assessments to identify areas of need and provide targeted instructional support.

Science Achievement: Student progress will be monitored through benchmark assessments, classroom assessments, standards-based data reviews, and intervention progress monitoring. Instructional teams will use the data to identify standards requiring additional attention and adjust instruction accordingly.

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 GA Platform (formerly Harris Digital Learning) 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 10, 2026 / 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 10, 2026/ Ongoing Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
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 10, 2026 / 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:
Shanteala Mash

By When/Frequency:
August 10, 2026 / Ongoing Weekly

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, 2027, 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…"
• 53% responded with - "I feel people care about me."
• 35% responded with - "I am valued as an individual"
• 8% responded with - "I want to be recognized"
• 3% responded with - "I want to blend in"
• 1% responded with - "I want to be left alone"
• 0% 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
2026-2027

Introduction

The mission of 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…” Because of how important this mission is for both our students and the community we serve, we made attendance an area of extreme focus again this year. When students do not come to school, they are stepping away from the amazing resources available to build them up for lifelong success. In other words, poor student attendance is linked to decreased academic performance and makes school completion and on-time graduation less likely.

When we look at last year’s attendance data, we can see that a least one case of chronic absenteeism is present within each grade level with the most cases seen among the seniors. This means that our efforts must be mobilized towards creating strategies to address the seniors attendance problem and prevent it from becoming worse this school year.

SMART Goal for the school year

The goal of Sandra Marie Curtis High School is to increase the overall student attendance rate by at least 5% by the end of the school year. Special emphasis will be placed on supporting 12th-grade students, who demonstrated the highest absenteeism rates during the previous school year, through targeted attendance interventions and individualized monitoring.

Monitoring

The first step to monitor in-person attendance is through sign-in sheets. This is a method that worked very well last year. As soon as the student enters the building, they must sign some sort of sheet that can be used as documentation of their presence in the building. Another and even more accurate way we use to ensure that the students are attending school is through academic completion. This is why keeping an eye on their activity on the Graduation Alliance system is as important as verifying whether they signed-in or not. Additionally, it is a must that attendance is monitored in both the Graduation Alliance and the District’s SIS. Not only that. Both data must match at all times. This ensures the existence of duplicate data in the case that one is not available.

Attendance monitoring is the primary responsibility of the attendance clerk. They work in close collaboration with the Enrollment Team, the Data Processor, other support staff, instructional staff and the administrators who also have their role to play in this crucial process.

Interventions:

This year, the attendance plan will focus on 5 interventions.

1- Accurate record keeping

- Description of Intervention and Rationale

Data is our compass to make decisions for each student. It is crucial that any information on a student's attendance reflects reality. It must be as recent as possible and ready to be analyzed. Attendance data must not only be electronic. We must also have paper formats so that in the case where the electronic format is not available.

- Relevant Action Steps

1- Take attendance daily in the Graduation Alliance SIS and report it in Focus.

2- Verify discrepancies created by enrollment dates and withdrawal dates inacurracies

3- Have organized and separate binders for each location where attendance is taken.

4- Report weekly attendance data. Keep both an electronic and paper record.

2- PBIS

- Description of Intervention and Rationale

PBIS stands for Positive Behavioral Interventions and Supports. Using this framework to support our attendance goal this year again is a way to show our commitment to approach our students through a liberating lens and also our commitment to uplift their student experience.

- Relevant Action Steps

1- Celebrate perfect attendance every FTE period.

2- Celebrate students that are making progress towards their chronic absenteeism issues every time a learning conversation is had with that student. They can receive a gift card or a coupon to Jersey Mikes.

3- Celebrate students that worked towards their tardiness issues every time a learning conversation is had with that student.

4- Host classroom award ceremonies every quarter.

3- Communication

- Description of Intervention and Rationale

Communication is our way to gather information from the students and their caregivers so we can better understand and assist them.

- Relevant Action Steps

1- Request a learning conversation with students and their caregivers whenever they are late during a full school week.

2- Call or email parents when students are absent during a full week.

3- Conduct home visits when students have been absent for at least 2 full school weeks.

4- Send Reminds to parents to remind them of the importance of consistent school attendance.

4- Data Tracking

- Description of Intervention and Rationale

Data is our compass to make effective and meaningful decisions that will ultimately lead to our students' success. A whole part of the role of an attendance is to deal with data. It is important that the data stays accurate and recent because the contrary will mean that the decisions that are made for some students will not be appropriate (they were not driven by appropriate data).

- Relevant Action Steps

1- Create a matchup between Focus and the Graduation Alliance SIS every week to ensure there is no discrepancies in student entries and withdrawals

2- Do a quarterly review of the attendance data

5- Accommodation

- Description of Intervention and Rationale

Attendance issues are complex. They involve the understanding of multiple elements and factors all at once. It is crucial for us to constantly provide accommodations to our students. Two students might present chronic absenteeism issues but they can't be analyzed the same way which will also mean that the intervention to address them must not be the exact same.

- Relevant Action Steps

1- Understand behaviors and understand what will trigger our early warning systems

2- Have regular conversations on attendance misbehavior to assist them and not punish them

Person responsible for monitoring outcome
Andriss Charles

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:
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:
Rodnika Curtis

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:
Celia Benitez

By When/Frequency:
By August 10, 2026 & Ongoing Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our MTSS Coordinator, assisted by our School Assessment Coordinator, and 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 6 Core Values each month. The last 4 moths will repeat the first Core Value and continue on. Our Values can be summed up to these key terms:
1. Treating People with Respect & Dignity
2. Reach for High Standards of Performance
3. Student Success First
4. Quest for Quality
5. Integrity and Ethics
6. Teamwork

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 6 AchievePoint FL Academies, under AchieveLearning, an FDOE educational services provider.

One of AchieveLearning's "non-negotiables" is:
-Yearlong Professional Development and Professional Learning Communities in all schools and across all AchievePoint FL Academy Schools that utilize district and Achievement Framework PDs.

To meet this requirement we attend the following:
• ALDA (AchieveLearning Leadership Development Academy)
• Monthly AchieveLearning 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 ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

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

The school will work collaboratively with the district to ensure that identified resources are strategically aligned to the academic and instructional needs of students. School leadership and instructional teams will regularly review student achievement, benchmark assessment, progress-monitoring, MTSS, and accountability data to identify areas of need and determine whether current resources are adequately addressing those needs. These identified needs will be communicated with district personnel through regularly scheduled meetings, data reviews, and ongoing consultation with district content-area and support staff. An example of a scheduled meeting would be the Title II A meetings to collaborate on funding for professional development.

The school and district will review the effectiveness and appropriate use of instructional materials, intervention resources, professional learning, staffing allocations, and other available supports based on student performance and progress toward established goals. When data indicate that a resource is not producing the desired outcomes, the school will collaborate with the district to modify its implementation, identify additional resources, or redirect existing resources to areas of greater need. For example, during an APR review meeting, resources might be identified for our ESE program.

Resource decisions will be prioritized based on their potential impact on student achievement, with particular attention to the needs of identified ESSA subgroups, students performing below proficiency, and students not demonstrating expected learning gains. The school will monitor the implementation and effectiveness of these resources throughout the year and provide the district with updates on progress, barriers, and additional resource needs.

Through this ongoing school-district review process, resources will be adjusted as needed to support improved student outcomes in ELA, Mathematics, Science, Social Studies, and learning gains, with the overall goal of accelerating student achievement and contributing to the school's 41% goal for exiting CSI status.

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, GA Platform curriculum, 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).

Funding allocations will be strategically utilized throughout the 2026–2027 school year to address identified academic, instructional, and postsecondary readiness needs and to accelerate progress toward the school's SIP goals and the 41% goal necessary to exit CSI. Resource allocation decisions are based on state assessment results, FAST data, district benchmark assessments, classroom performance, progress-monitoring data, MTSS data, and identified achievement gaps among the overall student population and the Hispanic ESSA subgroup.

Additional Highly Qualified Personnel:
Funding will support the hiring and retention of additional highly qualified employees to provide targeted instructional support, intervention, progress monitoring, and student services. Personnel will be assigned based on identified areas of greatest need, particularly ELA/Reading, Mathematics, Science, Social Studies, and students requiring additional support to demonstrate learning gains. Beginning in Quarter 1 and continuing throughout the school year, school leadership will monitor staffing effectiveness through student performance data, intervention participation, progress-monitoring results, and benchmark outcomes. Staffing assignments and responsibilities will be adjusted as needed to maximize student impact.

Curriculum and Instructional Resources:
The school will utilize Read 180, Systems 44, GA Platform curriculum, WriteScore, Newsela, and Study Island to address identified gaps in literacy, reading comprehension, writing, content-area knowledge, and Mathematics. These resources will be implemented beginning in Quarter 1 and integrated throughout the school year based on student need and instructional data.

- **Read 180 and Systems 44** will be used to provide targeted reading intervention and support for students performing below grade level. Student progress will be monitored through program data, FAST assessments, classroom assessments, and progress-monitoring measures.
- **GA Platform curriculum** will provide standards-aligned instructional resources and supplemental support in identified content areas, with teachers using assessment data to target specific standards and skills.
- **WriteScore** will be used to strengthen students' writing performance, constructed responses, and written communication skills. Student writing samples and assessment data will be reviewed throughout the year to monitor growth.

- **Newsela** will provide differentiated, standards-aligned reading opportunities across content areas to strengthen comprehension, vocabulary, background knowledge, and engagement.
- **Study Island** will provide standards-based practice and targeted remediation in identified academic areas, with student performance data used to identify skills requiring additional instruction.

During each benchmark/data-review cycle, instructional teams will analyze the effectiveness of these resources and determine whether students are demonstrating adequate progress. Resources will be intensified, modified, or supplemented when data indicate that students are not making expected gains.

Career and Technical Education Programs:
Funding will support CTE programs in Nursing, Barbering, and Gaming to increase student engagement, provide relevant career pathways, and strengthen postsecondary and workforce readiness. These programs will be implemented throughout the school year, with participation, course performance, completion, credentialing opportunities, and student engagement monitored each grading period. The school will use program data to identify barriers to successful completion and provide additional academic or student supports as needed.

Community and Postsecondary Support:
Funding will also support College Assistance, mentoring, clinical experiences, and community outreach to address students' academic, college and career readiness, engagement, and postsecondary needs. These supports will be implemented throughout the school year and monitored through participation rates, student progress, attendance, course completion, postsecondary planning, and other relevant student outcome data.

Timeline and Review Process:
During Quarter 1, the school will establish student baselines, identify priority students and standards, and align personnel and resources to the areas of greatest need. During Quarters 2 and 3, the school will monitor implementation and evaluate student progress through benchmark assessments, FAST data, classroom assessments, progress monitoring, and MTSS reviews. During Quarter 4, the school will evaluate the overall effectiveness of the funded resources by comparing student outcomes to baseline and interim targets.
The school leadership team will collaborate with district personnel throughout the year to review resource implementation, student outcomes, and resource effectiveness. Resources will be maintained, modified, expanded, or redirected based on evidence of impact. This continuous review process will ensure that funding is directly connected to identified student needs and that resources are strategically used to increase achievement and learning gains in ELA, Mathematics, Science, and

Social Studies, particularly for the Hispanic ESSA subgroup, and contribute to the school's goal of achieving 41% or higher performance to support exiting CSI status.

Additionally, funding will be allocated to the provisioning of student's need for student materials such as technology and other study materials. We will use our assessment data to assess our needs for these materials.

VII. Budget to Support Areas of Focus

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

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

Broward County Public Schools

SUNED HIGH OF NORTH BROWARD

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 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 97

V. Title I Requirements (optional) 103

VI. ATSI, TSI and CSI Resource Review 106

VII. Budget to Support Areas of Focus 110

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 SunEd High 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 SunEd High 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 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

Shirlene Weaver

sweaver@sunedhigh.com

Position Title

Principal

Job Duties and Responsibilities

Oversee and organize the gathering of information for the completion of the SIP. Coordination of the school SAC team to allow for input on the completion of the SIP.

Leadership Team Member #2

Employee's Name
Karimah Grayson

kgrayson@sunedhigh.com

Position Title
Assistant Principal/School Counseling Director

Job Duties and Responsibilities

Gather and organize information related to student completion rates and testing information. Gather and organize student testing data and progress monitoring data. Completion of the SIP online in CIMS2.

Leadership Team Member #3

Employee's Name
Jeremy Baker

jbaker@sunedhigh.com

Position Title
Assistant Principal/Dean of Students

Job Duties and Responsibilities

Gather and organize information related to student attendance rates and discipline reports.

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 the beginning of each academic year, SunEd High of North Broward implements a comprehensive week-long Teacher Orientation and Training program. This initiative aims to equip educators with the necessary skills and knowledge to foster an effective learning environment for their students.

As the school year concludes, the school convenes a Florida Continuous Improvement Meeting that includes all staff members. During this important gathering, participants engage in a thorough analysis of the academic year's successes and challenges. This reflective dialogue serves as a foundation for identifying areas of improvement and implementing strategies to enhance the overall educational experience within the school. The contributions and suggestions from teachers are highly valued and, when feasible, integrated into future planning and initiatives.

Throughout the academic year, the school also organizes one Open House event and four dedicated Parent Nights. These gatherings provide a platform for discussing the School Improvement Plan and Progress Monitoring with parents and guardians. Active participation from parents is strongly encouraged, as their feedback is instrumental in shaping the educational strategies employed at SunEd High.

In addition to the discussions held during Parent Nights, the school conducts surveys for both parents and students. The insights garnered from these surveys, along with the feedback received during the Parent Nights, are carefully reviewed and considered in the ongoing refinement of school programs and policies. This commitment to continuous improvement underscores SunEd High’s dedication to fostering a collaborative and responsive educational environment that prioritizes the needs and
perspectives of all stakeholders involved.

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 undergo regular monitoring to ensure its effective implementation and to assess its impact on enhancing student achievement in alignment with state academic standards. This focus is particularly crucial for students experiencing the most significant achievement gaps. A foundational step in this process is to ensure all new educators are thoroughly familiar with our systems, policies, and procedures. In addition, veteran staff will receive ongoing training as a reinforcement of prior learning, ensuring that established practices are consistently applied across the board.

Monitoring efforts will include a variety of strategies, such as classroom walkthroughs, quarterly staff

meetings, departmental discussions, and Professional Learning Community (PLC) training sessions. These trainings will specifically address the identification of passing scores for all standardized assessments and the relevant academic standards being evaluated. Furthermore, we will underscore the critical importance of student attendance. To support this, an Attendance Committee has been established to tackle attendance-related issues. This committee conducts weekly reviews of student absences and engages with parents, students, and guardians as appropriate.

The implementation of the Florida Continuous Improvement Model (FCIM) will be monitored biannually, occurring at both the mid-year point and the end of the academic year. This monitoring process will include gathering feedback from staff and reviewing surveys completed by parents and students.

Our Quarterly Parent Nights serve as a platform for parental engagement with the SIP. The effectiveness of these meetings is monitored from session to session to ensure that suggestions provided by parents are considered and implemented where feasible. Updates on the implementation of these suggestions will be shared at subsequent Parent Nights to maintain transparency and foster collaboration.

Additionally, when reviewing survey results, the administration will convene with teachers and staff to discuss findings. For areas identified as needing improvement, we will collaborate as a team to brainstorm and devise strategies for enhancement. This collective approach aims to foster an inclusive environment where feedback is valued and utilized to drive continuous improvement in our educational practices.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**99.2%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)*** **WHITE STUDENTS (WHT)*** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL IMPROVEMENT RATING HISTORY	**2025-26:** **2024-25: COMMENDABLE** **2023-24: COMMENDABLE** **2022-23:** **2021-22: COMMENDABLE**

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 (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	0	15	28	228	271
Absent 10% or more school days	0	0	0	0	0
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	2	0	4	6
Course failure in Math	0	0	0	1	1
Level 1 on statewide ELA assessment	0	7	18	113	138
Level 1 on statewide Algebra assessment	0	5	12	123	140

Current Year (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	0	1	0	5	6

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2025-26) 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	3	12	38	57	110

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	40	65	62		62	59		57	55
Grade 3 ELA Achievement									
ELA Learning Gains	45	60	59		59	58		59	57
ELA Lowest 25th Percentile		59	55		59	56		57	55
Math Achievement*		56	52	10	55	49	8	47	45
Math Learning Gains		47	45		53	47		50	47
Math Lowest 25th Percentile		50	44		59	49		57	49
Science Achievement		71	74	21	74	72		66	68
Social Studies Achievement*		81	76	22	81	75	28	74	71
Graduation Rate	25	94	94	12	92	92	18	92	90
Middle School Acceleration									
College and Career Acceleration	31	75	74	20	71	69	9	62	67
Progress of ELLs in Achieving English Language Proficiency (ELP)				0	53	52		50	49

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	35%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the FPPI	141
Total Components for the FPPI	4
Percent Tested	93%
Graduation Rate	25%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
35%	14%	16%	13%	8%	11%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	18%	Yes	7	7
English Language Learners	16%	Yes	7	7
Black/African American Students	27%	Yes	7	7
Hispanic Students	35%	Yes	7	
White Students	30%	Yes	7	4
Economically Disadvantaged Students	35%	Yes	7	

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	40%		45%								25%	31%	
Students With Disabilities											18%		
English Language Learners											16%		
Black/African American Students											22%	32%	
Hispanic Students											22%	47%	
White Students											50%	10%	
Economically Disadvantaged Students	43%		45%								24%	26%	

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					10%			21%	22%		12%	20%	0%
Students With Disabilities											7%		
English Language Learners											4%		0%
Black/African American Students									14%		13%	18%	
Hispanic Students											13%		
White Students											10%		
Economically Disadvantaged Students					18%			21%	19%		12%	21%	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					8%				28%		18%	9%	
Students With Disabilities											16%		
English Language Learners											27%		
Black/African American Students									17%		21%	10%	
Hispanic Students											15%		
White Students											17%		
Economically Disadvantaged Students									28%		18%	4%	

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	29%	63%	-34%	60%	-31%
ELA	10	19%	64%	-45%	61%	-42%
Biology	12	0%	34%	-34%	34%	-34%
Geometry	12	0%	20%	-20%	19%	-19%
History	12	13%	46%	-33%	56%	-43%
Biology	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

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

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

Most Improvement

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

Grade 9 achieved its most significant improvement in Reading Informational Text. This rapid closing of the achievement gap is highlighted by a 36-percentage point reduction in students scoring "Below the Standard," decreasing from 60% in PM1 to 24% in PM3, and a corresponding surge in the "At/Near the Standard" tier from 27% to 59%. This exceptional growth was catalyzed by an intensive classroom focus on core nonfiction mechanics, specifically targeting complex text argumentation and authors' purpose. To accelerate these gains, the English Department launched a major structural intervention by integrating the adaptive IXL learning platform to support the school's core Edmentum curriculum for English Language Arts and the HMH program in Intensive Reading. By leveraging IXL's individualized NWEA MAP Study Plans, teachers successfully mapped diagnostic testing data directly to automated, student-specific remediation pathways. This department-wide integration ensured that ninth-grade students received real-time, differentiated practice that directly reinforced macro-level classroom instruction.

Grade 10 demonstrated its peak progress monitoring growth in Reading Prose and Poetry. They established a highly consistent, positive upward trend across the school year, successfully lowering the "Below the Standard" population from 65% in PM1 down to 52% in PM3, while expanding the "At/Near the Standard" bracket from 23% to 39%. This systematic improvement was fostered by a deliberate instructional shift toward classical text structures, focusing heavily on literary elements, thematic tracking, and figurative language mechanics. Just as with the lower grades, this narrative development was heavily reinforced by the cross-departmental deployment of IXL study plans to complement core Edmentum digital learning blocks and the HMH program. The software's adaptive study plans allowed tenth graders to independently identify and work through micro-deficiencies in abstract reasoning and literary analysis, helping to bridge long-standing reading gaps and steadily stabilizing the cohort's overall baseline achievement before the final assessment window.

Retakers mirrored the foundational growth patterns of the ninth grade, securing their highest comparative gains in Reading Informational Text. This population achieved a steady, year-long optimization of scores, decreasing their "Below the Standard" scores from 52% in the Fall to 47% in the Spring, while expanding the "At/Near the Standard" segment to 49%. Because this cohort faces

unique hurdles with testing endurance and historical learning gaps, the programmatic synchronization of Edmentum with IXL's customized NWEA MAP diagnostic pathways proved vital. Implementing this adaptive tech stack across the English Department allowed instructors to provide immediate, self-paced scaffolding that adjusted to each retaker's specific linguistic deficiencies, keeping students actively engaged and effectively sustaining their upward academic momentum throughout the testing year.

The Students with Disabilities (SWD) data component that showed the most improvement was Reading Prose & Poetry. In PM3 2024-2025, 90% of SWD was Below Standard; however, in PM3 2025-2026, 52% of SWD was Below Standard. That net reduction is -38%.

Lowest Performance

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

Across Grade 9, Grade 10, and Retakers, Reading Across Genres & Vocabulary has been identified as the lowest-performing area. The collective data indicates that the primary drivers of this deficit are concentrated within foundational word analysis, semantic decoding, and advanced rhetorical comprehension across the student body.

For Grade 9, the percentage of students scoring "Below the Standard" in this category experienced a marginal widening over the course of the year, moving from 53% in PM1 to 59% by the final PM3 administration. Targeted learning gaps were most acute within the specific sub-skills of Interpreting Figurative Language, Morphology, and Understanding Rhetoric. This performance decline can be directly attributed to a strategic allocation of instructional resources, where class time and remediation pathways were aggressively balanced to favor intensive interventions within other high-stakes benchmarks, such as Reading Informational Text. While this targeted shift yielded exceptional growth in non-fiction comprehension, it temporarily decentralized the daily focus required to sustain vocabulary and structural word-decoding mastery.

Grade 10 faced a similar trajectory, with "Below the Standard" metrics remaining elevated throughout the year, shifting from 62% in PM1 to 68% by the final PM3 window. Tenth-grade students mirrored the structural struggles seen in Grade 9 regarding Morphology and Rhetoric, while demonstrating further vulnerabilities in Context & Connotation. Beyond the instructional focus variance, distinct structural and demographic challenges heavily impacted this group; significant late-year growth in class sizes resulted in an influx of new enrollees presenting with severe, long-standing reading gaps. Because these students entered the roster late in the academic cycle, the timeline available for instructional staff to deliver and evaluate necessary Tier 2 and Tier 3 interventions was severely compressed, stalling the cohort's overall growth curve before the final testing window.

The Retaker student population demonstrated persistent baseline stagnation within this category, finishing the Spring testing cycle with 54% of students remaining "Below the Standard" compared to a 55% baseline in the Fall. Core deficits for this population remain rooted in word-analysis and semantic comprehension barriers, with students continuously struggling to master the high-stakes sub-skills of Context & Connotation as well as Morphology. Underperformance in morphology frequently derails text comprehension at the macro level because when these students cannot successfully utilize root words, prefixes, or suffixes to decode unfamiliar terms, their cognitive load increases, heavily impeding their ability to track nuance, tone, and author intention across diverse reading genres.

For Students with Disabilities (SWD), the Lowest Performance Category is Reading Across Genres & Vocabulary. 68% of students are performing Below the Standard, 23%, 23% At/Near, and only 10% Above. Context and Connotation and Understanding Rhetoric is consistently flagged as a weak point or low-performing area across PM sessions. Overall, 68% of SWD remains in Level 1 by PM3. While improved from 85% Below the Standard in 2024-25 PM3, it remains the domain with the highest percentage of non-proficiency with SWD. The contributing factor to last year's low performance is that many of the students enrolled with SENB just before the testing window opened. The Reading and ELA teachers worked with the students, but there was reluctance to testing. However, the trend noticed was that 68% of all 10th graders remained at Level 1 by 2025-2026 PM3.

Greatest Decline

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

As identical trends were observed, Reading Across Genres & Vocabulary simultaneously represents the area of greatest decline and lowest performance across PM1 to PM3. This programmatic drop is systematically tied to a dual-pronged challenge: the strategic reallocation of instructional time toward complex non-fiction strands, compounded by late-year demographic shifts that compressed the timeline available for essential vocabulary remediation.

For Grade 9, the percentage of students scoring "Below the Standard" in this category widened from 53% in PM1 to 59% in PM3. This shift was a direct byproduct of a necessary curricular trade-off; instructional pacing aggressively targeted the severe deficits identified early in the year within Reading Informational Text. While this focused resource allocation successfully drove record-level gains in non-fiction standards, it temporarily decentralized the daily, repetitive exposure required to maintain initial baseline proficiencies in complex sub-skills like Interpreting Figurative Language, Morphology, and Understanding Rhetoric. Additionally, because PM3 requires students to synthesize abstract concepts across disparate genres, the drop reflects a clear need for increased instructional scaffolding surrounding comparative textual analysis during the final quarters of the academic year.

Grade 10 experienced a parallel trajectory, with the "Below the Standard" tier expanding from 62% in PM1 to 68% by the end of PM3. While these students faced the same reduction in isolated vocabulary exposure, their data was heavily impacted by an external administrative factor: a significant influx of late-year enrollees presenting with historical, long-standing reading gaps. Because these mobile students entered the roster during the final quarter, the timeline available for instructional staff to deploy and evaluate necessary Tier 2 and Tier 3 interventions was severely compressed.

The Retakers demonstrated persistent baseline stagnation, closing out the Spring assessment window with 54% of students remaining "Below the Standard" compared to a 55% baseline in the Fall. For upperclassmen working toward graduation eligibility, these numbers underscore a deeply rooted challenge with word-analysis mechanics, specifically Context & Connotation and Morphology. Beyond the structural vocabulary deficits, a critical contributing factor for this specific population is testing endurance and intrinsic motivation. Retake assessments often carry a heavy psychological burden; when struggling readers encounter dense, multi-genre passages without immediate real-world hooks, cognitive fatigue and motivational challenges accelerate rapidly mid-test. This flatlining highlights the necessity of shifting next year's retaker strategy toward contextualized, high-interest stimuli and endurance-building exercises to sustain active engagement throughout multi-hour testing windows.

Within the 2025–26 school year, Level 3 proficiency dropped from 15% at PM2 down to 6% at PM3 (a 9 percentage point drop). The Multi-Year Trend Analysis is as follows:

- In 2024–25 PM3, 0% of students were proficient (Levels 3, 4, or 5).
- By 2025–26 PM2, Level 3 peaked at 15% but couldn't sustain momentum through PM3, sliding back toward Level 1 (68%) and Level 2 (13%).
- Domain-level "Above the Standard" performance in *Reading Prose & Poetry* dropped from 12% in PM1 down to 4% in PM2 before slightly rebounding to 10% in PM3.

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.

Grade 9 demonstrated its most substantial performance gap with a highly positive upward trajectory in Reading Informational Text. When compared to the PM1 baseline, the percentage of students scoring "Below the Standard" decreased dramatically by 36 percentage points, dropping from 60% to 24% by PM3. Concurrently, students achieving "At/Near the Standard" surged from 27% to 59%, demonstrating a robust and steady trend of improvement across all three progress monitoring windows. This pronounced closing of the achievement gap was catalyzed by an aggressive,

intentional instructional focus on non-fiction text mechanics, specifically empowering students to dissect complex informational text structures, analyze argumentative claims, and isolate the author's purpose.

Grade 10, the most significant positive variance from baseline metrics occurred within Reading Prose and Poetry. There was a consistent, healthy growth trend across the PM1, PM2, and PM3 assessment windows, characterized by a 13 percentage point reduction in students scoring "Below the Standard" (shifting from 65% down to 52%) and a corresponding 16 percentage point increase in students reaching the "At/Near the Standard" threshold (climbing from 23% up to 39%). Rather than replicating the non-fiction strategies used in lower grades, this steady narrative development was driven by targeted classroom engagement with literary elements, where instructional design prioritized structural devices, allusions, and thematic analysis to steadily build student confidence in creative and classical texts.

Retakers similarly achieved their greatest positive baseline variance within Reading Informational Text. While the net statistical growth appears more conservative when comparing the initial Fall baseline to the final Spring testing period, with "Below the Standard" scores decreasing from 52% to 47% and "At/Near the Standard" scores shifting from 46% to 49%, the results indicate a steady year-long increase. This controlled numerical growth is a direct systemic reflection of a shrinking cohort composition; as proficient testers successfully secured passing scores and exited the retaker pool during the Fall and Winter cycles, the remaining testing group naturally became more heavily concentrated with the school's most historically lower-performing readers. Maintaining a continuous upward trend under these conditions demonstrates that the school's targeted remediation and test-endurance strategies successfully shifted even the most historically challenged readers closer to graduation proficiency.

For SWD, the Greatest Gap

- Below Grade Level (Levels 1 & 2): 81% of students (68% Level 1 + 13% Level 2).
- On/Above Grade Level (Levels 3, 4, & 5): 18% of students (6% Level 3 + 6% Level 4 + 6% Level 5).
- The Gap: A 63 percentage point gap separates students requiring substantial remediation from those meeting high school graduation requirements (Level 3+).

Multi-Year Growth: Despite this gap, overall average scale scores improved significantly from 206 (2024–25 PM3) to 222 (2025–26 PM3), cutting Level 1 down from 80% to 68%.

EWS Areas of Concern

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

1. Chronic Absenteeism (Attendance) The data reveals a critical institutional threshold, showing

that out of 373 total enrolled students, 349 individuals (93.6%) currently demonstrate an attendance rate below 90%. This pervasive lack of consistent seat time heavily compounds student vulnerability, contributing directly to a secondary metric where 257 students (68.9%) exhibit two or more concurrent early warning indicators schoolwide. To address this challenge, the school is deploying a proactive, data-driven monitoring model centered on immediate mentor accountability and strategic family engagement. Under this framework, mentors are required to initiate direct outreach to parents or guardians within 24 hours of a student's absence, ensuring that communication is maintained and external barriers to attendance are identified early. Attendance metrics are now formally integrated into mentor performance reviews to establish clear organizational expectations. To complement this, the school is launching a multi-tiered engagement strategy that includes regular progress reports highlighting positive attendance milestones, alongside student incentives and inter-mentor group competitions. Culturally, this is reinforced through a new quarterly student leaderboard that tracks and rewards top-performing mentor groups across academic, attendance, and behavioral categories. Administratively, the school is pioneering the integration of VectorRI, a platform designed to track student absences in real time and log exactly how and when mentors contact their mentees, maximizing staff accountability and ensuring no student slips through the cracks.
By stabilizing daily attendance, the school aims to reverse student disengagement, eliminate learning loss, and expand the critical instructional hours available to students.

Prevalence of Chronic Absenteeism: Out of the SWD roster evaluated in the reports, 81% of the students trigger the attendance risk threshold (exceeding 10% absences).
Extreme Attendance Rates: Multiple students display severe absenteeism exceeding 50% to 70%+, peaking as high as 86.36% and 76.70%.

2. Assessment Recovery The school-wide metrics underscore the urgency of this academic remediation, with 183 students currently scoring at Level 1 on the State ELA Assessment and 188 students scoring at Level 1 on the State Math Assessment. Furthermore, 120 students are formally flagged as demonstrating a Substantial Reading Deficiency, emphasizing the necessity of immediate, high-density interventions. To support student success and accelerate academic growth, the school is focused on systematically reducing the number of students scoring in the lowest performance tier on state exams through high-density remediation and adaptive learning technology. The core of this strategy relies on targeted academic bootcamps and small-group instructional blocks designed to aggressively target severe benchmark deficiencies in both subject areas. This live instruction is structurally reinforced through the department-wide expansion of the IXL platform, which allows educators to isolate individual student deficiencies and assign specialized milestone work through IXL's customized NWEA MAP Study Plans. By monitoring student progress data twice weekly within IXL, teachers can dynamically adjust small-group groupings and ensure that remediation directly

translates to closing critical proficiency gaps. Ultimately, this academic recovery strategy will work hand-in-hand with attendance initiatives, as expanding a student's seat time will directly amplify the effectiveness of the ELA and Math bootcamps and IXL study plans, creating a compounding positive effect that drives sustainable learning recovery and lifts students out of Level 1 performance thresholds.

Direct Correlation for SWD to Level 1 Academic Outcomes:

- ELA Performance: Every single SWD student with an attendance indicator of greater than 10% absence is simultaneously flagged for ELA Level 1 Performance.
- Math Performance: Over 90% of students flagged for chronic absenteeism also perform at Level 1 in Math or are flagged for substantial reading/math deficiencies.

Highest Priorities

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

1. Real-Time Attendance Monitoring and Mentor Accountability Framework

To protect core instructional hours and minimize learning loss driven by chronic absenteeism, the school will significantly expand its student engagement and tracking infrastructure for the upcoming academic year. Operationalizing this strategy relies on the systematic utilization of the VectorRI platform to monitor student attendance in real time and log mentor-led outreach. Building on the operational policy that requires mentors to initiate direct contact with a parent or guardian within 24 hours of an absence, the school will introduce heightened internal accountability measures. Moving into the upcoming school year, attendance tracking compliance and intervention data will be formally integrated into quarterly mentor performance reviews. Furthermore, the school will launch inter-mentor group leaderboard competitions to increase student engagement and build peer motivation, ensuring struggling readers achieve the consistent "seat time" necessary to benefit from academic interventions.

2. Schoolwide Cross-Curricular Vocabulary and Morphology Initiative

A core focus for the upcoming school year is the expansion and re-engineering of instructional delivery within Reading Across Genres & Vocabulary. This initiative is driven by a systemic, multi-grade vulnerability observed during the 2025–2026 cycle, where the percentage of students scoring "Below the Standard" reached 59% in Grade 9 and 68% in Grade 10, alongside a persistent 54% baseline stagnation among Retakers. To address this trend, the school will implement a mandatory, cross-curricular daily vocabulary routine enforced across all departments. Secondary ELA classrooms will completely transition away from memorizing isolated word lists and pivot toward contextualized word study. Instructional time will focus heavily on structural word pieces (morphology) and authorial perspective (rhetoric) embedded directly within complex, authentic texts. By explicitly teaching students how to unpack prefixes, suffixes, and root structures, the school will provide the transferable

decoding tools required to navigate multi-genre passages and eliminate vocabulary-driven cognitive barriers during high-stakes testing windows.

3. Advanced Informational Analysis and Logical Evaluation Interventions

Another central objective focuses on expanding and scaling up student proficiency within Reading Informational Text. While targeted instructional interventions yielded remarkable growth for the Grade 9 cohort—slashing their below-standard footprint down to 24%—the Grade 10 cohort remained heavily stalled, with 58% of students finishing the year "Below the Standard". To bridge this multi-grade performance gap, secondary ELA instruction will pivot from basic passage comprehension and passive reading toward aggressive, rigorous logical evaluation. Curriculum pacing will allocate dedicated instructional blocks that teach students how to actively dissect an author's central claim, map the structural validity of supporting evidence, and identify rhetorical flaws or logical fallacies in real-time. Elevating the instructional rigor from simple recognition to active text evaluation will ensure that 10th graders and remaining retakers develop the advanced critical thinking skills required to move past baseline stagnation and reach on-grade graduation thresholds.

4. Data-Optimized IXL Realignment and Prescription Parameters

An essential operational adjustment involves maximizing the instructional efficiency of the school's digital intervention stack by tightly regulating the deployment of the IXL learning platform. While the department-wide integration of IXL successfully supported the core Edmentum digital learning blocks this past year, the upcoming term will eliminate all student-selected or generalized practice pathways. Instructional staff will implement strict diagnostic prescription parameters, explicitly locking software usage to the high-stakes failure zones identified in the PM3 reports. Weekly software requirements will mandate that students achieve a target proficiency SmartScore of 80 or higher within customized paths focusing exclusively on Evaluating Arguments, Context Clues, and Rhetorical Devices. Synchronizing these weekly digital benchmarks directly with live, data-informed small-group instruction will ensure that the school's technology footprint functions as an active, daily catalyst for closing critical achievement gaps.

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 of the Area of Focus by Grade Level for SWD

- **Grade 9:** Focus on intensive foundational vocabulary acquisition and basic reading strategies. Emphasis will be placed on decoding non-familiar words, understanding context, and building fundamental comprehension skills required to progress into higher-level literary analysis.
- **Grade 10:** Focus on integrating complex vocabulary within Reading Prose and Poetry and Reading Informational Text. Instruction will emphasize recognizing context clues, interpreting figurative language, analyzing literary elements (theme and point of view), and identifying central ideas and structural arguments in complex texts.
- **Grades 11 & 12:** Focus on targeted reading interventions aimed at remediation, test-retake strategies, and graduation requirement benchmarks. Support will concentrate on cross-genre comparative reading, morphology, context and connotation, and evaluating complex rhetoric to enable students to achieve proficient or concordant scores.

How it Affects Student Learning

- **Cross-Curricular Barrier:** Deficits in reading comprehension and vocabulary directly impact a student's ability to access grade-level academic content. Inability to comprehend complex informational text hinders academic success in English Language Arts, Science, Social Studies, and word-problem-heavy Mathematics.
- **Academic Progression & Credit Accumulation:** Severe reading deficiencies lead to course failures, elevated chronic absenteeism, and an increased risk of failing to meet graduation standards.
- **Independence & Engagement:** Strengthening foundational literacy skills directly enhances student self-efficacy, enables independent problem-solving, and increases classroom engagement.

Rationale (Identified as a Crucial Need from Prior-Year Data)

- **Pervasive SWD Performance Gaps:** In the 2024–2025 prior-year data (PM3), 80% of students scored at Level 1 overall in Grade 10 FAST ELA Reading. Across specific reporting

categories, 90% performed Below the Standard in Prose and Poetry, 75% performed Below the Standard in Informational Text, and 85% performed Below the Standard in Reading Across Genres & Vocabulary.

- **Subgroup Early Warning Indicators & Attendance:** The EWS data demonstrates that the vast majority of SWD students exhibit multiple risk indicators. Overwhelmingly, students with disabilities are flagged for performing at Level 1 in ELA and/or failing ELA courses alongside high rates of absenteeism. In the 2025–2026 school year, SWD averaged 58 days absent—equating to 5,791 total days absent for all SWD—which disproportionately contributes to specific accountability indicators, particularly attendance.
- **Need for Targeted Literacy Support:** While progress was noted from PM1/PM2 to PM3 in 2025–2026, over 68% of the population remains at Level 1 overall, confirming that reading comprehension and vocabulary acquisition remain the single largest systemic barrier to SWD academic performance 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.

Absences - EWS

Grade	Days Absent	Number of students
9	135	4
10	335	11
11	1443	25
12	3878	59

Reading Retake

Test Administration

SWD

Fall 2025

- Number of students tested
  - 19
- Mean Scale Score
  - 210
- Percentage in Level 3 or Above
  - 7
- Percentage in Each Achievement Level
  - Level 1 - 90
  - Level 2 - 3

- Level 3 - 5
- Level 4 - 2
- Level 5 - 0

Test Administration
SWD
Winter 2025
- Number of students tested
  - 12
- Mean Scale Score
  - 212
- Percentage in Level 3 or Above
  - 6
- Percentage in Each Achievement Level
  - Level 1 - 91
  - Level 2 - 3
  - Level 3 - 3
  - Level 4 - 3
  - Level 5 - 5

Test Administration
SWD
Spring 2026
- Number of students tested
  - 9
- Mean Scale Score
  - 218
- Percentage in Level 3 or Above
  - 7
- Percentage in Each Achievement Level
  - Level 1 - 87
  - Level 2 - 6
  - Level 3 - 0
  - Level 4 - 7
  - Level 5 - 0

Grade 9 & 10
Test Administration

SWD - Grade 9

PM1 2025

- Number of students tested
  - 3
- Mean Scale Score
  - 195
- Percentage in Level 3 or Above
  - 38
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

SWD - Grade 10

PM1 2025

- Number of students tested
  - 9
- Mean Scale Score
  - 221
- Percentage in Level 3 or Above
  - 22
- Percentage in Each Achievement Level
  - Level 1 - 56
  - Level 2 - 22
  - Level 3 - 11
  - Level 4 - 11
  - Level 5 - 0

Test Administration

SWD - Grade 9

PM2 2025

- Number of students tested
  - 2
- Mean Scale Score
  - 200
- Percentage in Level 3 or Above

- 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

SWD - Grade 10

PM2 2025

- Number of students tested
  - 10
- Mean Scale Score
  - 232
- Percentage in Level 3 or Above
  - 20
- Percentage in Each Achievement Level
  - Level 1 - 80
  - Level 2 - 0
  - Level 3 - 10
  - Level 4 - 10
  - Level 5 - 0

Test Administration

SWD - Grade 9

PM3 2026

- Number of students tested
  - 3
- Mean Scale Score
  - 195
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

SWD - Grade 10

PM3 2026

- Number of students tested
  - 10
- Mean Scale Score
  - 230
- Percentage in Level 3 or Above
  - 10
- Percentage in Each Achievement Level
  - Level 1 - 90
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 10

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for Grade 9 Students With Disabilities (SWD) for the F.A.S.T. ELA will increase from 0% to 41% tested by the F.A.S.T. ELA Reading.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for Grade 10 Students With Disabilities (SWD) for the F.A.S.T. ELA will increase from 10% to 41% tested by the F.A.S.T. ELA Reading.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for Retake Students With Disabilities (SWD) for the F.A.S.T. ELA will increase from 7% to 41% tested by the F.A.S.T. ELA Reading.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of absences of Grade 9 Students with Disabilities (SWD) will decrease from a total of 135 to 90 monitored through Focus.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of absences of Grade 10 Students with Disabilities (SWD) will decrease from a total of 335 to 275 monitored through Focus.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of absences of Grade 11 Students with Disabilities (SWD) will decrease from a total of 1443 to 1300 monitored

through Focus.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of absences of Grade 12 Students with Disabilities (SWD) will decrease from a total of 3878 to 3000 monitored through Focus.

Monitoring

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

Tool-Specific Implementation & Impact Monitoring

A. NWEA MAP Growth (Tri-Annual Benchmark & Growth Predictor)

- **Implementation Monitoring:**
  - Administer NWEA MAP Reading assessments three times per year (Fall, Winter, Spring).
  - Ensure 100% testing completion for SWD students, accommodating IEP testing conditions.
- **Impact Monitoring:**
  - **RIT Score & Percentile Growth:** Track individual RIT scale score gains between Fall, Winter, and Spring benchmarks.
  - **Sub-domain Analysis:** Review performance in specific goal structures (*Informational Text, Literature, and Vocabulary Acquisition/Use*) to verify alignment with FAST ELA reporting categories.
  - **Projection to FAST Assessment:** Utilize NWEA MAP projected proficiency reports to identify SWD students on track to move from Level 1 to Level 2+.

B. Edmentum (Individualized Learning Paths & Standards Mastery)

- **Implementation Monitoring:**
  - **Teacher(s) Analysis of NWEA MAP Results:** Teachers will uses the NWEA MAP scores to provide individualized ELA learning paths aligned to each SWD student's specific deficit areas.
  - **Usage Expectations:** Monitor weekly student usage to ensure SWD students complete at least 30–45 minutes per week in Edmentum and IXL.
- **Impact Monitoring:**
  - **Skill Mastery & Trophies:** Administrative and ESE teams will evaluate monthly "Progress Checks" and skill trophies earned within Edmentum and IXL.
  - **Edmentum Standards Mastery:** Administer monthly short, standards-based assessments targeting critical Grade 9–12 ELA benchmarks (e.g., Central Idea, Figurative Language, Morphology).

C. IXL (Weekly Targeted Practice & Real-Time Diagnostics)

- **Implementation Monitoring:**
    - **Weekly Skill Assignments:** Assign 2–3 targeted IXL ELA skills weekly aligned to classroom instruction and specific IEP literacy goals (e.g., context clues, evaluating arguments, rhetoric).
    - **Usage Tracking:** Use **IXL Analytics (Skill Usage Reports)** to confirm students answer a minimum of 15–20 questions per week or practice for 30 minutes.
- **Impact Monitoring:**
    - **IXL Real-Time Diagnostic:** Have students keep diagnostic levels pinpointed monthly to monitor overall Reading Grade Level Equivalent growth.
    - **Troubleshooting via Live Classroom:** Teachers utilize IXL during class/intervention blocks to provide immediate, real-time feedback when an SWD student reaches a red-flag difficulty threshold.

Person responsible for monitoring outcome
Sabrina D'Meza

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:
Direct & Explicit Instruction in Academic Vocabulary, Morphology, and Reading Comprehension Strategies Description: Systematic, explicit direct instruction focusing on high-utility academic vocabulary, Greek and Latin roots/affixes (morphology), and evidence-based comprehension strategies (e.g., reciprocal teaching, identifying text structures, summarizing, and graphic organizers).

Rationale:
Instruction incorporates gradual release of responsibility (I do, We do, You do) within small intervention groups and push-in/pull-out ESE supports.

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

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

Description of Intervention #2:
Computer-Assisted Personalized Learning & Diagnostic Remediation (IXL ELA) Description: Adaptive blended learning software used to provide targeted skill remediation matched precisely to each student's zone of proximal development.

Rationale:
IXL ELA: Delivers targeted, standards-aligned practice on specific weak benchmarks (e.g., analyzing central ideas, evaluating rhetoric, and using context clues).

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 #3:
Tier 1 Universal Attendance Framework Tier 1 interventions are universal, prevention-oriented strategies implemented across the entire high school population to establish positive conditions for learning and maintain regular attendance (<5% total absences). For high school Students with Disabilities (SWD), universal supports must proactively address disability-related attendance barriers (e.g., medical fragility, social-emotional distress, sensory overload, disengagement) before absences accrue into chronic territory (missing $\ge 10\%$ of instructional days).

Rationale:
This Tier 1 intervention strategy satisfies ESSA Level 4 (Demonstrates a Rationale) supported by ESSA Level 2/3 (Moderate to Promising Evidence) components: Automated Nudge Communication & Early Warning Tracking (ESSA Tier 2 - Moderate Evidence): Research indicates that low-cost, automated, personalized attendance notifications sent to guardians (comparing a student's missing days to peers and highlighting academic impact) significantly decrease chronic absenteeism by 10% to 15%. For SWD, coupling these alerts with information about available IEP/504 accommodations prevents attendance issues rooted in unaddressed academic frustration. Universal School Climate & School-Wide PBIS (ESSA Tier 3 - Promising Evidence): Cultivating positive school climate and welcoming front-office practices reduces truancy and disengagement. Research demonstrates that when high school students—particularly SWD—feel connected to at least one caring adult in the building, absenteeism rates drop significantly.

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
Edmentum Time-On-Task & Module Completion

Person Monitoring:
Sabrina D'Meza

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Minimum of 100 minutes per week spent in Edmentum with 70% mastery on progress checks.

Action Step #2
IXL Weekly Skill Usage Analytics

Person Monitoring:
Sabrina D'Meza

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Completion of assigned skills, achieving a SmartScore of 80+ (Proficiency) or 90+ (Mastery).

Action Step #3
Instructional Walkthroughs & Lesson Plan Audits

Person Monitoring:
Karimah Grayson

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Observation logs verifying implementation of explicit direct instruction routines and IEP accommodations during small group literacy blocks.

Action Step #4
Implementation of Direct Instruction Routines and IEP Accommodations

Person Monitoring:
Karimah Grayson

By When/Frequency:
Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The ESE Teacher will pullout small groups of students grouped based on their deficiencies identified by the analysis of the F.A.S.T. ELA Reading, NWEA MAP, and IXL results. The ESE teacher will utilize the lesson plans created to work directly with the SWD and document in a gradebook the activities and assignments completed.
The School Counselor will complete observation logs verifying the implementation of explicit direct instruction routines with IEP accommodations biweekly and will discuss the results of the observations with the ESE and Reading Teachers along with the Principal.

Action Step #5
Grade-Level Practices, Programs, and Measurable Outcomes to minimize chronic absenteeism(Grades 9–12)

Person Monitoring:
Jeremy Baker

By When/Frequency:
Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To ensure Tier 1 practices effectively support Students with Disabilities without requiring premature Tier 2 or Tier 3 intensive interventions, the school will monitor implementation through the following mechanisms:
Weekly Data Disaggregation via Attendance/RTI Team:
The multidisciplinary team (general education teachers, special education teachers, counselors, administrators) will review weekly Student Information System (SIS) attendance dashboards.
Data will be disaggregated specifically by student subgroup (SWD vs. non-SWD), disability classification, grade level, period of day, and absence type (excused/unexcused/medical) to spot emerging trends.
Fidelity & Communication Tracking:
Log frequency and open-rates of automated parent nudge communications.
Track teacher submission rates for daily period-by-period attendance.
IEP & Accommodation Cross-Check:
If an SWD reaches 3–4 absences in a quarter, ESE Teachers review the student's IEP/504 to confirm whether absences correlate with specific environmental or instructional triggers that can be addressed at the Tier 1 universal level.
School Monitoring of Action Step Impact
The administrative team and Student Support Team will monitor the overall impact of this Tier 1 action step using a 3-Phase Evaluation Cycle:
Short-Term (Bi-Weekly):
Metric: Percentage of SWD missing 0–1 days vs. 2+ days per month.

Action: Review bi-weekly reports to verify that universal attendance messaging and positive reinforcement incentives are actively reaching SWD.
Mid-Term (Quarterly):
Metric: Overall chronic absenteeism rate among SWD compared to baseline data from the previous academic year.
Action: Compare SWD attendance trends with non-SWD peers. If the attendance gap between SWD and general education students expands, adjust Tier 1 communication templates and school-climate initiatives.
Long-Term (Annual ESSA Reporting):
Metric: Year-end ESEA performance data for the Chronic Absenteeism Area of Focus.
Action: Evaluate whether the Tier 1 strategy achieved the required statutory outcomes under ESEA Section 8101(21)(A). Findings will inform annual updates to the School Improvement Plan (SIP) and professional development allocations for special education and general education staff.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

The emphasis on improving instructional practices in mathematics has been established due to the need for further growth, despite meeting last year's goals for the Algebra 1 End-of-Course (EOC) assessment results. Our students encounter complex challenges in mathematics, including difficulties in understanding fundamental principles and a noticeable reluctance to engage actively in their math courses. '

This aversion to mathematics can be linked to various factors, such as anxiety related to the subject, a lack of self-confidence in their mathematical skills, and inadequate support within the classroom. Consequently, a considerable number of students are not meeting state academic standards, which puts them at a disadvantage regarding their ability to pass End-of-Course Assessments and ultimately graduate.

In light of the progress made during the 2025-2026 school year, we will enhance the utilization of IXL for Algebra 1 and Gizmos for Geometry. Additionally, by fostering a more supportive and engaging learning environment, we aim to help students overcome their apprehensions and build a stronger foundation in mathematics. This strategy is designed not only to improve passing rates in Algebra 1 and Geometry EOCs but also to cultivate a more positive attitude toward mathematics overall.

Through targeted interventions, including the use of IXL and Gizmos, professional development for

educators, and the application of effective teaching practices, we can create pathways for our students to achieve success and fulfillment in their mathematical education.

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.

Algebra 1

Test Administration

Fall 2025

- Number of students tested
  - 158
- Mean Scale Score
  - 369
- Percentage in Level 3 or Above
  - 10%
- Percentage in Each Achievement Level
  - Level 1 - 66
  - Level 2 - 24
  - Level 3 - 5
  - Level 4 - 2
  - Level 5 - 3

Test Administration

Winter 2025

- Number of students tested
  - 98
- Mean Scale Score
  - 373
- Percentage in Level 3 or Above
  - 16%
- Percentage in Each Achievement Level
  - Level 1 - 62
  - Level 2 - 21
  - Level 3 - 9
  - Level 4 - 2
  - Level 5 - 5

Test Administration

Spring 2026

- Number of students tested
  - 99
- Mean Scale Score
  - 373
- Percentage in Level 3 or Above
  - 13%
- Percentage in Each Achievement Level
  - Level 1 - 60
  - Level 2 - 27
  - Level 3 - 7
  - Level 4 - 3
  - Level 5 - 3

Geometry

Test Administration

Fall 2025

- Number of students tested
  - 26
- Mean Scale Score
  - 358
- Percentage in Level 3 or Above
  - 4
- Percentage in Each Achievement Level
  - Level 1 - 88
  - Level 2 - 8
  - Level 3 - 4
  - Level 4 - 0
  - Level 5 - 0

Test Administration

Winter 2025

- Number of students tested
  - 16
- Mean Scale Score
  - 371
- Percentage in Level 3 or Above

- 19
- Percentage in Each Achievement Level
  - Level 1 - 69
  - Level 2 - 13
  - Level 3 - 6
  - Level 4 - 0
  - Level 5 - 13

Test Administration

Spring 2026

- Number of students tested
  - 33
- Mean Scale Score
  - 364
- Percentage in Level 3 or Above
  - 3
- Percentage in Each Achievement Level
  - Level 1 - 82
  - Level 2 - 15
  - Level 3 - 1
  - Level 4 - 0
  - Level 5 - 0

Algebra 1

Test Administration

SWD

Fall 2025

- Number of students tested
  - 32
- Mean Scale Score
  - 353
- Percentage in Level 3 or Above
  - 1
- Percentage in Each Achievement Level
  - Level 1 - 84
  - Level 2 - 15
  - Level 3 - 0

- Level 4 - 0
- Level 5 - 1

Test Administration
SWD
Winter 2025
- Number of students tested
  - 20
- Mean Scale Score
  - 368
- Percentage in Level 3 or Above
  - 5
- Percentage in Each Achievement Level
  - Level 1 - 70
  - Level 2 - 25
  - Level 3 - 0
  - Level 4 - 5
  - Level 5 - 0

Test Administration
SWD
Spring 2026
- Number of students tested
  - 20
- Mean Scale Score
  - 358
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 85
  - Level 2 - 15
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

Geometry

Test Administration

SWD

Fall 2025

- Number of students tested
  - 6
- Mean Scale Score
  - 378
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 83
  - Level 2 - 17
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

Test Administration

SWD

Winter 2025

- Number of students tested
  - 2
- Mean Scale Score
  - 438
- Percentage in Level 3 or Above
  - 100
- Percentage in Each Achievement Level
  - Level 1 - 0
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 100

Test Administration

SWD

Spring 2026

- Number of students tested
  - 5
- Mean Scale Score
  - 364

- Percentage in Level 3 or Above
  - 20
- Percentage in Each Achievement Level
  - Level 1 - 80
  - Level 2 - 0
  - Level 3 - 20
  - Level 4 - 0
  - Level 5 - 0

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for the Algebra 1 EOC will increase from 29% to 40% tested by the B.E.S.T. Algebra 1 EOC.

By the end of the 2025-2026 School Year, SunEd High of North Broward's percentage of Level 3 or higher results on the Geometry EOC will increase from 25% to 35%, as tested by the B.E.S.T. Geometry EOC.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for Students With Disabilities (SWD) for the Algebra 1 EOC will increase from 0% to 10% tested by the B.E.S.T. Algebra 1 EOC.

By the end of the 2025-2026 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for Students With Disabilities (SWD) on the Geometry EOC will increase from 20% to 30%, as tested by the B.E.S.T. Geometry EOC.

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 undergo systematic monitoring to ensure the attainment of desired educational outcomes. Specifically, student performance will be evaluated biweekly through a comprehensive review of their results from various assessment tools, including IXL, Gizmos, and Direct Instruction Assessments.

This ongoing monitoring process is designed to significantly influence student achievement in both Algebra 1 and Geometry. By regularly assessing their progress, students will not only build their confidence in these critical mathematical disciplines but also identify areas where they may need

additional support or resources.

Students will be informed that course completion is contingent upon sitting for the End of Course Assessment (EOCA), which constitutes 30% of their final grade. Because this evaluation carries significant weight toward academic standing, successful participation in Direct Instruction is mandatory to receive credit for the term. Teachers and Administration will clearly communicate these assessment guidelines early in the school year to ensure students can adequately prepare for the assessments and participation in the Direct Instruction.

Additionally, explicit instructions regarding exam logistics and scoring criteria will be provided through their scheduled classes. Ultimately, this policy reinforces the institution's commitment to comprehensive subject mastery while ensuring consistency in academic evaluation across the student body.

As a result of this focused approach, we anticipate a marked improvement in students' academic performance, which will be reflected in their overall grades in coursework. Our commitment to continuous assessment and feedback aims to create a supportive learning environment that fosters mastery of key concepts, leading to enhanced educational outcomes for all students involved,

Person responsible for monitoring outcome
Karimah Grayson

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: IXL provides a sophisticated and comprehensive assessment suite, which encompasses both Real-time Diagnostic and a universal screener. This advanced assessment framework is designed to operate seamlessly in conjunction with the curriculum, enabling educators to gain immediate and actionable insights into student performance. By leveraging this suite, educators can effectively identify specific gaps in knowledge, allowing for a targeted analysis of individual student needs. Furthermore, the assessment suite offers tailored next steps and strategic recommendations that facilitate personalized learning pathways, fostering the academic growth and development of each learner. The integration of these tools not only empowers educators with valuable data but also enhances the overall educational experience by promoting informed decision-making in instructional practices.

Rationale:
The integration of IXL into educational environments presents a multitude of advantages that can significantly enhance both teaching and learning experiences. Several key reasons for adopting IXL are as follows: Comprehensive Assessment Capabilities IXL's assessment suite, including the RealTime Diagnostic and universal screener, equips educators with tools that offer in-depth analysis

of student performance. This allows for a more nuanced understanding of each learner's strengths and weaknesses, facilitating targeted instructional strategies. Personalized Learning Experiences: By identifying specific gaps in knowledge, IXL enables educators to tailor their teaching approaches to meet the individual needs of students. The platform provides customized recommendations and next steps, ensuring that each learner receives the support necessary for their unique learning journey. Real-Time Feedback: IXL's real-time diagnostic feature empowers both educators and students by providing immediate feedback on performance. This timely information helps inform instructional decisions and allows students to understand their progress, motivating them to take an active role in their learning. Alignment with Curriculum Standards: The assessment tools are designed to align seamlessly with educational standards and curricula, ensuring that the learning objectives are consistently met. This alignment not only enhances the relevance of the assessments but also supports educators in maintaining fidelity to their instructional goals. Data-Driven Instruction: IXL provides robust analytics and reporting capabilities that enable educators to track student progress over time. By utilizing data-driven insights, teachers can make informed decisions regarding instructional practices, interventions, and resource allocation, promoting better educational outcomes. Engagement and Motivation: The interactive nature of IXL's platform fosters student engagement through gamified learning experiences. This can lead to increased motivation and participation, as students are more likely to engage with content that is presented enjoyably and interactively. Scalability and Accessibility: IXL is designed to be adaptable across various educational settings, from individual classrooms to entire school districts. Its cloud-based platform ensures that students and educators can access it from anywhere, promoting continuity in learning, especially in diverse and remote educational contexts

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

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

Description of Intervention #2:
Description of Intervention #2 Gizmos are advanced interactive laboratories and simulations designed specifically for students enrolled in Geometry in grades 9 through 12. These dynamic tools provide educators with an innovative approach to teaching, allowing students to engage in hands-on experiments that enhance their understanding of complex concepts in STEM (Science, Technology, Engineering, and Mathematics). With a comprehensive library boasting over 550 virtual simulations, Gizmos offers a diverse range of opportunities for students to graph, measure, and compare various scientific and mathematical phenomena.

Rationale:
By integrating Gizmos into the Geometry classroom, educators can create a stimulating learning environment that not only supports curriculum standards but also inspires students to pursue further studies and careers in STEM fields. The platform's versatility and accessibility make it an invaluable resource for promoting innovative educational practices and enhancing student engagement in the learning process. This diverse compilation of resources enables learners to explore real-world scenarios, fostering critical thinking and problem-solving skills. Moreover, students can engage in predictive analysis and validate their hypotheses through interactive experimentation, deepening their comprehension of the subject matter. The integration of Gizmos into the SunEd High of North Broward's educational landscape presents a compelling rationale for enhancing the teaching and learning of Geometry for students in grades 9-12. Several key factors underscore the utility and effectiveness of Gizmos as a vital educational resource. Interactive Learning Experience: Gizmos transforms traditional learning methods by providing interactive simulations that allow students to actively participate in their education. This engagement fosters a deeper understanding of complex

concepts, as students can visualize and manipulate variables in a controlled environment, promoting experiential learning. Comprehensive Library of Simulations: With over 550 virtual simulations available, Gizmos caters to a wide array of topics within Geometry. This extensive library enables educators to select relevant simulations that align with their curriculum, facilitating targeted instruction that addresses specific learning objectives. Development of Critical Thinking Skills: The hands-on nature of Gizmos encourages students to engage in inquiry-based learning. By allowing learners to experiment, hypothesize, and analyze outcomes, Gizmos cultivates critical thinking and problem solving skills essential for success. Students are empowered to draw conclusions based on evidence, fostering a scientific mindset. Differentiated Learning Opportunities: Gizmos accommodates diverse learning styles and paces, making it an inclusive tool for all students. Whether students require additional support or are ready for advanced challenges, the platform provides tailored experiences that promote individualized learning pathways. Alignment with Educational Standards: Gizmos aligns with national and state educational standards for Geometry, ensuring that the content delivered is relevant and pedagogically sound. By incorporating Gizmos into lesson plans, educators can enhance compliance with curriculum requirements while enriching the educational experience. Encouragement of Collaboration and Communication: The interactive nature of Gizmos not only supports individual learning but also fosters collaboration among peers. Students can work together to explore simulations, share insights, and discuss their findings, thereby enhancing their communication skills and promoting teamwork. Preparation for Future Endeavors: As the demand for STEM professionals continues to grow, equipping students with the skills and knowledge necessary for success in these fields is paramount. Gizmos provides a platform for students to develop a solid foundation in STEM concepts, preparing them for future academic pursuits and career opportunities. In conclusion, the rationale for utilizing Gizmos in the classroom is grounded in its ability to enhance interactive learning, provide comprehensive educational resources, develop critical thinking skills, and support diverse learners. By incorporating Gizmos into Geometry, educators can create a dynamic and enriching learning environment that prepares students for the challenges and opportunities of the future.

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 Incorporate Enhanced Math Intervention with scheduled math courses to achieve Level 3 or Higher on the B.E.S.T. Algebra 1 EOC Assessment

Person Monitoring:	**By When/Frequency:**
Karimah Grayson	Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All students who have achieved Level 1 or Level 2 in Algebra 1 will be automatically enrolled in an enhanced mathematics course designed to support their academic growth. This course structure will incorporate their regularly scheduled mathematics class, with a distinctive approach that dedicates half of the class time to interactive learning platforms, specifically IXL.
To begin the class, students will engage in a structured learning environment utilizing Edmentum for

the initial 45 minutes. This segment is intended to reinforce foundational concepts and provide tailored instruction based on individual learning needs. Following this concentrated period of study, educators will transition into the intensive math component of the course. The intensive portion will commence with a comprehensive direct instruction session that includes the entire class. This instructional approach aims to clarify complex mathematical concepts and facilitate a deeper understanding of the subject matter. After the direct instruction, students will log into IXL where they will continue their learning through interactive exercises.

Action Step #2
Action Step #2 Enhanced Geometry Instruction

Person Monitoring:
Karimah Grayson

By When/Frequency:
Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students enrolled in the Original Credit Geometry course and did not previously take the Geometry End Of Course Assessment will engage in a structured learning environment that optimally balances independent and guided learning experiences. The class period will be divided into two distinct segments. During the first half, students will utilize the Edmentum platform to ensure they are working towards earning their course credit through individualized practice and interactive learning modules. This approach allows students to progress at their own pace and address specific areas of need.
In the second half of the class, students will participate in Direct Instruction and Gizmos, which are essential tools for further exploration and mastery of geometric principles. This combination of instructional methods aims to enhance students' comprehension and application of the material. To ensure that all students are achieving their academic goals, the teacher will conduct biweekly assessments to monitor student progress. These assessments will provide valuable insights into each student's understanding of the content. In instances where students demonstrate difficulties or receive failing grades, targeted reteaching will be implemented. This responsive approach is designed to address the specific tasks or standards that require additional support, thereby fostering a more robust understanding of Geometry. Through these practices, we aim to cultivate a learning environment that promotes both academic excellence and student confidence in their mathematical abilities.

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.

The focus on enhancing instructional practices in mathematics is crucial, especially for our English Language Learners (ELL). Our ELL students face significant challenges in mathematics, including difficulties in grasping fundamental concepts and a noticeable reluctance to participate actively in their math classes because of their Limited English Proficiency (LEP). This reluctance can stem from various factors, such as anxiety about working in the subject in English, a lack of confidence in their

mathematical abilities, or insufficient support in the classroom. As a result, many students are not reaching state academic standards, which hinders their chances of passing End-of-Course Assessments and ultimately graduating.

Building on the progress made during the 2025-2026 school year, we will increase the use of IXL for Algebra 1, along with IXL and Gizmos for Geometry. By creating a more supportive and engaging learning environment, our goal is to help ELL students overcome their fears and establish a solid foundation in mathematics. This approach is designed not only to boost passing rates in the B.E.S.T. Algebra 1 and Geometry EOCs but also to foster a more positive attitude toward mathematics. Through targeted interventions, including the implementation of IXL and Gizmos, coupled with the Edmentum Courseware, professional development for educators, and effective teaching strategies, we can pave the way for our ELL students to achieve success and fulfillment in their mathematical education.

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.

Algebra 1

Test Administration

Fall 2025
ELL

- Number of students tested
  - 35
- Mean Scale Score
  - 358
- Percentage in Level 3 or Above
  - 6
- Percentage in Each Achievement Level
  - Level 1 - 83
  - Level 2 - 11
  - Level 3 - 3
  - Level 4 - 3
  - Level 5 - 0

Winter 2025
ELL

- Number of students tested
  - 25
- Mean Scale Score
  - 370
- Percentage in Level 3 or Above
  - 12
- Percentage in Each Achievement Level
  - Level 1 - 64
  - Level 2 - 24
  - Level 3 - 4
  - Level 4 - 0
  - Level 5 - 8

Spring 2026
ELL

- Number of students tested
  - 20
- Mean Scale Score
  - 372
- Percentage in Level 3 or Above
  - 20
- Percentage in Each Achievement Level
  - Level 1 - 65
  - Level 2 - 15
  - Level 3 - 5
  - Level 4 - 5
  - Level 5 - 10

Geometry

Test Administration

Fall 2025
ELL

- Number of students tested
  - 6
- Mean Scale Score
  - 351

- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 83
  - Level 2 - 17
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

Winter 2025

ELL

- Number of students tested
  - 5
- Mean Scale Score
  - 346
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

Spring 2026

ELL

- Number of students tested
  - 3
- Mean Scale Score
  - 365
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for English Language Learners (ELL) for the Algebra 1 EOC will increase from 38% to 48% tested by the B.E.S.T. Algebra 1 EOC.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for English Language Learners (ELL) on the Geometry EOC will increase from 0% to 10%, as tested by the B.E.S.T. Geometry EOC.

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 undergo systematic monitoring to ensure the attainment of desired educational outcomes. Specifically, student performance will be evaluated biweekly through a comprehensive review of results from various assessment tools, including IXL, Gizmos, and Direct Instruction Assessments. ELL students will be provided with heritage word-to-word glossaries for Algebra 1 and Geometry. They will be taught dictionary skills and will practice those skills during their interventions and in their classes. Students will be given ample opportunities to use the glossaries so that they are familiar and comfortable with them when it is time for the formative and summative assessments. This ongoing monitoring process is designed to significantly influence student achievement in both Algebra 1 and Geometry.

ELL students will be informed that course completion is contingent upon sitting for the End of Course Assessment (EOCA), which constitutes 30% of their final grade. Because this evaluation carries significant weight toward academic standing, successful participation in Direct Instruction is mandatory to receive credit for the term. Teachers and Administration will clearly communicate these assessment guidelines early in the school year to ensure students can adequately prepare for the assessments and participation in the Direct Instruction.

By regularly assessing their progress, students will not only build their confidence in these critical mathematical disciplines but also identify areas where they may need additional support or resources. As a result of this focused approach, we anticipate a marked improvement in students' academic performance, which will be reflected in their overall grades in coursework. Our commitment to continuous assessment and feedback aims to create a supportive learning environment that fosters mastery of key concepts, leading to enhanced educational outcomes for all students involved.

Person responsible for monitoring outcome

Karimah Grayson

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: IXL provides a sophisticated and comprehensive assessment suite, which encompasses both Real-Time Diagnostic and a universal screener. This advanced assessment framework is designed to operate seamlessly in conjunction with the curriculum, enabling educators to gain immediate and actionable insights into student performance. Gizmos are advanced interactive laboratories and simulations designed specifically for students enrolled in Geometry in grades 9 through 12. These dynamic tools provide educators with an innovative approach to teaching, allowing students to engage in hands-on experiments that enhance their understanding of complex concepts in STEM (Science, Technology, Engineering, and Mathematics). With a comprehensive library boasting over 550 virtual simulations, Gizmos offers a diverse range of opportunities for students to graph, measure, and compare various scientific and mathematical phenomena.

Rationale:

By leveraging this suite, educators can effectively identify specific gaps in knowledge, allowing for a targeted analysis of individual student needs. Furthermore, the assessment suite offers tailored next steps and strategic recommendations that facilitate personalized learning pathways, fostering the academic growth and development of each learner. The integration of these tools not only empowers educators with valuable data but also enhances the overall educational experience by promoting informed decision-making in instructional practices. These advanced interactive laboratories and simulations enable learners to explore real-world scenarios, fostering critical thinking and problem solving skills. Moreover, students can engage in predictive analysis and validate their hypotheses through interactive experimentation, deepening their comprehension of the subject matter. By integrating Gizmos into the Geometry classroom, educators can create a stimulating learning environment that not only supports curriculum standards but also inspires students to pursue further studies and careers in STEM fields. The platform's versatility and accessibility make it an invaluable resource for promoting innovative educational practices and enhancing student engagement in the learning process. The integration of Gizmos into the SunEd High of North Broward's educational landscape presents a compelling rationale for enhancing the teaching and learning of Geometry for students in grades 9-12. Several key factors underscore the utility and effectiveness of Gizmos as a vital educational resource. Interactive Learning Experience: Gizmos transforms traditional learning methods by providing interactive simulations that allow students to actively participate in their education. This engagement fosters a deeper understanding of complex concepts, as students can visualize and manipulate variables in a controlled environment, promoting experiential learning. Comprehensive Library of Simulations: With over 550 virtual simulations available, Gizmos caters to a wide array of topics within Geometry. This extensive library enables educators to select relevant simulations that align with their curriculum, facilitating targeted instruction that addresses specific learning objectives. Development of Critical Thinking Skills: The hands-on nature of Gizmos encourages students to engage in inquiry-based learning. By allowing learners to experiment, hypothesize, and analyze outcomes, Gizmos cultivates critical thinking and problem-solving skills essential for success. Students are empowered to draw conclusions based on evidence, fostering a scientific mindset. Differentiated Learning Opportunities: Gizmos accommodates diverse learning styles and paces, making it an inclusive tool for all students. Whether students require additional support or are ready for advanced challenges, the platform provides tailored experiences that promote individualized learning pathways. Alignment with Educational Standards: Gizmos aligns with

national and state educational standards for Geometry, ensuring that the content delivered is relevant and pedagogically sound. By incorporating Gizmos into lesson plans, educators can enhance compliance with curriculum requirements while enriching the educational experience. Encouragement of Collaboration and Communication: The interactive nature of Gizmos not only supports individual learning but also fosters collaboration among peers. Students can work together to explore simulations, share insights, and discuss their findings, thereby enhancing their communication skills and promoting teamwork. Preparation for Future Endeavors: As the demand for STEM professionals continues to grow, equipping students with the skills and knowledge necessary for success in these fields is paramount. Gizmos provides a platform for students to develop a solid foundation in STEM concepts, preparing them for future academic pursuits and career opportunities. In conclusion, the rationale for utilizing Gizmos in the classroom is grounded in its ability to enhance interactive learning, provide comprehensive educational resources, develop critical thinking skills, and support diverse learners. By incorporating Gizmos into Geometry, educators can create a dynamic and enriching learning environment that prepares students for the challenges and opportunities of the future.

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 Incorporate Enhanced Math Intervention using ELL strategies with scheduled math courses to achieve Level 3 or Higher on the B.E.S.T. Algebra 1 EOC

Person Monitoring:
Karimah Grayson

By When/Frequency:
Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All ELL students who have achieved Level 1 or Level 2 in Algebra 1 will be automatically enrolled in an enhanced mathematics course designed to support their academic growth. This course structure will incorporate their regularly scheduled mathematics class, with a distinctive approach that dedicates
half of the class time to interactive learning platforms, specifically IXL.
To begin the class, ELL students will retrieve their L1 Dictionary and engage in a structured learning environment utilizing Edmentum for the initial 45 minutes. This segment is intended to reinforce foundational concepts and provide tailored instruction based on individual learning needs. Following this concentrated period of study, educators will transition into the intensive math component of the course. The intensive portion will commence with a comprehensive direct instruction session that includes the entire class.
This instructional approach aims to clarify complex mathematical concepts and facilitate a deeper understanding of the subject matter. Teachers will explicitly teach mathematical concepts in English and help students use similar words in their Home Language to grasp a better understanding of the mathematical terms in English. After the direct instruction, students will log into IXL, where they will continue their learning through interactive exercises. During this time, ELL students will use their L1 Dictionary.

Action Step #2

Action Step #2 Enhanced Geometry Instruction

Person Monitoring:
Karimah Grayson

By When/Frequency:
Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELL students enrolled in the Original Credit Geometry course and did not previously take the Geometry End Of Course Assessment will engage in a structured learning environment that optimally balances independent and guided learning experiences. The class period will be divided into two distinct segments. During the first half, students will utilize the Edmentum platform to ensure they are working towards earning their course credit through individualized practice and interactive learning modules. This approach allows students to progress at their own pace and address specific areas of need.
To begin the class, ELL students will retrieve their L1 Dictionary and engage in a structured learning environment utilizing Edmentum for the initial 45 minutes. This segment is intended to reinforce foundational concepts and provide tailored instruction based on individual learning needs. Following this concentrated period of study, educators will transition into the intensive math component of the course. The intensive portion will commence with a comprehensive direct instruction session that includes the entire class.
In the second half of the class, students will participate in Direct Instruction, as well as utilize Gizmos, which are essential tools for further exploration and mastery of geometric principles. This combination of instructional methods aims to enhance students' comprehension and application of the material. To ensure that all students are achieving their academic goals, the teacher will conduct biweekly assessments to monitor student progress. These assessments will provide valuable insights into each student's understanding of the content. In instances where students demonstrate difficulties or receive failing grades, targeted reteaching will be implemented.
This responsive approach is designed to address the specific tasks or standards that require additional support, thereby fostering a more robust understanding of Geometry. Through these practices, we aim to cultivate a learning environment that promotes both academic excellence and student confidence in their mathematical abilities.
ELL students will be informed that course completion is contingent upon sitting for the End of Course Assessment (EOCA), which constitutes 30% of their final grade. Because this evaluation carries significant weight toward academic standing, successful participation in Direct Instruction is mandatory to receive credit for the term. Teachers and Administration will clearly communicate these assessment guidelines early in the school year to ensure students can adequately prepare for the assessments and participation in the Direct Instruction.

Area of Focus #4

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 for both Grade 9 and Grade 10 FAST ELA Reading indicate that the area with the lowest performance is Reading Across Genres & Vocabulary Performance. This section consistently

demonstrates significant challenges, with a notable number of students scoring "Below the Standard" compared to other components, such as Reading Prose and Poetry and Reading Informational Text.

Grade 9 Insights
In Grade 9, a considerable number of students are performing "Below the Standard" in Reading Across Genres & Vocabulary, indicating a pressing need for targeted instructional strategies.

Identified deficiencies include:
• Vocabulary Mastery: Students struggle with understanding and applying vocabulary across various genres, impacting reading comprehension.
• Genre Flexibility: Many students find it challenging to navigate the unique structures and conventions of different genres, affecting overall performance.
• Insufficient Exposure: There is a lack of adequate exposure to diverse literary forms and vocabulary usage, likely due to limited instructional emphasis on these areas. These factors contribute to lower comprehension levels, as vocabulary and genre knowledge are foundational for effective reading. Therefore, there is an urgent need for interventions aimed at enhancing vocabulary acquisition and genre-specific reading strategies. Grade 10 Insights In Grade 10, the Reading Across Genres & Vocabulary Performance component also shows the lowest achievement levels. Key observations include: • A high concentration of scores "Below the Standard," with a few students performing at or near the Standard. • Students scored better in Reading Prose and Poetry and Reading Informational Text, highlighting the unique challenges posed by genre diversity. FAST ELA Reading Retakes The analysis from the FAST ELA Reading Retakes at SunEd High School of North Broward illustrates that Reading Across Genres & Vocabulary Performance continues to be the lowest-performing component. Key observations include: • A significant number of students scored "Below the Standard," indicating persistent challenges in their reading abilities. • Compared to Reading Prose and Poetry and Reading Informational Text, where many students scored at or near "Above the Standard," Reading Across Genres & Vocabulary has the highest concentration of scores below the standard. Contributing Factors to Low Performance • Vocabulary Challenges: Students struggle with vocabulary acquisition and application across different genres, affecting their understanding and interpretation of texts. • Difficulty with Genre Adaptability: Reading across genres requires students to recognize and adjust to varying text structures, styles, and purposes. Many students lack the skills to navigate these differences, resulting in lower comprehension. • Instructional Gaps: The low performance suggests insufficient targeted instruction on genrespecific reading strategies and vocabulary development, which are critical for success in this component. • Cumulative Deficiencies: Weaknesses in vocabulary and genre knowledge not only affect performance in Reading Across Genres & Vocabulary but also contribute to broader reading difficulties reflected in other assessment areas.

Performance Trends The data show a concerning decline in performance within the Reading Across Genres & Vocabulary category during the 2024-2025 school year. Specifically, the number of students scoring "Below the Standard" increased from PM1 (September 10, 2024) to PM3 (January 14, 2025). The average scale scores reflect a downward trajectory, indicating a decline in overall student achievement by PM3. Factors contributing to this decline include:

• Increased complexity across genres as students encounter more challenging texts, which demand advanced vocabulary and interpretive skills. Many students appear unprepared for these heightened challenges. • Vocabulary demands likely escalated without adequate instructional support, leading to comprehension difficulties. • Instructional gaps or inconsistent support are prevalent, as many students transferred mid-year from various schools, affecting their integration into the learning environment. • A lack of targeted interventions or inconsistent strategies focused on genre flexibility and vocabulary development may have hindered growth. Special Populations Among the students, those classified as Students with Disabilities (SWD) and English Language Learners (ELL) constitute a significant portion, with many achieving Level 1. The ESE Teacher will work directly with SWD students, while ELL students will receive strategies such as dictionaries and glossaries to aid their understanding during class. These resources aim to prepare them for both formative and summative assessments. Gaps in Reading Performance For Grade 9 and 10 students, Reading Prose and Poetry showed the largest gap compared to the state average. Contributing factors include: • Limited exposure or practice with analyzing literary texts, including themes and figurative language. • Differences in curriculum emphasis or teaching methods affecting skill development for interpreting prose and poetry. For retake students, Reading Informational Text

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.

Test Administration

Grade 9
F.A.S.T. ELA
PM1 2025-2026

- Number of students tested
  - 15
- Mean Scale Score
  - 223
- Percentage in Level 3 or Above
  - 27
- Percentage in Each Achievement Level

- Level 1 - 53
- Level 2 - 20
- Level 3 - 13
- Level 4 - 7
- Level 5 - 7

PM1 2025-2026
SWD

- Number of students tested
  - 3
- Mean Scale Score
  - 195
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

PM1 2025-2026
ELL

- Number of students tested
  - 1
- Mean Scale Score
  - 174
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

PM2 2025-2026

- Number of students tested

- 14
- Mean Scale Score
  - 229
- Percentage in Level 3 or Above
  - 36%
- Percentage in Each Achievement Level
  - Level 1 - 57
  - Level 2 - 7
  - Level 3 - 14
  - Level 4 - 14
  - Level 5 - 7

PM2 2025-2026
SWD

- Number of students tested
  - 2
- Mean Scale Score
  - 200
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

PM2 2025-2026
ELL

- Number of students tested
  - 1
- Mean Scale Score
  - 212
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0

- Level 3 - 0
- Level 4 - 0
- Level 5 - 0

PM3 2025-2026

- Number of students tested
  - 17
- Mean Scale Score
  - 228
- Percentage in Level 3 or Above
  - 29
- Percentage in Each Achievement Level
  - Level 1 - 47
  - Level 2 - 24
  - Level 3 - 12
  - Level 4 - 6
  - Level 5 - 12

PM3 2025-2026

SWD

- Number of students tested
  - 3
- Mean Scale Score
  - 195
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 -0
  - Level 5 - 0

PM3 2025-2026

ELL

- Number of students tested
  - 1
- Mean Scale Score

- 187
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

Test Administration
Grade 10 F.A.S.T. ELA

PM1 2025-2026
- Number of students tested
  - 26
- Mean Scale Score
  - 218
- Percentage in Level 3 or Above
  - 23
- Percentage in Each Achievement Level
  - Level 1 - 65
  - Level 2 - 12
  - Level 3 - 19
  - Level 4 - 4
  - Level 5 - 0

PM1 2025-2026
SWD
- Number of students tested
  - 9
- Mean Scale Score
  - 221
- Percentage in Level 3 or Above
  - 22
- Percentage in Each Achievement Level
  - Level 1 - 56
  - Level 2 - 22

- Level 3 - 11
- Level 4 - 11
- Level 5 - 0

PM1 2025-2026

ELL

- Number of students tested
  - 4
- Mean Scale Score
  - 197
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

PM2 2025-2026

- Number of students tested
  - 26
- Mean Scale Score
  - 220
- Percentage in Level 3 or Above
  - 19
- Percentage in Each Achievement Level
  - Level 1 - 69
  - Level 2 - 12
  - Level 3 - 20
  - Level 4 - 19
  - Level 5 - 12

PM2 2025-2026

SWD

- Number of students tested
  - 10
- Mean Scale Score

- 232
- Percentage in Level 3 or Above
  - 20
- Percentage in Each Achievement Level
  - Level 1 - 80
  - Level 2 - 0
  - Level 3 - 10
  - Level 4 - 10
  - Level 5 - 0

PM2 2025-2026

ELL

- Number of students tested
  - 3
- Mean Scale Score
  - 199
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

PM3 2025-2026

- Number of students tested
  - 31
- Mean Scale Score
  - 222
- Percentage in Level 3 or Above
  - 19
- Percentage in Each Achievement Level
  - Level 1 - 68
  - Level 2 - 13
  - Level 3 - 6
  - Level 4 - 6
  - Level 5 - 6

PM3 2025-2026
SWD

- Number of students tested
  - 10
- Mean Scale Score
  - 195
- Percentage in Level 3 or Above
  - 10
- Percentage in Each Achievement Level
  - Level 1 - 90
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 10

PM3 2025-2026
ELL

- Number of students tested
  - 5
- Mean Scale Score
  - 198
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

Test Administration
Retakes F.A.S.T. ELA

Fall 2025

- Number of students tested
  - 167
- Mean Scale Score

- 224
- Percentage in Level 3 or Above
  - 13
- Percentage in Each Achievement Level
  - Level 1 - 53
  - Level 2 - 34
  - Level 3 - 10
  - Level 4 - 3
  - Level 5 - 0

Fall 2025
SWD

- Number of students tested
  - 19
- Mean Scale Score
  - 210
- Percentage in Level 3 or Above
  - 21
- Percentage in Each Achievement Level
  - Level 1 - 63
  - Level 2 - 16
  - Level 3 - 16
  - Level 4 - 5
  - Level 5 - 0

Fall 2025
ELL

- Number of students tested
  - 36
- Mean Scale Score
  - 211
- Percentage in Level 3 or Above
  - 6
- Percentage in Each Achievement Level
  - Level 1 - 69
  - Level 2 - 25
  - Level 3 - 3
  - Level 4 - 3

- Level 5 - 0

Winter 2025

- Number of students tested
  - 139
- Mean Scale Score
  - 227
- Percentage in Level 3 or Above
  - 18
- Percentage in Each Achievement Level
  - Level 1 - 51
  - Level 2 - 31
  - Level 3 - 11
  - Level 4 - 6
  - Level 5 - 1

Winter 2025

SWD

- Number of students tested
  - 12
- Mean Scale Score
  - 212
- Percentage in Level 3 or Above
  - 17
- Percentage in Each Achievement Level
  - Level 1 - 76
  - Level 2 - 8
  - Level 3 - 8
  - Level 4 - 8
  - Level 5 - 0

Winter 2025

ELL

- Number of students tested
  - 30
- Mean Scale Score
  - 208
- Percentage in Level 3 or Above

- 7
- Percentage in Each Achievement Level
  - Level 1 - 83
  - Level 2 - 10
  - Level 3 - 4
  - Level 4 - 3
  - Level 5 - 0

Spring 2026
- Number of students tested
  - 114
- Mean Scale Score
  - 226
- Percentage in Level 3 or Above
  - 18
- Percentage in Each Achievement Level
  - Level 1 - 50
  - Level 2 - 32
  - Level 3 - 13
  - Level 4 - 4
  - Level 5 - 1

Spring 2026
SWD
- Number of students tested
  - 9
- Mean Scale Score
  - 218
- Percentage in Level 3 or Above
  - 11
- Percentage in Each Achievement Level
  - Level 1 - 78
  - Level 2 - 11
  - Level 3 - 0
  - Level 4 - 11
  - Level 5 - 0

Spring 2026

ELL

- Number of students tested
  - 26
- Mean Scale Score
  - 219
- Percentage in Level 3 or Above
  - 15
- Percentage in Each Achievement Level
  - Level 1 - 62
  - Level 2 - 23
  - Level 3 - 12
  - Level 4 - 3
  - Level 5 - 0

WIDA Online ACCESS Overall Proficiency 2024-2025 (The most recent data available)

PL1
Grade 9 - 18%
Grade 10 - 19%
Grade 11 - 20%
Grade 12 - 23%

PL2
Grade 9 - 22%
Grade 10 - 22%
Grade 11 - 22%
Grade 12 - 26%

PL3
Grade 9 - 39%
Grade 10 - 38%
Grade 11 - 39%
Grade 12 - 37%

PL4
Grade 9 - 19%
Grade 10 - 18%
Grade 11 - 17%

Grade 12 - 13%

PL5
Grade 9 - 3%
Grade 10 - 2%
Grade 11 - 2%
Grade 12 - 1%

PL6
Grade 9 - >1%
Grade 10 - >1%
Grade 11 - >1%
Grade 12 - >1%

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for the Grade 9 F.A.S.T. ELA will increase from 29% to 41%, and the percentage of Level 1 students will decrease from 47% to 30% tested by the F.A.S.T. ELA, this goal will support growth in ELA learning gains.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for Grade 9 Students With Disabilities (SWD) for the F.A.S.T. ELA will increase from 0% to 41%, and the percentage of Level 1 results will decrease from 100% to 59% tested by the F.A.S.T. ELA, this goal will support growth in ELA learning gains.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for Grade 9 English Language Learners (ELL) for the F.A.S.T. ELA will increase from 0% to 41%, and the percentage of Level 1 results will decrease from 100% to 59% tested by the F.A.S.T. ELA. This goal will support growth in ELA learning gains.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for the Grade 10 F.A.S.T. ELA will increase from 19% to 41%, and the percentage of Level 1 results will decrease from 68% to 40% tested by the F.A.S.T. ELA, this goal will support growth in ELA learning gains.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for Grade 10 Students With Disabilities (SWD) for the F.A.S.T. ELA will increase from 10% to 41%, and the percentage of Level 1 results will decrease from 90% to 49% tested by the

F.A.S.T. ELA, this goal will support growth in ELA learning gains.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for Grade 10 English Language Learners (ELL) for the F.A.S.T. ELA will increase from 0% to 41%, and the percentage of Level 1 results will decrease from 100% to 59% tested by the F.A.S.T. ELA, this goal will support growth in ELA learning gains.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for the Retake F.A.S.T. ELA will increase from 18% to 41%, and the percentage of Level 1 results will decrease from 50% to 35% tested by the F.A.S.T. ELA; this goal will support growth in ELA learning gains.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for Retake Students With Disabilities (SWD) for the F.A.S.T. ELA will increase from 11% to 41%, and the percentage of Level 1 results will decrease from 78% to 45% tested by the F.A.S.T. ELA; this goal will support growth in ELA learning gains.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for Retake English Language Learners (ELL) for the F.A.S.T. ELA will increase from 15% to 41%, and the percentage of Level 1 results will decrease from 62% to 39% tested by the F.A.S.T. ELA.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for the Grade 9 ELL students' WIDA Online Access results Proficiency Level 3 or higher will increase from 61% to 66% and the percentage of Level 1 results will decrease from 18% to 8% tested by the WIDA Online ACCESS Overall Proficiency Assessment.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for the Grade 10 ELL students' WIDA Online Access results Proficiency Level 3 or higher will increase from 59% to 70%, and the percentage of Level 1 results will decrease from 19% to 9% tested by the WIDA Online ACCESS Overall Proficiency Assessment.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for the Grade 11 ELL students' WIDA Online Access results Proficiency Level 3 or higher will increase from 58% to 68%, and the percentage of Level 1 results will decrease from 20% to 10% tested by the WIDA Online ACCESS Overall Proficiency Assessment.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or

higher results for the Grade 12 ELL students' WIDA Online Access results Proficiency Level 3 or higher will increase from 51% to 61%, and the percentage of Level 1 results will decrease from 23% to 13% tested by the WIDA Online ACCESS Overall Proficiency Assessment.

Monitoring

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

1. Quarterly NWEA MAP Results (Grades 9 and 10):

The Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments will be administered quarterly for 9th and 10th-grade students. These adaptive tests provide valuable data on student growth and achievement in reading and language usage.

Monitoring:

- Create a baseline for the NWEA MAP when following Broward Schools' Testing Calendar.
- Collect and analyze MAP results at the end of each quarter
- Compare scores to previous quarters and national norms
- Identify trends in student performance and areas needing improvement
- Use data to inform instructional decisions and interventions

2. F.A.S.T. ELA Progress Monitoring (Grades 9 and 10):

The Florida Assessment of Student Thinking (F.A.S.T.) for English Language Arts will be used for progress monitoring three times throughout the year.

Monitoring:

- Administer F.A.S.T. ELA assessments at the beginning, middle, and end of the school year
- Analyze results to track student progress in key ELA skills
- Identify students who may need additional support or interventions
- Adjust instructional strategies based on assessment outcomes

3. F.A.S.T. ELA Retake Assessments (For Retake Students):

Students requiring retakes will participate in Fall, Winter, and Spring F.A.S.T. ELA assessments until they achieve Level 3 or higher or meet concordant scores.

Monitoring:

- Administer retake assessments during designated testing windows

- Track individual student progress across the three assessment periods.
- Identify specific areas where retake students are struggling
- Provide targeted interventions and support based on assessment results

4. HMH Read 180 Assessments:

The Read 180 program by Houghton Mifflin Harcourt includes built-in assessments to monitor student progress in reading comprehension and fluency.

Monitoring:
- Regularly review Read 180 assessment data (e.g., weekly or bi-weekly)
- Track student Lexile levels and reading growth
- Monitor time spent in the program and completion of assignments
- Use data to guide small group instruction and individualized interventions

5. Code Program Assessments: Assessments from the Code program will be used to monitor progress in specific literacy skills.

Monitoring:
- Administer Code program assessments as per the curriculum schedule
- Analyze results to track mastery of targeted skills (e.g., phonics, decoding)
- Identify students who may need additional support in specific areas
- Adjust pacing and instruction based on assessment outcomes.

Implementation and Impact Monitoring:

1. Data Collection and Analysis:
- Designate a team responsible for collecting and analyzing data from all assessment sources.
- Create a centralized system for storing and accessing assessment results
- Generate regular reports (e.g., monthly or quarterly) summarizing progress across all measures

2. Teacher Collaboration:
- Schedule regular meetings for teachers to discuss assessment results and share strategies
- Encourage peer observations and mentoring to support the implementation of best practices.

3. Student Goal Setting:
- Work with students to set individual goals based on their assessment results.
- Regularly review progress with students and adjust goals as needed.

4. Professional Development:
- Provide ongoing training for teachers on interpreting and using assessment data.
- Offer workshops on effective interventions and strategies based on identified areas of need.

5. Parent Communication:
- Share consistent and timely progress reports with parents/guardians
- Conduct parent-teacher conferences to discuss assessment results and strategies for support

6. Program Evaluation:
- Conduct mid-year and end-of-year evaluations of the overall impact of interventions
- Compare results to baseline data and desired outcomes
- Make data-driven decisions about program continuation, modification, or expansion

By implementing this comprehensive monitoring plan, SunEd High of North Broward can effectively track the implementation and impact of the Area of Focus. Regular analysis of multiple data points allows for timely adjustments to instruction and interventions, ensuring that students receive the support they need to achieve the desired outcomes in English Language Arts proficiency.

Person responsible for monitoring outcome
Karimah Grayson

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: HMH Read 180 is a comprehensive reading intervention program designed by Houghton Mifflin Harcourt (HMH) for struggling readers in grades 4-12.

Rationale:
Read 180 is a robust reading intervention program developed by Houghton Mifflin Harcourt (HMH) specifically for struggling readers in grades 4-12. The rationale for utilizing this program is grounded in its evidence-based approach, which integrates direct instruction, adaptive technology, and engaging texts to meet the diverse literacy needs of students. Research indicates that targeted interventions can significantly improve reading outcomes, particularly for students who exhibit reading difficulties. Read 180's structured framework not only addresses the foundational skills of reading but also fosters a deeper understanding of complex texts, thereby enhancing overall literacy. One of the key strengths of Read 180 is its emphasis on differentiated instruction. The program utilizes a blended learning model that combines whole-group instruction with personalized learning pathways. This approach allows educators to tailor their teaching strategies to accommodate various learning

styles and levels of proficiency. The adaptive software component continuously assesses student performance, adjusting the difficulty of texts and activities based on individual progress. Such an individualized approach not only motivates students but also instills a sense of ownership over their learning, which is crucial for fostering resilience and persistence in struggling readers. Additionally, Read 180 enhances students' engagement through the incorporation of high-interest texts and multimedia resources. By connecting reading materials to students' interests and real-world experiences, the program cultivates a love for reading and encourages critical thinking. The integration of technology further enriches the learning experience, as students engage with interactive activities that reinforce their skills. Consequently, Read 180 not only aims to improve reading proficiency but also strives to create confident and competent readers who are prepared to navigate increasingly complex texts in their academic and personal lives.

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

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

Description of Intervention #2:
Description of Intervention #2: Implementing IXL Learning as a supplemental instructional and tier-based intervention platform provides a structured, data-driven pathway to boost reading comprehension, pass the F.A.S.T. ELA Reading, and achieve graduation. IXL is an adaptive, technology-based learning platform that combines continuous diagnostic assessment, targeted skill practice, and real-time learning analytics. For high school English Language Arts (ELA) and reading intervention, IXL offers: IXL Real-Time Diagnostic & Assessment Suite: Evaluates student performance across key reading strands (literary text comprehension, informational text analysis, vocabulary in context, and language mechanics). The diagnostic pinpoints exact grade-level capabilities and automatically updates as students learn. Florida B.E.S.T. Standards & F.A.S.T. Alignment: IXL features pre-built, custom skill plans mapped directly to Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and the F.A.S.T. ELA assessments. It also provides targeted skill plans for SAT and ACT prep, offering multiple routes to diploma-qualifying reading scores. Adaptive Skill Practice & Immediate Feedback: With over 20,000 adaptive skills, IXL adjusts question difficulty in real time based on student responses using its SmartScore algorithm. When students answer incorrectly, IXL provides immediate, step-by-step explanations to correct misconceptions on the spot. Actionable Teacher Analytics: The platform gives educators real-time dashboards showing student progress, active practice times, and specific "trouble spots," enabling efficient small-group instruction and MTSS/RTI (Multi-Tiered System of Supports) grouping.

Rationale:
To successfully deploy IXL as an effective reading intervention at SunEd High of North Broward, the school will implement a structured, multi-phase plan: Initial Diagnostic & Baseline Setting: During the first two weeks of the term (or upon entry for newly enrolled credit-recovery students), all students enrolled in reading intervention or English blocks will complete the IXL Real-Time Diagnostic to establish their baseline reading level across core domains (comprehension, vocabulary, structural analysis, and mechanics). Structured Integration into Daily Instruction: Weekly Practice Goal: Schedule 60–90 minutes of dedicated IXL practice per week, integrated into a blended learning model (e.g., 20 minutes daily or during designated intervention blocks). Targeted Recommendations: Require students to work through their Personalized Recommendation Wall and complete custom Florida B.E.S.T. / F.A.S.T. ELA Skill Plans. Mastery Threshold: Set a clear benchmark requirement where students work each skill until reaching a SmartScore of 80 (Proficiency) or 90+ (Mastery) before advancing. Targeted Small-Group Tiered Instruction (MTSS): Educators will use IXL data to group students for Tier 2 and Tier 3 interventions. While students work on their individualized IXL

paths, teachers will lead direct-instruction mini-lessons with small groups on shared reading gaps identified by the platform. Concordant Score Preparation Pathways: Juniors and seniors who have yet to pass the Grade 10 F.A.S.T. ELA assessment will be assigned dedicated IXL ACT or SAT Skill Plans to prepare them specifically for achieving a qualifying concordant reading score. Monitoring the Impact of the Action Step SunEd High will implement a weekly, monthly, and quarterly monitoring cycle using IXL's built-in analytics and school-wide tracking tools: 1. Weekly Implementation & Engagement Tracking Metric: Questions answered, time spent practicing, and skills proficient/ mastered per student. Monitoring Mechanism: Administrators and ELA department leads will review the IXL School-Wide & Classroom Dashboards weekly to ensure fidelity of implementation (ensuring students are reaching the recommended 60+ minutes per week). Intervention: Students falling short of practice time or struggling to meet proficiency standards will be flagged for additional academic support or mentoring. 2. Bi-Weekly Gap Analysis & "Trouble Spots" Review Metric: Identified skill breakdowns and frequent misconceptions across student cohorts. Monitoring Mechanism: Teachers will review the IXL Trouble Spots Report bi-weekly. This report automatically groups students who are struggling with the same reading skills (e.g., identifying main idea, analyzing author's point of view). Action: Teachers will adjust weekly lesson plans to re-teach these concepts in small groups or whole-class mini-lessons before students re-attempt the skills. 3. Monthly Growth Monitoring (Diagnostic Snapshot) Metric: Movement in student Reading Strand Levels and Overall ELA Diagnostic Scores. Monitoring Mechanism: Students will re-enter the diagnostic mode once per month (for 10–15 minutes) to update their real-time levels. School leaders will compare monthly diagnostic snapshots to evaluate whether students are closing grade-level gaps. 4. Quarterly Assessment & High-Stakes Correlative Analysis Metric: Benchmark assessment scores (e.g., Progress Monitoring PM1, PM2, PM3 FAST scores, NWEA MAP or mock ACT/SAT practice exams). Monitoring Mechanism: The administrative team will cross-reference IXL growth metrics (SmartScore gains and diagnostic level increases) with FAST Progress Monitoring data to confirm that online skill mastery translates to improved performance on official state assessments.

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
Implementing The Code Books for ELL and Level 1 SWD

Person Monitoring:
Karimah Grayson

By When/Frequency:
Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implementation of the phonics program entails a systematic approach to phonics instruction that integrates decodable texts and engaging activities designed to reinforce phonics skills. This instruction is delivered in 90-minute sessions every other day, ensuring ample time for students to absorb and practice new concepts.
The program employs a combination of whole-group instruction, small-group activities, and individualized computer-based practice, fostering a comprehensive
learning environment that addresses diverse learner needs. The primary goal of this implementation

is to enhance students' reading comprehension, fluency, and academic vocabulary.
Monitoring of student progress is achieved through a variety of built-in assessment tools that effectively track individual growth in reading skills. Regular benchmark assessments are conducted to measure this growth, allowing educators to identify areas where students may need additional support. In addition to standardized assessments, teacher observations and anecdotal records provide qualitative insights into student engagement and performance. The integration of performance data from the software component further enriches the monitoring process, offering a holistic view of student progress.
To ensure a thorough evaluation of phonics skills, regular assessments are administered alongside running records that track reading accuracy and fluency. Teacher observations play a critical role in assessing students' application of phonics skills in both reading and writing activities. This multifaceted approach to monitoring not only helps educators gauge student achievement but also informs instructional decisions, thereby optimizing the learning experience for each student.

Action Step #2
Action Step #2 HMH Read 180 - Level 1 and Level 2 Students

Person Monitoring:
Karimah Grayson

By When/Frequency:
Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implementation
Effective instructional strategies for enhancing reading comprehension include explicit vocabulary instruction, guided reading, and close reading techniques. Additionally, reciprocal teaching and the use of graphic organizers can significantly aid in comprehension. These strategies are ideally implemented in small groups or one-on-one settings, allowing for more targeted support tailored to individual student needs.
Monitoring
To ensure the efficacy of these interventions, regular formative assessments such as exit tickets and quick checks should be employed. Progress monitoring probes, including oral reading fluency measures, can provide valuable insights into student performance. Furthermore, student self assessment and reflection encourage active engagement in the learning process, while teacher observations and anecdotal records offer qualitative data on student progress.
Next Steps
To effectively implement and monitor these interventions across relevant grade levels, it is essential to establish a structured plan. This plan should outline specific goals, timelines, and methods for data collection to ensure that each strategy's impact can be evaluated. Consistent reflection and adjustment based on data will facilitate continuous improvement in teaching practices and student outcomes.

Action Step #3
Action Step #3 Developmental Language Arts

Person Monitoring:
Karimah Grayson

By When/Frequency:
Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
English Language Learner (ELL) students who achieve Levels 1 or 2 on their WIDA assessment are enrolled in the Developmental Language Arts course. This course is designed to support the foundational language skills necessary for academic success. Instruction is delivered using the HMH Code Book, which provides structured content aimed at enhancing literacy. The program incorporates explicit direct instruction, ensuring that students receive clear guidance and support in their learning.

In addition to the printed materials, the computer component of the HMH program is utilized to reinforce skills through interactive activities. Progress will be monitored through weekly assessments conducted by teachers, along with daily informal assessments to ensure that each student's development is effectively tracked.

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.

Grade 9

- Demographics: 5 Hispanic students (*1 Student with Disabilities [SWD], 1 English Language Learner [ELL]*)
- Area of Focus: Reading Across Genres & Vocabulary
- Impact on Student Learning: Mastery of vocabulary and genre integration is fundamental as students transition into high-school-level coursework. Vocabulary deficits directly hinder comprehension of complex texts, while an inability to synthesize concepts across varied genres limits a student's capacity to make intertextual connections and engage in higher-order analytical thinking.
- Rationale: Prior year performance data revealed significant gaps in foundational academic vocabulary and cross-genre comprehension among Grade 9 Hispanic students, including ELL and SWD subgroups. Targeting these areas will build the necessary literacy foundation required across all academic disciplines.

Grade 10

- Demographics: 12 Hispanic students (*2 SWD, 4 ELL*)
- Area of Focus: Reading Prose & Poetry; Reading Across Genres & Vocabulary
- Impact on Student Learning: Proficiency in analyzing prose and poetry develops critical literary analysis, understanding of nuance, figurative language, and thematic development. Coupled with vocabulary growth and cross-genre reading, these skills enable students to evaluate literary craft, infer subtle meanings, and succeed on standards-based assessment benchmarks.
- Rationale: Review of prior year assessment data demonstrated that Grade 10 Hispanic students struggled with literary analysis tasks—particularly interpreting figurative language in poetry and analyzing character or thematic development in prose—alongside ongoing vocabulary limitations. Addressing both literary components and general text integration directly targets these identified learning gaps.

Retakers

- Demographics: 35 Hispanic students (*3 SWD, 7 ELL*)
- Area of Focus: Reading Informational Text
- Impact on Student Learning: Informational text literacy is critical for comprehending non-fiction materials, technical writings, primary sources, and real-world texts. Strengthening skills in identifying central ideas, evaluating author argument/bias, and analyzing text structures directly enhances college and career readiness as well as assessment performance.
- Rationale: Prior year retaker assessment data showed that the vast majority of non-proficient scores among Hispanic retakers stem from missed points on informational text passages and paired non-fiction prompts. Prioritizing informational text analysis addresses the primary barrier preventing these students from achieving proficiency and earning required graduation benchmarks.

Area of Focus Description

- Target Subject: High School Algebra
- Target Subgroup: 32 Hispanic Students, including 6 Students with Disabilities [SWD] and 9 English Language Learners [ELL].
- Identified Focus Area: Expressions, Functions, and Data Analysis

Description of Focus Area

The targeted instruction and intervention for this cohort will focus on foundational algebraic thinking, translating verbal scenarios into mathematical expressions, understanding functional relationships, and interpreting data displays. Special emphasis will be placed on scaffolding language acquisition for English Language Learners (ELL) and providing accommodations for Students with Disabilities (SWD) to ensure equitable access to complex mathematical concepts.

2. Impact on Student Learning

- Language & Symbol Systems: Mathematics requires navigating both symbolic notation and dense language syntax. For our 9 ELL students, understanding multi-step word problems involving functions and data analysis presents a dual challenge of language decoding and mathematical processing.
- Access & Accommodations: For our 6 SWD students, mastery of expressions and functions is critical for building executive function skills, memory retrieval of algorithms, and spatial understanding of data graphs.
- Secondary & Post-Secondary Pathway: Mastery of expressions, functions, and data analysis serves as a gateway skill. Deficits in these foundational concepts compound in higher-level courses (e.g., Geometry, Algebra II), directly impacting graduation pathways and standardized assessment performance.

3. Rationale (Data-Driven Need)

Review of prior-year academic data identified Expressions, Functions, and Data Analysis as the area of greatest critical need for this specific demographic group:

- Demographic Representation: The sub-group comprises 32 Hispanic students, representing a significant cohort whose collective performance disproportionately impacts overall school/ grade-level performance metrics.
- Intersection of Needs: Nearly 47% of this cohort requires targeted instructional support. Prior-year assessment data demonstrated that word-problem comprehension and abstract functional reasoning were primary drivers of lower proficiency scores.
- Prior Year Data Insights: Performance data from the preceding school year indicated that while students showed relative stability in basic computation, proficiency dropped significantly on items requiring multi-step expression building, functional representations (tables, graphs, equations), and data interpretation—highlighting an urgent need for explicit, language-rich, and scaffolded instruction in this strand.

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.

Grade 9 & 10

Test Administration

Test Administration

Grade 9

Hispanic Students

PM1 2025

- Number of students tested
  - 3
- Mean Scale Score
  - 215
- Percentage in Level 3 or Above
  - 33
- Percentage in Each Achievement Level
  - Level 1 - 67
  - Level 2 - 33
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

SWD - Grade 9

Hispanic Students

PM1 2025

- Number of students tested
  - 1
- Mean Scale Score
  - 174
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

ELL - Grade 9

Hispanic Students

PM1 2025

- Number of students tested
  - 1
- Mean Scale Score
  - 174
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

Grade 10

Hispanic Students

PM2 2025

- Number of students tested
  - 10
- Mean Scale Score
  - 205
- Percentage in Level 3 or Above

- 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

SWD - Grade 10
Hispanic Students
PM2 2025

- Number of students tested
  - 2
- Mean Scale Score
  - 202
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

ELL - Grade 10
Hispanic Students
PM2 2025

- Number of students tested
  - 2
- Mean Scale Score
  - 198
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0

- Level 5 - 0

Grade 10

Hispanic Students

PM3 2026

- Number of students tested
  - 12
- Mean Scale Score
  - 212
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 83
  - Level 2 - 17
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

SWD - Grade 10

Hispanic Students

PM3 2026

- Number of students tested
  - 2
- Mean Scale Score
  - 212
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

ELL - Grade 10

Hispanic Students

PM3 2026

- Number of students tested

- 4
- Mean Scale Score
  - 197
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

Retakers

Hispanic Students

Fall 2025

- Number of students tested
  - 43
- Mean Scale Score
  - 224
- Percentage in Level 3 or Above
  - 9
- Percentage in Each Achievement Level
  - Level 1 - 53
  - Level 2 - 37
  - Level 3 - 7
  - Level 4 - 2
  - Level 5 - 0

SWD - Retakers

Hispanic Students

Fall 2025

- Number of students tested
  - 3
- Mean Scale Score
  - 220
- Percentage in Level 3 or Above
  - 33
- Percentage in Each Achievement Level

- Level 1 - 33
- Level 2 - 33
- Level 3 - 33
- Level 4 - 2
- Level 5 - 0

ELL - Retakers

Hispanic Students

Fall 2025

- Number of students tested
  - 10
- Mean Scale Score
  - 202
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 80
  - Level 2 - 20
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

Hispanic Students

Winter 2025

- Number of students tested
  - 37
- Mean Scale Score
  - 231
- Percentage in Level 3 or Above
  - 27
- Percentage in Each Achievement Level
  - Level 1 - 41
  - Level 2 - 32
  - Level 3 - 19
  - Level 4 - 5
  - Level 5 - 3

SWD - Retakers

Hispanic Students

Winter 2025

- Number of students tested
  - 2
- Mean Scale Score
  - 226
- Percentage in Level 3 or Above
  - 50
- Percentage in Each Achievement Level
  - Level 1 - 50
  - Level 2 - 0
  - Level 3 - 50
  - Level 4 - 0
  - Level 5 - 0

ELL - Retakers

Hispanic Students

Winter 2025

- Number of students tested
  - 8
- Mean Scale Score
  - 203
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 88
  - Level 2 - 12
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

Hispanic Students

Spring 2026

- Number of students tested
  - 35
- Mean Scale Score
  - 228
- Percentage in Level 3 or Above

- 23
- Percentage in Each Achievement Level
  - Level 1 - 40
  - Level 2 - 37
  - Level 3 - 20
  - Level 4 - 3
  - Level 5 - 0

SWD - Retakers
Hispanic Students
Spring 2026

- Number of students tested
  - 2
- Mean Scale Score
  - 209
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

ELL - Retakers
Hispanic Students
Spring 2026

- Number of students tested
  - 8
- Mean Scale Score
  - 226
- Percentage in Level 3 or Above
  - 38
- Percentage in Each Achievement Level
  - Level 1 - 50
  - Level 2 - 13
  - Level 3 - 25
  - Level 4 - 13

- Level 5 - 0

Algebra 1

Test Administration
Hispanic
Fall 2025
- Number of students tested
  - 50
- Mean Scale Score
  - 373
- Percentage in Level 3 or Above
  - 10
- Percentage in Each Achievement Level
  - Level 1 - 58
  - Level 2 - 32
  - Level 3 - 6
  - Level 4 - 2
  - Level 5 - 2

Test Administration
Hispanic - SWD
Fall 2025
- Number of students tested
  - 3
- Mean Scale Score
  - 352
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

Test Administration
Hispanic - ELL

Fall 2025

- Number of students tested
  - 10
- Mean Scale Score
  - 363
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 70
  - Level 2 - 30
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

Test Administration

Hispanic

Winter 2025

- Number of students tested
  - 32
- Mean Scale Score
  - 371
- Percentage in Level 3 or Above
  - 13
- Percentage in Each Achievement Level
  - Level 1 - 59
  - Level 2 - 28
  - Level 3 - 9
  - Level 4 - 3
  - Level 5 - 0

Test Administration

Hispanic - SWD

Winter 2025

- Number of students tested
  - 3
- Mean Scale Score
  - 352
- Percentage in Level 3 or Above

- 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

Test Administration
Hispanic - ELL
Winter 2025
- Number of students tested
  - 7
- Mean Scale Score
  - 366
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 57
  - Level 2 - 43
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

Test Administration
Hispanic
Spring 2026
- Number of students tested
  - 32
- Mean Scale Score
  - 375
- Percentage in Level 3 or Above
  - 13
- Percentage in Each Achievement Level
  - Level 1 - 53
  - Level 2 - 34
  - Level 3 - 6
  - Level 4 - 3

- Level 5 - 3

Test Administration
Hispanic - SWD
Spring 2026
- Number of students tested
  - 10
- Mean Scale Score
  - 362
- Percentage in Level 3 or Above
  - 0
- Percentage in Each Achievement Level
  - Level 1 - 100
  - Level 2 - 0
  - Level 3 - 0
  - Level 4 - 0
  - Level 5 - 0

Test Administration
Hispanic - ELL
Spring 2026
- Number of students tested
  - 9
- Mean Scale Score
  - 365
- Percentage in Level 3 or Above
  - 11
- Percentage in Each Achievement Level
  - Level 1 - 67
  - Level 2 - 22
  - Level 3 - 11
  - Level 4 - 0
  - Level 5 - 0

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for Grade 9 Hispanic Students for the F.A.S.T. ELA will increase from 33% to 45% and the percentage of Level 1 results will decrease from 67% to 55% assessed by the F.A.S.T. ELA Reading.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for Grade 9 Hispanic Students with Disabilities for the F.A.S.T. ELA will increase from 0% to 5% and the percentage of Level 1 results will decrease from 100% to 95% assessed by the F.A.S.T. ELA Reading.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for Grade 9 ELL Hispanic Students for the F.A.S.T. ELA will increase from 0% to 5% and the percentage of Level 1 results will decrease from 100% to 95% assessed by the F.A.S.T. ELA Reading.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for Grade 10 Hispanic Students for the F.A.S.T. ELA will increase from 0% to 5% and the percentage of Level 1 results will decrease from 83% to 78% assessed by the F.A.S.T. ELA Reading.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for Grade 10 Hispanic Students with Disabilities for the F.A.S.T. ELA will increase from 0% to 5% and the percentage of Level 1 results will decrease from 100% to 95% assessed by the F.A.S.T. ELA Reading.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for Grade 10 ELL Hispanic Students for the F.A.S.T. ELA will increase from 0% to 5% and the percentage of Level 1 results will decrease from 88% to 83% assessed by the F.A.S.T. ELA Reading.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for Retaker Hispanic Students for the F.A.S.T. ELA will increase from 23% to 28% and the percentage of Level 1 results will decrease from 40% to 35% assessed by the F.A.S.T. ELA Reading.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for Retaker Hispanic Students with Disabilities for the F.A.S.T. ELA will increase from 0% to 5% and the percentage of Level 1 results will decrease from 100% to 95% assessed by the F.A.S.T. ELA Reading.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for Retaker ELL Hispanic Students for the F.A.S.T. ELA will increase from 38% to 43%

and the percentage of Level 1 results will decrease from 50% to 45% assessed by the F.A.S.T. ELA Reading.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Hispanic Students with Level 3 or higher results for the Algebra 1 EOC will increase from 13% to 18% and the percentage of Level 1 Hispanic students will decrease from 53% to 48% tested by the B.E.S.T. Algebra 1 EOC.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for Hispanic Students with Disabilities (SWD) for the Algebra 1 EOC will increase from 0% to 10% and the percentage of Level 1 Hispanic Students with Disabilities (SWD) will decrease from 100% to 90% tested by the B.E.S.T. Algebra 1 EOC.

By the end of the 2026-2027 School Year, SunEd High of North Broward's percentage of Level 3 or higher results for Hispanic Students with Disabilities (SWD) for the Algebra 1 EOC will increase from 11% to 15% and the percentage of Level 1 Hispanic Students with Disabilities (SWD) will decrease from 67% to 62% tested by the B.E.S.T. Algebra 1 EOC.

Monitoring

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

SunEd High of North Broward will implement a systematic, multi-tiered data monitoring framework designed to continuously track literacy and mathematics achievement, with targeted oversight for Hispanic students, Students with Disabilities (SWD), and English Language Learners (ELL). Quantitative performance data will be captured through quarterly NWEA MAP assessments (tracking RIT score growth, percentiles, and FAST projections), tri-annual F.A.S.T. ELA progress monitoring (PM1–PM3 and retake cohorts), and adaptive diagnostic platforms including HMH Read 180, the Code program, Edmentum, and IXL.

A designated data leadership team will compile biweekly and monthly progress reports to evaluate benchmark mastery, map Lexile growth, and ensure 100% assessment participation across all subgroup populations. Administrative and instructional teams will conduct regular fidelity checks to verify that data directly informs small-group instruction, targeted intervention blocks, and individualized goal-setting protocols.

To ensure equitable academic growth, subgroup monitoring strategies will directly address the language development and individualized learning requirements of Hispanic, ELL, and SWD cohorts. Instructional teams will disaggregate NWEA MAP, F.A.S.T. ELA, and IXL diagnostic metrics to isolate

performance trends among Hispanic students and identify specific skill deficits across informational text, literature, and vocabulary domains. For ELL and Hispanic English learners, mathematical and ELA interventions will incorporate specialized linguistic supports, including explicitly teaching dictionary skills and providing heritage word-to-word glossaries for routine coursework, formative assessments, and summative exams. For Students with Disabilities, the ESE and general education teams will track monthly Edmentum standards mastery and IXL diagnostic levels against individual IEP goals, ensuring that all testing accommodations specified in student plans are strictly honored during assessment windows.

In mathematics—specifically Algebra 1 —student performance will undergo biweekly evaluation using integrated metrics from IXL and Direct Instruction assessments. Course completion remains contingent upon participation in the mandatory End of Course Assessment (EOCA), which constitutes 30% of the final course grade; consequently, active participation in Direct Instruction is strictly required to earn academic credit for each Algebra 1 course.

Leadership and teaching faculty will clearly communicate exam logistics, scoring rubrics, and EOCA weight requirements early in the academic year to ensure students and families are fully prepared. Through continuous data-driven feedback, structured teacher collaboration, ongoing professional development, and transparent parent reporting, SunEd High of North Broward will maintain a rigorous, supportive academic environment that drives concept mastery and improves overall grade performance for all student populations.

Person responsible for monitoring outcome
Karimah Grayson

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 HMH Read 180 An implementation plan tailored specifically for Hispanic students, including Hispanic Students with Disabilities (SWD) and Hispanic English Language Learners (ELL), utilizing the HMH Read 180 blended learning framework: Action to Be Taken SunEd High of North Broward will implement HMH Read 180 as an intensive reading intervention model. The program's blended instructional model—combining Whole-Group Direct Instruction, Adaptive Software, Small-Group Differentiated Instruction, and Independent/Modeled Reading—will be tailored to target language acquisition, cultural connection, and IEP accommodations for Hispanic, ELL, and SWD learners. 1. Diagnostic Baseline & IEP/ESOL Alignment Baseline Assessment: Administer the HMH Read 180 diagnostic (Phonics Inventory and Reading Inventory) to establish baseline Lexile® scores across all enrolled Hispanic students. ELL Scaffolding: For Hispanic ELLs, cross-reference Reading Inventory baselines with English language proficiency levels (e.g., WIDA/ACCESS scores) to

establish targeted language acquisition goals. SWD Accommodations: Integrate IEP-mandated accessibility tools into the Read 180 digital software, including text-to-speech, line readers, extended time, and reduced visual clutter modes. 2. Tailored Blended Learning Rotations (60–90 Minutes) Whole-Group Direct Instruction (15–20 mins): Utilize Read 180's high-interest, real-world texts with explicit vocabulary instruction. Incorporate culturally responsive teaching practices by grounding text discussions in concepts that connect to students' real-world experiences and backgrounds. Use visual anchors, cognate instruction (Spanish-English word roots), and graphic organizers to build background knowledge for ELLs. Adaptive Software Station (20 mins): Students engage with Read 180's adaptive technology, which dynamically adjusts text difficulty and activity pace based on real-time performance. For ELLs: Utilize embedded native-language audio supports, visual glossaries, and structured language feedback loops within the software. For SWD: Ensure software settings match IEP accommodations, allowing micro-step progression to build mastery and reading resilience without overwhelming the student. Small-Group Differentiated Instruction (20 mins): Tier 2/3 MTSS Support: Group students homogeneously based on continuous software data. Teachers provide targeted mini-lessons addressing explicit phonics, syntax, and complex text comprehension. Co-teaching models involving ESE specialists and ESOL-certified teachers will be utilized during this block to provide scaffolded support for Hispanic SWD and ELL students. Independent & Modeled Reading (20 mins): Provide access to Read 180's library of high-interest, age-appropriate, low-lexile paperbacks and e-books, including titles featuring diverse, Hispanic, and multicultural protagonists and real-world themes. 3. Family Engagement & Dual-Language Outreach Provide Hispanic families with Read 180 student progress reports translated into Spanish. Host bilingual family literacy workshops explaining how Read 180 builds Lexile growth, supporting parents in encouraging independent reading habits at home.

Rationale:
Rationale for Implementing HMH Read 180 for Hispanic, ELL, and SWD Students The implementation of HMH Read 180 at SunEd High of North Broward provides a research-backed, equitable solution designed to bridge severe literacy gaps, accelerate language acquisition, and fulfill high school graduation requirements for Hispanic students, English Language Learners (ELL), and Students with Disabilities (SWD). 1. Accelerating Lexile Growth to Meet Florida Graduation Requirements To earn a high school diploma in Florida, students must demonstrate reading proficiency on the Grade 10 FAST ELA assessment or earn a qualifying concordant score on the ACT or SAT. Hispanic students, particularly those designated as ELL or SWD, frequently enter high school performing multiple grade levels below baseline in reading comprehension. The Read 180 Advantage: The program directly targets Lexile growth through its continuous Reading Inventory (RI) assessments. By establishing an accurate Lexile baseline and delivering content optimized for the student's current capability, Read 180 accelerates growth at rates significantly higher than traditional instruction, giving struggling readers a realistic path to high school graduation. 2. Scaffolded Language Acquisition for Hispanic ELL Students Hispanic Multilingual Learners often possess strong cognitive skills but face barriers when processing complex, academic English text. Standard high school reading curricula can create cognitive overload without proper linguistic supports. Targeted Vocabulary & Cognate Bridges: Read 180 explicitly teaches academic vocabulary, morphology, and syntax. For Hispanic ELLs, the program connects English vocabulary with Spanish cognates and provides embedded native-language audio supports and visual glossaries. Low-Filter Software Practice: The adaptive software environment offers non-judgmental, real-time linguistic feedback, allowing ELL students to practice English reading and oral fluency without the anxiety of peer judgment. 3. Individualized Pathways & IEP Compliance for SWD Students Hispanic Students with Disabilities require individualized, structured, and multi-sensory approaches to overcome learning barriers such as dyslexia, processing speed deficits, or executive functioning challenges. Adaptive Micro-Stepping: Read 180's software automatically breaks down reading concepts into manageable micro-steps based on real-time performance. If a student struggles with a concept, the algorithm

shifts to foundational decoding or prerequisite comprehension strategies before advancing. Seamless Accommodation Integration: Built-in accessibility tools (such as text-to-speech, line focus, variable text size, and speech recognition) ensure full compliance with students' Individualized Education Plans (IEPs) while fostering independent learning. 4. Culturally Responsive Engagement & Secondary Student Motivation High school students who have experienced chronic reading failure often struggle with low academic confidence, which can lead to disengagement or increased dropout risk. High-Interest, Real-World Content: Read 180 uses age-appropriate, complex topics presented at accessible reading levels. The inclusion of diverse, multicultural narratives and Hispanic protagonists makes the reading material relevant to students' lived experiences. Student Ownership: The blended model gives students control over their learning path. Tracking their own Lexile gains builds academic self-efficacy, persistence, and motivation—key factors in re-engaging at-risk secondary learners. 5. Data-Driven MTSS & Co-Teaching Efficiency SunEd High's instructional model relies on maximizing teacher efficiency through targeted support. Actionable Small-Group Data: Read 180 automatically aggregates real-time performance data into Group Differentiation Reports. This removes administrative guesswork for teachers, making it clear which students require Tier 2 or Tier 3 small-group intervention on specific reading strands. Collaborative Instruction: The structured station rotation allows ESE specialists and ESOL-certified teachers to deliver co-teaching mini-lessons directly tailored to student needs, maximizing the impact of specialized instructional personnel.

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: IXL provides a sophisticated and comprehensive assessment suite, which encompasses both Real-time Diagnostic and a universal screener. This advanced assessment framework is designed to operate seamlessly in conjunction with the curriculum, enabling educators to gain immediate and actionable insights into student performance. By leveraging this suite, educators can effectively identify specific gaps in knowledge, allowing for a targeted analysis of individual student needs. Furthermore, the assessment suite offers tailored next steps and strategic recommendations that facilitate personalized learning pathways, fostering the academic growth and development of each learner. The integration of these tools not only empowers educators with valuable data but also enhances the overall educational experience by promoting informed decision-making in instructional practices. The integration of IXL into educational environments presents a multitude of advantages that can significantly enhance both teaching and learning experiences. Several key reasons for adopting IXL are as follows: Comprehensive Assessment Capabilities IXL's assessment suite, including the RealTime Diagnostic and universal screener, equips educators with tools that offer in-depth analysis of student performance. This allows for a more nuanced understanding of each learner's strengths and weaknesses, facilitating targeted instructional strategies. Personalized Learning Experiences: By identifying specific gaps in knowledge, IXL enables educators to tailor their teaching approaches to meet the individual needs of students. The platform provides customized recommendations and next steps, ensuring that each learner receives the support necessary for their unique learning journey. Real-Time Feedback: IXL's real-time diagnostic feature empowers both educators and students by providing immediate feedback on performance. This timely information helps inform instructional decisions and allows students to understand their progress, motivating them to take an active role in their learning. Alignment with Curriculum Standards: The assessment tools are designed to align seamlessly with educational standards and curricula, ensuring that the learning objectives are consistently met. This alignment not only enhances the relevance of the assessments but also supports educators in maintaining fidelity to their instructional goals. Data-Driven Instruction: IXL provides robust analytics and reporting

capabilities that enable educators to track student progress over time. By utilizing data-driven insights, teachers can make informed decisions regarding instructional practices, interventions, and resource allocation, promoting better educational outcomes. Engagement and Motivation: The interactive nature of IXL's platform fosters student engagement through gamified learning experiences. This can lead to increased motivation and participation, as students are more likely to engage with content that is presented enjoyably and interactively. Scalability and Accessibility: IXL is designed to be adaptable across various educational settings, from individual classrooms to entire school districts. Its cloud-based platform ensures that students and educators can access it from anywhere, promoting continuity in learning, especially in diverse and remote educational contexts To ensure equity, compliance, and academic gains for Hispanic students—with dedicated pathways for Hispanic students who are English Language Learners (ELL) or Students with Disabilities (SWD)—SunEd High of North Broward will deploy an adapted, multi-tiered IXL reading intervention model: 1. Culturally Responsive & Inclusive Diagnostic Baseline: o SWD Accommodations: Administer the IXL Real-Time Diagnostic with extended time, screen readers (text-to-speech), or speech-to-text tools per each student's Individualized Education Plan (IEP) or Section 504 plan. o ELL Supports: Utilize IXL's audio supports, built-in Spanish translations, and vocabulary glossaries so Multilingual Learners demonstrate true reading comprehension without language barriers suppressing their baseline scores. 2. Differentiated & Scaffolding-Driven Practice Schedules: o Time Goal: 60–90 minutes per week of dedicated IXL practice during ELA, Intensive Reading, or English for Speakers of Other Languages (ESOL) support blocks. o ELL Practice Path: Assign IXL's targeted English Language Learner (ELL) skill plan, which focuses heavily on English vocabulary acquisition, idioms, transitional phrases, and sentence structure alongside FAST-aligned standards. o SWD Practice Path: Scaffold skills into micro-steps. Students will work on foundational prerequisite skills flagged by the diagnostic before attempting grade-level FAST standards, honoring accommodations listed in their IEP goals. o Mastery Criteria: Focus on incremental growth (SmartScore of 70–80 for emerging ELL/SWD learners, working toward 80+ for proficiency) to prevent frustration and build stamina. 3. Dual-Language & Specialized Small-Group Instruction (MTSS / Tier 2 & Tier 3): o Co-Teaching Model: Pair ESOL-certified teachers and ESE (Exceptional Student Education) specialists to lead targeted small-group mini-lessons using IXL Trouble Spots data. o Bilingual Scaffolding: Use dual-language explanations and visual anchors during small-group instruction to bridge concepts between Spanish and English. 4. Bilingual Family Engagement & Concordant Score Pathways: o Concordant Scores: For Hispanic upperclassmen (ELL/SWD) needing concordant scores to graduate, assign tailored ACT/SAT Skill Plans on IXL with test-taking accommodations. o Family Outreach: Provide parents with IXL growth reports translated into Spanish, holding bilingual workshops to train families on monitoring student progress at home.

Rationale:
The integration of IXL into educational environments presents a multitude of advantages that significantly enhance teaching and learning experiences, specifically providing targeted scaffolds, language access, and adaptive support for Hispanic students, Hispanic English Language Learners (ELL), and Hispanic Students with Disabilities (SWD). Key reasons for adopting IXL include: 1. Comprehensive & Equitable Assessment Capabilities IXL's assessment suite—including the Real-Time Diagnostic and universal screener—equips educators with tools that offer an in-depth, unbiased analysis of student performance. For Hispanic ELLs: Built-in translation tools, audio supports, and visual glossaries ensure that language barriers do not mask underlying conceptual understanding during assessment. For Hispanic SWD: Digital accommodations such as screen readers, extended time settings, and reduced visual distractions allow students to complete assessments in alignment with their Individualized Education Programs (IEPs) or Section 504 plans. 2. Tailored & Culturally Responsive Personalized Learning By identifying specific gaps in knowledge, IXL enables educators to tailor their teaching approaches to meet individual needs across diverse learning profiles. Targeted Language Pathways: The platform provides customized skill recommendations—including specific

English Language Development (ELD) skill plans—ensuring Hispanic ELLs build core academic vocabulary and language mechanics alongside grade-level content. Scaffolded Skill Building for SWD: IXL breaks down complex high school concepts into micro-steps, allowing Hispanic SWD learners to practice prerequisite foundational skills at their own pace, building mastery without triggering frustration. 3. Real-Time Feedback & Low-Anxiety Growth IXL's real-time feedback empowers both educators and students by providing immediate, step-by-step explanations on performance. Confidence Building: Immediate explanations after incorrect answers allow Hispanic ELL and SWD students to learn from mistakes in a private, low-stakes digital environment, reducing language or learning anxiety and encouraging academic resilience. Active Ownership: Visually tracking their SmartScore progress motivates non-traditional and struggling learners to take active ownership of their learning journey. 4. Direct Alignment with Florida B.E.S.T. Standards & Concordant Pathways IXL's assessment tools align directly with state standards (such as Florida's B.E.S.T. Benchmarks) and high-stakes graduation exams. Graduation Readiness: Dedicated skill plans for the Grade 10 FAST ELA, ACT, and SAT offer clear, targeted pathways for Hispanic upperclassmen needing to achieve passing or concordant scores to satisfy high school graduation requirements. 5. Data-Driven MTSS & Subgroup Tracking IXL provides robust analytics and reporting capabilities that enable educators, ESOL coordinators, and ESE specialists to track student progress over time. Targeted Interventions: Teachers utilize IXL's Trouble Spots dashboard to group Hispanic ELL and SWD students with shared skill or language deficits for targeted Tier 2 and Tier 3 small-group instruction. Compliance & IEP/ELL Reviews: Real-time data streamlines progress monitoring reporting for ELL Committee reviews, IEP goal tracking, and parent-teacher conferences. 6. Interactive Engagement & Multilingual Family Involvement The interactive nature of IXL's platform fosters student engagement through gamified learning experiences, earnable awards, and visual milestone tracking. Multicultural Motivation: High-interest, interactive problem formats increase participation among diverse student groups. Bilingual Family Connection: Printable progress reports can be generated in Spanish, allowing Hispanic parents and guardians to actively monitor and celebrate their child's academic growth from home. 7. Scalability, Accessibility & Anywhere-Learning As a cloud-based platform accessible across devices, IXL ensures continuity of learning beyond the school day. Flexible Learning Contexts: Whether utilized during credit recovery, intensive reading blocks, or at home, IXL supports self-paced learning, accommodating Hispanic high school students who may balance academic, family, or work responsibilities.

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
Using HMH Read 180 to track student progress

Person Monitoring:
Tajae Marsh

By When/Frequency:
Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To evaluate effectiveness and ensure continuous academic growth toward passing state reading assessments and meeting graduation requirements, SunEd High will track student progress using

Read 180 analytics across a structured monitoring schedule:
1. Weekly Software Engagement & Accommodation Checks
Focus: Student time on software, active usage days, and completion of adaptive learning segments.
Monitoring Mechanism: ELA teachers, ESOL coordinators, and ESE specialists will review the Read 180 Teacher Dashboard weekly.
Benchmark: Minimum of 60 minutes of active software engagement per week. Verification that digital IEP accommodations and ELL language supports are functioning properly.
2. Bi-Weekly Small-Group Differentiation & Skill Gap Analysis
Focus: Specific skill breakdowns in comprehension, vocabulary acquisition, and decoding.
Monitoring Mechanism: Review Read 180 Group Placement and Differentiation Reports bi-weekly.
Action: Teachers will regroup students for small-group instruction based on shared skill deficits (e.g., Hispanic ELLs needing explicit instruction on English idioms or SWD students requiring additional decoding practice).
3. Monthly Lexile Growth & Progress Monitoring (Reading Inventory)
Focus: Incremental growth in Lexile levels and reading comprehension strands.
Monitoring Mechanism: Track monthly HMH Reading Inventory (RI) milestone assessments to monitor Lexile trajectory.
Action: ESE teachers and ELL Committees will review monthly RI scores during IEP and ELL progress monitoring meetings to ensure students are making adequate growth toward grade-level proficiency.
4. Quarterly Correlative Analysis with Graduation Benchmarks
Focus: Evaluation of Read 180 Lexile gains against state reading assessments (e.g., FAST ELA) and concordant score readiness (ACT/SAT).
Monitoring Mechanism: School leadership will correlate Read 180 growth data with quarterly benchmark exams and FAST Progress Monitoring scores.
Goal: Ensure Hispanic students, SWD, and ELLs are moving toward the Lexile thresholds required to pass state ELA assessments or achieve concordant graduation scores.

Action Step #2
IXL for Algebra 1 and ELA/Reading

Person Monitoring:
Karimah Grayson

By When/Frequency:
Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Weekly Engagement & Accommodation Fidelity Tracking
• Metrics: Weekly practice time, questions answered, and accommodations usage.
• Monitoring Tool: IXL Classroom Analytics filtered by ELL and SWD subgroups.
• Action: ESOL and ESE coordinators will verify that digital accommodations (e.g., audio supports, extra time) are active and that students are engaging with assigned ELL/scaffolded skill plans.
2. Bi-Weekly Subgroup "Trouble Spots" & Linguistic Gap Analysis
• Metrics: Specific linguistic or conceptual breakdowns (e.g., struggling with figurative language, inference, or domain-specific vocabulary).
• Monitoring Tool: IXL's Trouble Spots Report, cross-referenced with ELL WIDA levels and IEP goals.
• Action: Intervention teams will adjust ESOL and ESE pull-out lessons to address shared linguistic or comprehension barriers before re-assessing.
3. Monthly Diagnostic Growth Snapshots & IEP/ELL Reviews
• Metrics: Diagnostic level increases in overall ELA and specific reading strands (Vocabulary, Comprehension).
• Monitoring Tool: IXL Monthly Diagnostic Snapshots.
• Action: ESE Case Managers and ESOL Coordinators will review growth trajectories during IEP

progress monitoring meetings and ELL Committee reviews to ensure students are making adequate growth toward graduation requirements.
4. Quarterly F.A.S.T. / ACCESS for ELLs Progress Correlative Analysis
• Metrics: Scores on FAST Progress Monitoring (PM1, PM2, PM3), NWEA MAP, and ACCESS for ELLs / WIDA scores.
• Monitoring Tool: Cross-analysis of IXL SmartScore growth against state benchmark data.
• Action: The administrative team will evaluate whether IXL mastery correlates with gains on FAST retakes or qualifying concordant ACT/SAT scores for Hispanic ELL and SWD seniors.

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.

At SunEd High of North Broward, our vision is to cultivate a school culture that prioritizes student well-being, respect, and collaboration. This culture is characterized by open communication, trust, and a sense of belonging, where every student feels valued and recognized as an integral part of the school community. By integrating social-emotional learning initiatives, promoting positive relationships among students and staff, and celebrating diversity, we aim to create an environment that encourages students to attend school consistently. Key components of this positive culture include a Welcoming Atmosphere and creating spaces that are inviting and conducive to learning, where students feel safe and supported.

We must implement a curriculum that is relevant, engaging, and tailored to the interests and strengths of students to foster a love for learning. Encouraging parental and community involvement in school activities assists us in reinforcing the importance of education and attendance. Establishing programs that acknowledge and reward positive behaviors and achievements, thereby motivating students to participate fully in their educational journey, can encourage students to improve attendance. We will also provide access to counseling and mentorship programs that address the diverse needs of students and ensure that they have the resources necessary to succeed academically and personally.

Rationale

The rationale behind investing in a positive culture and environment is rooted in the understanding that attendance is a foundational element of academic success. Research consistently shows that students who attend school regularly are more likely to achieve higher academic

performance, develop better social skills, and form strong relationships with peers and educators. By fostering a positive school culture, we can address the factors that contribute to absenteeism, such as disengagement, fear of bullying, and lack of support. A welcoming environment helps mitigate these challenges, encouraging students to come to school not just for academic requirements, but also for the sense of community and belonging that it provides. Additionally, a positive school culture aligns with our commitment to equity and inclusion, ensuring that all students, regardless of their background, can thrive. By prioritizing attendance through the promotion of a supportive and engaging environment, SunEd High of North Broward can not only improve attendance rates but also enhance the overall educational experience, fostering lifelong learners who are prepared for future challenges. In conclusion, creating a positive culture and environment at SunEd High of North Broward is crucial for increasing student attendance. By
focusing on the well-being and engagement of students, we lay the groundwork for academic success and personal growth, benefiting not only the students but the entire school community.

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 Year 2025-2026	Number of absent students with 10% or more school days
• Grade Levels	
• 9	18
• 10	33
• 11	76
• 12	234

By the end of the 2026-2027 School Year, student absences will decrease by 10% for all grade levels.

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 as follows:

1. Attendance Tracking:
   • Mr. Baker will utilize the FOCUS system to review student attendance data weekly.
   • This regular review will help identify students with 10% or more absences and those developing attendance issues.

2. Communication with Mentors:
   • After identifying absent students, Mr. Baker will communicate with their assigned mentors to discuss the mentors contacting parents and students. He will also verify
   that they are logging to parent and student contact in VectorRI and Focus.

• This communication ensures that mentors are aware of their students' attendance patterns and documenting their communication with students and parents.

3. Parent and Student Outreach:

• Mentors will be responsible for reaching out to both parents and students of those identified as having attendance concerns and document the communication in VectorRI and Focus..

• This outreach aims to address any underlying issues and emphasize the importance of consistent school attendance.

Impact on Student Achievement Outcomes:

1. Early Intervention:

• Weekly monitoring allows for quick identification of attendance issues, enabling early intervention before problems escalate.

• Early intervention can prevent students from falling behind academically due to missed instruction time.

2. Increased Attendance Rates:

• Regular communication with students and parents about attendance is likely to increase awareness of its importance.

• This increased awareness, combined with mentor support, can lead to improved attendance rates overall.

3. Improved Academic Performance:

• Consistent attendance is directly linked to better academic performance. By ensuring students are in school regularly, they have more opportunities to engage with the curriculum and receive necessary instruction.

4. Enhanced Student Support:

• The involvement of mentors in the attendance monitoring process provides students with additional support and accountability.

• This personalized approach can help address individual barriers to attendance and provide tailored solutions.

5. Data-Driven Decision Making:

• Ongoing monitoring provides valuable data that can be used to identify trends, assess the effectiveness of interventions, and make informed decisions about student support strategies.

6. Strengthened School-Home Connection:

• Regular communication about attendance strengthens the relationship between the school, students, and families.

• This improved connection can lead to better overall engagement in the educational process.

By consistently implementing this monitoring process, SunEd High of North Broward can expect to see a positive impact on student achievement outcomes through improved attendance rates, better academic performance, and increased student engagement. The regular review and communication process ensures that attendance issues are addressed promptly, minimizing the negative impact of absenteeism on student learning and achievement.

Person responsible for monitoring outcome

Jeremy Baker

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: Two prominent Evidence-based Interventions that have been identified for this purpose are Positive Behavioral Interventions and Supports (PBIS) and targeted family engagement programs. Positive Behavioral Interventions and Supports (PBIS): PBIS is a proactive approach that focuses on promoting positive behaviors in students rather than solely addressing problematic behaviors. It involves establishing clear expectations for behavior, teaching those expectations, and recognizing students for displaying them. Targeted Family Engagement Programs: Engaging families in the educational process is critical for improving attendance. Programs that foster strong partnerships between schools and families can lead to increased student accountability and support at home. These programs may include regular communication with families about attendance expectations, workshops to educate parents on the importance of consistent school attendance, and creating support systems for families facing challenges related to transportation or health issues. Monitoring Interventions To ensure the effectiveness of the identified interventions, a robust monitoring plan will be established. This plan will include: Data Collection: Regular collection of attendance data will be essential. This may involve tracking daily attendance rates, identifying patterns of absenteeism, and monitoring the participation rates in PBIS and family engagement initiatives. Surveys and feedback: Implementing surveys for students, parents, and teachers will provide qualitative data on the perceived effectiveness of the interventions and areas for improvement. Feedback mechanisms will allow stakeholders to voice their experiences and suggestions. Regular Review Meetings: Scheduled meetings among school staff, including administrators and intervention specialists, will facilitate ongoing evaluation of the strategies. These meetings will focus on analyzing data, discussing challenges, and adjusting interventions as necessary to meet the goals outlined in the Area of Focus as specified in ESEA Section 8101(21)(B). By strategically implementing and monitoring these evidence-based interventions, SunEd High of North Broward can create a supportive environment that fosters regular attendance and enhances student success.

Rationale:
The rationale for selecting PBIS as a strategy to increase attendance lies in its ability to create a positive school climate, which has been shown to enhance student engagement and motivation. When students feel supported and valued, they are more likely to attend school regularly. The rationale for this approach is supported by research indicating that family involvement is a significant predictor of student success, including consistent attendance.

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 Step #1 Action Step for PBIS Implementation

Person Monitoring:
Jeremy Baker

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Establish a PBIS Leadership Team:
Form a diverse team that includes administrators, teachers, and support staff to guide the PBIS implementation process. Define clear roles and responsibilities for each team member. Conduct a Needs Assessment: Gather data on current attendance rates and student behavior to identify specific needs and areas of improvement. Utilize surveys and focus groups to gather input from students, staff, and families.
Develop Clear Behavioral Expectations:
Collaboratively define and articulate clear behavioral expectations that reflect the values of the school community. Ensure that these expectations are communicated consistently across all school settings.
Provide Training for Staff:
Organize professional development sessions to train staff on the PBIS framework, including strategies for teaching and reinforcing positive behaviors. Ensure that all staff members understand their role in supporting PBIS.
Implement a Reinforcement System:
Design a recognition and reward system to acknowledge students who exhibit positive behaviors aligned with established expectations for 90% or higher attendance. There are incentives for students, parents, and staff. Students with 100% attendance per month receive a $5 food gift card. Parents of students who have 90% attendance quarterly will receive a $25 Publix gift card. Teachers/ Mentors with increased mentee attendance, consistent phone logs, and parent communication along with other requirements will receive $20 gift cards quarterly.
Monitor and Evaluate Implementation:
Regularly collect and analyze data on student behavior and attendance to assess the effectiveness of the PBIS strategies. Adjust interventions based on data analysis and feedback from staff and students.

Action Step #2
Action Step #2 Action Steps for Targeted Family Engagement Programs

Person Monitoring:
Shirlene Weaver

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identify Key Stakeholders:
Engage parents, community leaders, and organizations that can support family engagement initiatives. Form a family engagement committee to oversee the planning and implementation processes.
Develop Communication Strategies:
Create clear and consistent communication channels to inform families about attendance expectations and the importance of regular school attendance. Utilize newsletters, social media, and school events to reach families.
Organize Workshops and Educational Sessions:
Plan workshops for parents that emphasize the impact of attendance on student success and provide strategies to support their children's education. Offer resources and information on overcoming common barriers to attendance, such as transportation and health issues.
Create Support Systems for Families:
Establish a referral system to connect families with community resources that can assist with challenges affecting attendance. Consider implementing a buddy system where families can support one another.
Encourage Feedback and Participation:
Solicit feedback from families regarding their experiences and suggestions for improving attendance initiatives. Encourage parents to participate in school events and activities to strengthen the home-school connection.
Evaluate Family Engagement Efforts:
Collect data on family participation in programs and their correlation with attendance rates. Regularly review the effectiveness of engagement strategies and make necessary adjustments based on feedback and data analysis.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The process of reviewing the allocation and utilization of resources to effectively meet the identified needs of students within the framework of Comprehensive School Improvement (CSI) involves several systematic steps.

First, it is essential to conduct a thorough assessment of the current resources available within the school. This includes both human resources, such as qualified staff and support personnel, and material resources, including educational materials, technology, and infrastructure. Collecting data on these resources allows for an understanding of their current usage, effectiveness, and alignment with the specific needs of the student population.

Next, a needs assessment should be performed to identify the specific academic, social, and emotional needs of students. This assessment may involve the collection of quantitative data, such as standardized test scores and attendance records, along with qualitative data obtained through surveys, interviews, and focus groups with students, parents, and educators. By analyzing this data, schools can identify gaps in student achievement and areas where additional resources are required.

Once the needs have been identified, the next step is to align resources strategically to address these areas. This may involve reallocating existing resources, acquiring new materials, or providing professional development for staff to ensure they are equipped to meet the diverse needs of students. Collaborative planning among educators, administrators, and stakeholders is crucial in this phase to foster a shared vision and commitment to resource optimization.

Moreover, ongoing monitoring and evaluation of resource use is vital to ensure that the interventions implemented are effective in meeting the identified needs. This involves setting measurable goals and regularly reviewing progress against these benchmarks. Adjustments should be made as necessary, based on feedback and outcomes, to enhance the overall effectiveness of resource utilization in achieving the desired improvements in student performance.

In conclusion, the process of reviewing resource usage to meet the identified needs of students in the context of Comprehensive School Improvement is a dynamic and iterative endeavor. It requires a dedicated commitment to assessment, strategic alignment, collaboration, and continuous evaluation

to ensure that all students receive the support necessary to thrive academically and socially.

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).

Increase in Math Proficiency among students who need to pass the Algebra 1 and Geometry End Of Course Assessments (EOCAs).

Specific Resource(s):

• Math Intervention Program:
  • IXL and Gizmos provide personalized practice and feedback for students.
• Professional Development:
  • Training for existing math teachers on differentiated instruction strategies and the effective use of technology in teaching math.

Rationale (Data):
• Standardized Test Scores:
  • Recent Algebra 1 and Geometry EOC Assessment results indicate that less than 50% of students required to take the EOC Assessments are meeting grade-level
    proficiency.

• Formative Assessment Data:
  • Ongoing formative assessments show that students are struggling with foundational math concepts, particularly in fractions, decimals, and algebraic concepts.

• Attendance and Engagement Surveys:
  • Surveys indicate that students express a lack of confidence in math, which correlates with lower attendance rates in math classes.

Plan to Address the Needs:
• Timeline

  • Month 1:
    • Schedule and conduct professional development workshops for existing math teachers on differentiated instruction and effective technology integration.
    • Enroll students in IXL and Gizmos.
    • Explicitly explain the reasoning behind using these programs and using them with integrity.

• Check weekly on access and completion.
• Implement the math intervention program with a focus on personalized learning paths for each student.
• Monitor student progress through the intervention program and ongoing assessments.
• Collect feedback from students, parents, and teachers regarding the effectiveness of the resources.

• Month 2:
• Review the results with students individually and exhibit a graph and chart of student access and completion.
• Put charts and graphs on bulletin boards in classrooms.
• Begin small group sessions, targeting students identified as needing additional support.

• Month 3:
• Monitor student progress through the intervention program and ongoing assessments.
• Collect feedback from students, parents, and teachers regarding the effectiveness of the added resources.

• Month 4:
• Conduct a mid-year review to assess the impact of the added resources on student math proficiency, utilizing data from assessments and attendance records.
• Make necessary adjustments to the intervention strategies based on the findings.

• Months 5-6:
• Conduct a quarterly review to assess the impact of the resources on student math proficiency, utilizing data from assessments and attendance records.
• Make necessary adjustments to the intervention strategies based on the findings.

• Month 7:
• Prepare a report on outcomes to share with stakeholders, highlighting improvements in student proficiency and engagement in math.

• Month 8:
• Prepare a report on outcomes to share with stakeholders, highlighting improvements in student proficiency and engagement in math.
• Plan for the continued use and potential expansion of successful interventions for the following school year.

By following this structured approach, SENB can effectively allocate resources to address specific needs, ensure that interventions are data-informed, and establish a clear timeline for implementation and evaluation.

VII. Budget to Support Areas of Focus

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

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

Broward County Public Schools

PARAGON ACADEMY OF TECHNOLOGY

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 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 29

V. Title I Requirements (optional) 33

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 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 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's parents will remain actively involved as advocates for their children and supporters of the school programs and staff. Paragon Academy of Technology 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/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.
The A.P provides instructional leadership and supports the school's mission by overseeing daily operations, supervising teachers and staff, monitoring student achievement and behavior, ensuring compliance with state and charter requirements, fostering a positive school culture, and partnering with families to promote student success.

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 26–27 reading plan in conjunction with our literacy coach Ms. Mann. 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

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**TSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **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.*	**2025-26: B** **2024-25: C** **2023-24: C** **2022-23: C** **2021-22: B**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	0	0	0	0	0	0	29	25	34	88
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	0
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	2	6	9	17
Course failure in Math	0	0	0	0	0	0	2	0	1	3
Level 1 on statewide ELA assessment	0	0	0	0	0	0	13	3	9	25
Level 1 on statewide Math assessment	0	0	0	0	0	0	12	2	8	22
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 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	2	2	9	13

Current Year 2026-27

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										0
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 (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							4	9	12	25

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

Current Year (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2026-27)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2025-26) 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 (2025-26) 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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	56	65	62	42	62	59	50	57	55
Grade 3 ELA Achievement									
ELA Learning Gains	58	60	59	58	59	58	55	59	57
ELA Lowest 25th Percentile	52	59	55	60	59	56	46	57	55
Math Achievement*	53	56	52	38	55	49	39	47	45
Math Learning Gains	72	47	45	48	53	47	55	50	47
Math Lowest 25th Percentile	77	50	44	44	59	49	54	57	49
Science Achievement	47	71	74	41	74	72	56	66	68
Social Studies Achievement*	90	81	76	67	81	75	69	74	71
Graduation Rate		94	94		92	92		92	90
Middle School Acceleration	45			0			0		
College and Career Acceleration		75	74		71	69		62	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					53	52		50	49

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	TSI
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	550
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
61%	46%	51%	49%	52%	44%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	31%	Yes	5	5
English Language Learners	60%	No		
Black/African American Students	52%	No		
Hispanic Students	67%	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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	56%		58%	52%	53%	72%	77%	47%	90%	45%			
Students With Disabilities	33%		33%		17%	42%							
English Language Learners	39%		59%	53%	53%	77%	77%	25%	93%				
Black/African American Students	51%		46%		39%	61%		36%	80%				
Hispanic Students	56%		64%	53%	62%	79%	75%	53%	94%				
Economically Disadvantaged Students	56%		58%	52%	53%	72%	77%	47%	90%	45%			

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%			

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	55%	68%	-13%	62%	-7%
ELA	7	48%	67%	-19%	62%	-14%
ELA	8	50%	63%	-13%	60%	-10%
Math	6	39%	63%	-24%	60%	-21%
Math	7	67%	66%	1%	53%	14%
Math	8	43%	47%	-4%	61%	-18%
Science	8	44%	49%	-5%	52%	-8%
Civics	7	81%	78%	3%	77%	4%
Algebra	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?

From PM1 to PM3, all three grades show improvement, but the level of growth is not the same across the board.
Grade 6 increases from an average score of 213 in PM1 to 222 in PM3, showing a solid gain of 9 points. This reflects steady progress over the year.
Grade 8 also improves, moving from 223 to 227, a smaller gain of 4 points, indicating modest but positive growth.
However, the most significant improvement is seen in Grade 7. Their average score rises from 214 in PM1 to 229 in PM3, a strong increase of 15 points. This makes Grade 7 the group with the greatest academic growth over the testing periods.

Lowest Performance

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

Across the 2025–2026 FAST PM3 ELA Reading assessment results for Grades 6 through 8 at Paragon Academy of Technology, Grade 6 shows the lowest overall performance when considering both average scale score and student achievement distribution.
Grade 6 recorded the lowest average score at 222, compared to Grade 8 at 227 and Grade 7 at 229. In addition to the lower average, Grade 6 also has a relatively high proportion of students performing below proficiency, with 43% of students in Levels 1 and 2. While a majority of students are clustered in Level 3, indicating developing proficiency, the overall distribution suggests that many students are still working toward meeting grade-level expectations.
Although Grade 8 has a larger concentration of students at Level 1, it also has a stronger group of high performers in Levels 4 and 5, which raises its overall performance above Grade 6 in terms of average achievement. Grade 7, meanwhile, demonstrates the highest average score and a more balanced distribution of performance levels.
Overall, the data indicates that Grade 6 represents the lowest-performing grade level, highlighting a clear need for targeted instructional support to strengthen foundational reading skills and increase the number of students reaching proficiency.

Greatest Decline

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

There is no grade showing a decline from prior year. Instead, all grades improved over time, with Grade 8 showing the least growth, Grade 6 showing a moderate increase, and Grade 7 demonstrating the strongest improvement in reading performance.
When comparing the results for ESE students (Students with Disabilities) from 2024–25 to 2025–26, the results were mixed rather than showing an overall decline. ELA Achievement increased significantly from 11% to 33%, representing a 22-percentage-point improvement. ELA Learning Gain remained unchanged at 33%. In Mathematics, Achievement also improved, increasing from 11% to 17%, a 6-percentage-point increase. However, Math Learning Gain decreased from 47% to 42%, a 5-percentage-point decline. Overall, the data indicate that ESE students made progress in both ELA and Math Achievement, while maintaining their ELA Learning Gain. The primary area of concern is the decline in Math Learning Gain, which suggests that additional support may be needed to help ESE students demonstrate greater academic growth in mathematics.
Based on the feedback from the district, focusing closely on the subgroup performance reveals that Math Learning Gains for the Lowest 25% (MATH LG L25%) is the critical area of instructional decline. While Middle School Acceleration dropped to 0%, that particular change suggests an administrative or scheduling shift. In contrast, the Math Learning Gains for the school's lowest-performing quartile plummeted by 33 percentage points overall (from 77% to 44%). Analyzing this specific data point through the lens of individual student subgroups reveals deeply rooted academic challenges that require immediate, targeted intervention.
When analyzing specific subgroups, the decline is most severe among English Language Learners (ELL), whose learning gains dropped a staggering 39 percentage points, falling from 77% down to 38%. Similarly, Economically Disadvantaged Students matched the overall school-wide drop of 33 percentage points, while Hispanic Students saw a substantial 29-point decrease. This data points to a systemic breakdown in how foundational, Tier-1 math instructions and specialized language modifications are being delivered. The fact that every tracked subgroup experienced a massive drop highlights that the current math interventions are no longer successfully closing achievement gaps for the students who need support the most.
Several interlocking factors likely contributed to this sharp downward trend. First, there may have been a critical gap in specialized professional development for math teachers, specifically regarding structured language strategies (like ESOL strategies) necessary to make complex math concepts accessible to English Language Learners. Second, the school may have experienced disruptions in its Tier-2 and Tier-3 math intervention schedules, resulting in inconsistent pull-out support or a lack of dedicated math labs for struggling students. Finally, a fast-paced core math curriculum or a lack of scaffolded, differentiated instruction during daily lessons likely left the lowest quartile of students behind, compounding their learning gaps as the school year progressed. Moving forward, this insight suggests that future school improvement strategies must prioritize embedded language support within

the math block and rigid data-tracking for these vulnerable 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.

Grade 7 showed the greatest gap performance, demonstrating the strongest overall growth across the three assessment periods. In PM1, Grade 7 had an average score of 214. By PM3, this increased to 229, resulting in a total gain of 15 points. This improvement was larger than both Grade 6, which increased from 213 to 222 (+9 points), and Grade 8, which increased from 223 to 227 (+4 points).
Several factors may explain why Grade 7 showed the largest growth. One key factor is instructional impact over time. As the school year progressed, teachers likely identified specific skill gaps in Grade 7 students and adjusted instruction accordingly, placing greater emphasis on reading comprehension strategies, vocabulary development, and test-taking skills. These targeted interventions often lead to noticeable score increases by PM3.
Another contributing factor could be the starting point of the students. Grade 7 began at a moderate baseline, which provided more room for measurable improvement compared to Grade 8, which started higher and had less growth potential within the same timeframe.
Additionally, increased familiarity with the FAST assessment format may have played a role. As students completed PM1 and PM2, they likely became more comfortable with question types, pacing, and expectations, which can positively impact PM3 performance. Combined with reading support programs and small-group interventions, these elements together likely contributed to Grade 7's strongest performance gain among the three grades.

EWS Areas of Concern

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

An analysis of the Students with Disabilities (ESE) subgroup over the past three school years indicates areas of both improvement and continued need. While the subgroup has demonstrated gains in several academic measures, achievement levels remain below those of the overall student population, highlighting the importance of sustained instructional support and targeted interventions.
In ELA Achievement, the percentage of ESE students demonstrating proficiency increased from 19% in 2023–24 to 11% in 2024–25, before rising substantially to 33% in 2025–26. Although there was a decline during the second year, the most recent results represent a 14-percentage-point increase over the three-year period, suggesting that recent literacy initiatives are beginning to positively impact student performance.
ELA Learning Gains fluctuated across the three years, increasing from 50% in 2023–24 to 33% in 2024–25, and remaining at 33% in 2025–26. While growth has not yet returned to the 2023–24 level, maintaining consistent instructional strategies and monitoring student progress will be critical for improving learning gains.
In Mathematics Achievement, ESE students showed steady improvement, increasing from 19% in

2023–24 to 11% in 2024–25, and then to 17% in 2025–26. Although achievement remains relatively low, the subgroup demonstrated positive growth during the most recent year.
Mathematics Learning Gains increased from 38% in 2023–24 to 47% in 2024–25, before declining slightly to 42% in 2025–26. Despite the decrease, learning gains remain above the 2023–24 baseline, indicating that many students continue to make academic progress even though overall proficiency remains an area of concern.
Performance in Science Achievement also improved over time, increasing from 20% in 2023–24 to 33% in 2024–25, before declining slightly to 25% in 202**5–26**. These results suggest some improvement in science instruction, although continued emphasis on standards-based instruction and intervention is warranted.

Absenteeism and tardiness is another area of focus.. 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 send social workers to conduct home visits. Their objective is to provide support and motivation to these students, encouraging consistent attendance while also identifying and overcoming any obstacles that might be hindering their attendance.
To identify and target root causes, we will strengthen our MTSS system and problem-solving strategies

Highest Priorities

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

Help teachers obtain their professional licenses. Provide meaningful PD in the areas of Reading, ESE and ESOL to help teachers get certified in these areas. Increase support for ESOL students by developing new intervention and support systems. Work with parents and offer them 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.

The school's area of focus is to improve academic achievement for our ESE Students by providing rigorous, standards-based instruction aligned to the Florida B.E.S.T. Standards, implementing evidence-based interventions, and ensuring that accommodations and specially designed instruction outlined in each student's Individualized Education Program (IEP) are consistently delivered. Instruction will emphasize differentiated teaching, collaborative planning between general education and ESE teachers, and regular progress monitoring to address individual student needs and improve learning outcomes.

This area of focus directly impacts student learning by increasing students' access to grade-level content in English Language Arts, Mathematics, Science, and Civics while providing targeted support to address learning gaps. Teachers will use FAST Progress Monitoring (PM1, PM2, and PM3), district benchmark assessments, classroom performance data, and IEP progress monitoring to identify areas of need, adjust instruction, and provide timely interventions. The school will also strengthen inclusive instructional practices and provide opportunities for students to develop academic independence, self-advocacy, and organizational skills necessary for success in middle school and beyond.

The area of focus was identified as a crucial need through the review of prior-year school performance data, classroom assessments, progress monitoring, and instructional outcomes. The review indicated that this subgroup continues to experience challenges in meeting grade-level academic expectations and demonstrating consistent growth across core content areas. The findings highlighted the need for strengthened differentiated instruction, consistent implementation of IEP accommodations, evidence-based interventions, and ongoing collaboration between general education and ESE teachers. Prioritizing this area will help improve academic achievement, increase student engagement, and ensure equitable access to rigorous, standards-based instruction for all middle school ESE students.

The 2025–2026 accountability data identify Students with Disabilities (SWD) as a priority subgroup requiring targeted instructional support and strategic intervention. Current performance data indicate that only 33% of Students with Disabilities achieved proficiency in English Language Arts (ELA),

compared to 56% of all students. Similarly, ELA Learning Gains for Students with Disabilities were 33%, significantly below the schoolwide rate of 58%.
Performance in mathematics presents an even greater area of concern. Only 17% of Students with Disabilities demonstrated proficiency in Mathematics Achievement, compared to 53% of the overall student population. Additionally, Mathematics Learning Gains for Students with Disabilities were 42%, well below the school average of 72%. These data demonstrate a substantial achievement gap and emphasize the need for intentional, evidence-based instructional practices designed to accelerate learning and improve student 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.

By the end of the 2026-27 school year, the percentage of students with disabilities meeting proficiency/scoring a Level 3 or higher on PM3 ELA FAST assessment will increase form 33 % to 38 %.
By the end of the 2026-27 school year, the percentage of Students With Disabilities meeting proficiency / scoring a Level 3 or higher on PM3 Math FAST assessment will increase from 17 % to 22% .

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:
To improve outcomes for Students with Disabilities, the school will implement a comprehensive instructional plan focused on high-quality, specially designed instruction, differentiated teaching, and the consistent implementation of Individualized Education Program (IEP) accommodations. General education and ESE teachers will engage in collaborative planning to align instruction with grade-level standards while providing targeted supports that address individual student needs. Instruction will emphasize explicit teaching, scaffolded learning experiences, and evidence-based literacy and mathematics interventions delivered through flexible small-group instruction. The school will strengthen its Multi-Tiered System of Supports (MTSS) by using benchmark assessments, formative classroom data, and progress-monitoring tools to identify learning gaps and monitor student growth. Student data will be reviewed regularly during Professional Learning Community (PLC) meetings to evaluate the effectiveness of interventions and make timely instructional adjustments. Students demonstrating limited progress will receive intensified Tier II and Tier III interventions with frequent monitoring to ensure instructional decisions remain responsive to their academic needs. Professional learning for instructional staff will focus on evidence-based strategies for teaching students with disabilities, including explicit instruction, differentiated instruction, Universal Design for Learning (UDL), effective co-teaching practices, progress monitoring, and the implementation of accommodations with fidelity. Instructional coaches and school administrators will provide ongoing classroom support, coaching, and feedback to ensure consistent implementation of these practices across all grade levels. The school will also strengthen partnerships with families by providing regular communication regarding student progress, academic goals, intervention plans, and strategies families can use to reinforce learning at home. Building strong collaboration between school and home will help support continuous student growth and engagement. Through these targeted efforts, the school is committed to increasing academic achievement and accelerating learning for Students with Disabilities. Success will be measured through improvements in ELA and mathematics proficiency, increased learning gains, and reduced achievement gaps between Students with Disabilities and the overall student population. Ongoing review of assessment data and collaborative instructional planning will ensure that interventions remain effective and responsive throughout the school year.

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:
Daily

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.

Action Step #2
Conduct biweekly progress monitoring of ESE students' math performance.

Person Monitoring:
Landy Laredo

By When/Frequency:
Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ESE and math teachers will use common formative assessments, curriculum-based measures, and classroom data to monitor student mastery and growth. Student data will be reviewed during PLC/ data meetings to identify students who are on track, making insufficient progress, or requiring additional support.

Action Step #3
Provide targeted instructional support based on progress-monitoring data.

Person Monitoring:
Landy Laredo

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use progress-monitoring results to adjust instructional strategies, regroup students, and provide additional remediation or enrichment. Students who are not demonstrating expected growth will receive intensified support, while students demonstrating mastery will receive opportunities to apply skills to more complex tasks.

Area of Focus #2

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.

Strengthening student proficiency in reading comprehension through the use of standards-aligned, data-driven instruction and targeted small-group interventions across all relevant grade levels.
Review of the previous year's assessment data, classroom formative assessments, and teacher observations indicated that many students demonstrated difficulty with grade-level reading comprehension skills, including identifying central ideas, making inferences, citing textual evidence, and analyzing complex texts. These challenges were evident across multiple grade levels and impacted students' performance in other content areas that require strong literacy skills.
To address this need, instructional practices will focus on differentiated instruction, frequent progress monitoring, explicit modeling of comprehension strategies, and targeted small-group instruction based on student data. Teachers will use formative assessment results to adjust instruction, provide timely interventions, and ensure students receive appropriate support to meet grade-level expectations.
This area of focus was identified as a priority because prior-year achievement data revealed that reading proficiency was below the school's desired performance targets, with notable achievement gaps among identified student subgroups. Strengthening instructional practices in literacy is expected to improve student engagement, increase academic achievement across content areas, and support continued growth toward state and district performance goals.

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 2026-27 school year, the percentage of students meeting proficiency/scoring a Level 3 or higher on PM3 ELA FAST assessment will increase form 56 % to 61 %.
By the end of the 2026-27 school year, the percentage of students meeting proficiency / scoring a Level 3 or higher on PM3 Math FAST assessment will increase from 53 % to 58% .

Monitoring

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

Progress toward this Area of Focus will be monitored through ongoing analysis of student performance data collected from formative assessments, benchmark assessments, classroom assignments, and teacher observations. Student data will be reviewed regularly to identify learning trends, measure growth, and determine the effectiveness of instructional strategies and interventions.
Teachers will use data during collaborative planning meetings and professional learning community (PLC) discussions to adjust instruction, regroup students for targeted support, and implement evidence-based interventions as needed. Progress monitoring will occur throughout the school year

to ensure students are making adequate progress toward grade-level standards. The results of these reviews will guide instructional decisions, inform intervention plans, and support continuous improvement in student achievement.

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:
To improve student achievement in reading across all relevant grade levels, teachers will implement evidence-based instructional practices that include explicit, systematic instruction in reading comprehension, differentiated small-group instruction, and data-driven decision-making. Instruction will incorporate close reading strategies, vocabulary development, text-dependent questioning, and opportunities for collaborative discussion and written responses aligned to grade-level standards. Students requiring additional support will receive targeted interventions through tiered instruction using research-based intervention programs and instructional resources aligned with the school's Multi-Tiered System of Supports (MTSS).

Rationale:
The selected evidence-based interventions were chosen based on a review of prior-year student achievement data, classroom formative assessments, benchmark assessment results, and teacher observations, which identified reading comprehension and proficiency as areas requiring improvement across relevant grade levels. Data indicated that many students experienced difficulty with grade-level standards, particularly in analyzing text, making inferences, using textual evidence, and applying academic vocabulary. Research supports the use of explicit instruction, differentiated small-group teaching, ongoing progress monitoring, and data-driven instructional decision-making as effective strategies for improving student achievement. Implementing these evidence-based practices will provide targeted support for students' individual learning needs, strengthen core instruction, and increase opportunities for timely intervention. Regular monitoring of student progress and instructional implementation will ensure that interventions are effective and adjusted as needed to improve student outcomes and achieve the school's academic 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
Implement targeted, evidence-based instruction based on student needs.

Person Monitoring:
Landy Laredo

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action to Be Taken:
Teachers will use student assessment data to identify learning gaps and provide differentiated instruction, small-group support, and targeted interventions aligned to grade-level standards. Instruction will include explicit modeling, guided practice, and opportunities for students to apply skills independently.
Monitoring the Impact:
The school will monitor the impact of this action step through ongoing review of formative assessments, benchmark data, student work samples, and progress-monitoring results. Teachers and instructional teams will analyze data during PLC meetings to determine student growth, identify students needing additional support, and adjust instructional strategies 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.

The school's area of focus is to improve student attendance by promoting consistent school participation and reducing chronic absenteeism across all grade levels. Regular attendance is essential for students to fully engage in high-quality instruction, participate in classroom learning, and develop the academic and social-emotional skills necessary for success. The school will implement proactive attendance monitoring, family outreach, positive attendance incentives, and early intervention strategies to identify and address attendance concerns before they become barriers to learning.
Improving attendance directly affects student learning by increasing instructional time, supporting academic achievement, and providing students with consistent access to grade-level instruction, interventions, and enrichment opportunities. Students who attend school regularly are better able to build foundational skills, maintain academic progress, and develop positive relationships with teachers and peers.
This area of focus was identified as a crucial need through the review of prior-year attendance records, student performance trends, and school improvement data. The review indicated that inconsistent attendance contributed to gaps in learning, reduced academic progress, and increased the need for intervention among some students. As a result, the school identified improving attendance as a priority to support student achievement, strengthen engagement, and create positive

outcomes for all students.
During the 2025–2026 school year, Paragon Academy of Technology enrolled 90 students. Of these students, 10 fell below the 90% attendance rate, meaning they missed more than 10% of their instructional days. This represents approximately 11.1% of the school's student population. Attendance is an area of concern because students who attend school less than 90% of the time are missing a substantial amount of direct instruction, classroom practice, teacher feedback, and opportunities to demonstrate mastery of grade-level standards. Frequent absences can contribute to unfinished learning, difficulty maintaining academic progress, and challenges with engagement and consistency. The concern is particularly important because 11.1% of the school's students are experiencing attendance levels below 90%, creating a need for early identification and targeted intervention before absenteeism has a greater impact on academic performance.
Based on the district's guidance to evaluate subgroup data for insightful decision-making, the accountability component representing the greatest instructional crisis is Math Learning Gains for the Lowest 25% (MATH LG L25%). School-wide, this performance measure plummeted by 33 percentage points, dropping from 77% in the prior year to 44% in 2024-25. This decline is not isolated to a single grade level, but is instead driven by severe systemic drops across vulnerable student populations. Specifically, English Language Learners (ELL) experienced a staggering 39 percentage point decline, falling from 77% to 38%. Concurrently, Economically Disadvantaged Students matched the school-wide trend with a 33 percentage point drop (77% to 44%), and Hispanic Students decreased by 29 percentage points (75% to 46%). These data points signal a profound breakdown in differentiated Tier-1 instruction and a lack of linguistic scaffolding necessary to make core mathematical concepts accessible to struggling subgroups.To address these systemic gaps, several operational and instructional factors must be adjusted. The primary factor contributing to the decline among English Language Learners is a lack of integrated language supports (such as visual scaffolding and academic vocabulary modeling) during core math blocks, preventing students from processing complex word problems. Additionally, scheduling conflicts and staffing constraints likely disrupted targeted Tier-2 and Tier-3 math intervention cycles, meaning students in the lowest quartile did not receive the consistent, daily remediation required to bridge foundational gaps. Moving forward, the school must implement rigid, bi-weekly data tracking through formative assessments to monitor these exact subgroups and protect intervention blocks from administrative disruptions.

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 10% 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 school's attendance goal will be monitored through ongoing reviews of daily attendance records, chronic absenteeism reports, and grade-level attendance trends. School administrators, counselors, teachers, and the attendance team will meet regularly to identify students at risk for chronic absenteeism and implement timely interventions, including family communication, attendance conferences, mentoring, and referrals to support services when appropriate. Attendance data will be reviewed throughout the year to evaluate the effectiveness of interventions and make adjustments as needed.

Ongoing monitoring will improve student achievement by ensuring that attendance concerns are identified and addressed early, reducing the loss of instructional time. As student attendance improves, students will have greater access to classroom instruction, interventions, and enrichment opportunities, leading to increased academic engagement, improved course performance, and stronger achievement outcomes. Regular monitoring also promotes collaboration among school staff and families, helping to create a supportive environment that encourages consistent attendance and academic success.

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:

The school will implement a Multi-Tiered System of Supports (MTSS) for attendance that includes universal prevention strategies, targeted interventions, and individualized supports for students with attendance concerns. Evidence-based practices will include: Daily attendance monitoring and early identification of attendance concerns. Positive Behavior Interventions and Supports (PBIS) to recognize and reinforce positive attendance habits. Family engagement through regular communication, attendance conferences, and problem-solving meetings to address barriers to attendance. Check-In/Check-Out and mentoring programs for students identified as at risk for chronic absenteeism. Collaboration with school counselors, social workers, and community agencies to connect families with resources that support regular school attendance. Attendance awareness campaigns and student incentives that encourage consistent attendance and promote a positive school climate.

Rationale:

These interventions are supported by research demonstrating that early identification, family engagement, positive reinforcement, and tiered supports improve student attendance and reduce chronic absenteeism

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 ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

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

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 2026-27 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 COLLEGIATE ACADEMY CENTRAL MIRAMAR

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 9

D. Early Warning Systems 10

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 52

V. Title I Requirements (optional) 59

VI. ATSI, TSI and CSI Resource Review 68

VII. Budget to Support Areas of Focus 71

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 Collegiate Academy Central Miramar 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 Collegiate Academy Central Miramar 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 Collegiate Academy Central Miramar 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.

Effective July 1, 2026, Somerset Preparatory Middle School, Grades 6-8, and Somerset Academy Miramar High School 5007 merged into one school, now named Somerset Collegiate Academy Central Miramar, serving our student body of Grades 6-12. Somerset Collegiate Academy Central Miramar 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 1, 2026. 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)).

At the conclusion of the 2025-26 school year, Somerset Preparatory Middle School 5441 (Grades 6-8) and Somerset Academy Miramar High 5007 (Grades 9-12) have merged into one school under the MSID# 5441, now operating as a unified program serving grades 6 through 12 under the new name Somerset Collegiate Academy Central Miramar.

Somerset Collegiate Academy Central Miramar's School Improvement Plan uses student data to regularly monitor progress through various measures, ensuring effective implementation and positive impacts on student achievement, with a particular focus on general education students and the subgroup with the greatest achievement gaps, such as Students with Disabilities (SWD).

5441 (Grades 6-8)
According to the 2026 FAST PM3 results, overall proficiency rates in reading reached 66%, up from 62% in the 2024-2025 school year, reflecting a 4-point increase. However, math proficiency stood at 51%, down from 65% in the previous year, indicating a 14-point decrease.

For the Students with Disabilities (SWD) subgroup, reading proficiency in 2026 was 31%, up from 27% in 2024-2025, also a 4-point gain. In math, SWD proficiency was 13% in 2026, down from 23% the previous year, a 10-point decrease. This math rate fell below the Federal Index threshold of 41%, therefore qualifying this subgroup for Additional Targeted Support and Improvement (ATSI).

For the 2026-2027 academic year, the school will focus on targeted interventions for both general education students and the SWD subgroup, with particular emphasis on addressing the significant gaps in math. Additionally, the SWD PM3 science results showed a proficiency rate of 43%, down from 49% the previous year, indicating another area requiring attention.

(5007) Grades 9-12

Based on the 2026 FAST PM3 results, overall proficiency rates in reading were 61%, compared to 62% in the 2024-2025 school year. Math proficiency was 35%, a sharp drop from 65% the prior year, reflecting a 30-point decrease and highlighting the largest achievement gap in math.

Within the Students with Disabilities (SWD) subgroup, reading proficiency rose to 47% in 2026, up from 32% in 2024-2025, showing a 15-point improvement. However, SWD math proficiency was 20% in 2026, down from 28% the previous year, marking an 8-point decline and confirming that math remains the largest gap area for the SWD subgroup.

Looking ahead to the 2026-2027 academic year, the school will prioritize targeted interventions for both general education students and the SWD subgroup, with a strong focus on addressing the significant math gaps.

Overall science proficiency also requires improvement, with a rate of 53% in 2026, compared to 50% the previous 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 AP, SAT/ACT, Dual Enrollment, and Career and Technical Education (CTE) 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.

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

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**65.1%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **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.*	**2025-26: C** **2024-25: B** **2023-24: B** **2022-23: C** **2021-22: B**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							111	123	115	349
Absent 10% or more school days							7	9	12	28
One or more suspensions							22	17	13	52
Course failure in English Language Arts (ELA)							2	0	0	2
Course failure in Math							3	0	1	4
Level 1 on statewide ELA assessment							13	7	20	40
Level 1 on statewide Math assessment							18	8	19	45
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							0	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 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							12	6	12	30

Current Year 2026-27

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							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)								2	2	4
Course failure in Math								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

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

Current Year (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2026-27)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2025-26) 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 (2025-26) 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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	66	65	62	62	62	59	62	57	55
Grade 3 ELA Achievement									
ELA Learning Gains	54	60	59	55	59	58	62	59	57
ELA Lowest 25th Percentile	48	59	55	51	59	56	63	57	55
Math Achievement*	51	56	52	65	55	49	68	47	45
Math Learning Gains	36	47	45	53	53	47	73	50	47
Math Lowest 25th Percentile	40	50	44	60	59	49	78	57	49
Science Achievement	43	71	74	49	74	72	43	66	68
Social Studies Achievement*	64	81	76	61	81	75	73	74	71
Graduation Rate		94	94		92	92		92	90
Middle School Acceleration	75			70			20		
College and Career Acceleration		75	74		71	69		62	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					53	52		50	49

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	53%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	477
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
53%	56%	60%	56%	59%	47%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	27%	Yes	2	1
English Language Learners	44%	No		
Black/African American Students	53%	No		
Hispanic Students	52%	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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	66%		54%	48%	51%	36%	40%	43%	64%	75%			
Students With Disabilities	31%		52%	43%	13%	19%	25%	25%	10%				
English Language Learners	63%		59%	60%	28%	31%	30%		40%				
Black/African American Students	65%		52%	43%	52%	39%	44%	45%	63%	76%			
Hispanic Students	65%		63%	63%	46%	25%	31%	38%	67%	70%			
Economically Disadvantaged Students	64%		54%	51%	52%	34%	37%	39%	61%	74%			

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%			

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	68%	68%	0%	62%	6%
ELA	7	72%	67%	5%	62%	10%
ELA	8	57%	63%	-6%	60%	-3%
Math	6	26%	63%	-37%	60%	-34%
Math	7	67%	66%	1%	53%	14%
Math	8	33%	47%	-14%	61%	-28%
Science	8	8%	49%	-41%	52%	-44%
Civics	7	64%	78%	-14%	77%	-13%
Biology	8	66%	92%	-26%	91%	-25%
Algebra	7	89%	96%	-7%	96%	-7%
Algebra	8	44%	83%	-39%	84%	-40%
Geometry	8	70%	93%	-23%	95%	-25%
Civics	8	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	6	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

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?

(Grades 6-8)

For Grades 6-8, the data component that showed the greatest improvement was the English Language Arts (ELA) proficiency rate for Students with Disabilities (SWD). On the FAST PM3 assessment, SWD reading proficiency rose to 31%, up from 27% in the 2024–2025 academic year, marking a 4-percentage point gain. Additionally, SWD learning gains increased to 52%, compared to 48% in 2024–2025, and the learning gains for the Lowest 25% climbed to 43%, reflecting a 3-point increase from 40% in the previous year.

(Grades 9-12)

For grades 9-12, the data component that showed the greatest improvement was Science proficiency. On the Biology EOC, the proficiency rate increased from 50% in 2024–2025 to 53% in 2025–2026, representing a 3-percentage-point gain.

To support this improvement, the school implemented several targeted instructional actions. The Biology teacher increased the use of standards-aligned instruction and data-driven planning to identify specific benchmarks where students demonstrated learning gaps. Teachers used formative assessments, progress-monitoring data, and benchmark assessments to adjust instruction and provide targeted reteaching.

Additional actions included small-group instruction and remediation for students performing below proficiency, increased exposure to Biology EOC-style questions and test-taking strategies, and focused review of high-priority standards. Teachers also incorporated hands-on activities, visual models, and differentiated instructional strategies to strengthen students' understanding of complex scientific concepts.

The school also increased collaboration through data meetings and instructional planning, allowing teachers and administrators to monitor student progress, identify students requiring additional support, and adjust interventions before the Biology EOC. These actions contributed to the increase in Biology proficiency from 50% to 53%.

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 2025-2026 PM3 B.E.S.T Math Assessment data indicates that math data component showed the lowest performance in **grades 6-8**. Overall mathematics proficiency declined to **51%** during the 2025–2026 school year, representing a significant decrease from **65%** in 2024–2025, a decline of **14 percentage points**.

The most significant area of concern was the performance of **Students with Disabilities (SWD)**. SWD mathematics proficiency decreased from **23%** in 2024–2025 to **13%** in 2025–2026, representing a **10 percentage point decline**.

A review of grade-level performance identified several contributing factors:

- **Grade 6 SWD:** None of the nine SWD students tested achieved proficiency, resulting in a **0% proficiency rate**. A major contributing factor was the lack of instructional continuity, as students experienced **four different mathematics instructors** during the school year. Frequent teacher changes disrupted instructional consistency, negatively impacted student engagement and motivation, and limited opportunities to establish effective classroom routines and targeted interventions.

- **Grade 7 SWD:** Of the nine SWD students assessed, only **one student met proficiency** in mathematics. While the core mathematics teacher remained consistent throughout the year, the intensive mathematics teacher changed multiple times. These staffing changes resulted in inconsistent implementation of small-group differentiated instruction and interruptions in the delivery of SWD service minutes, reducing the effectiveness of targeted interventions.

- **Grade 8 SWD:** Twelve SWD students were assessed. Two students who participated in the **Algebra I End-of-Course (EOC) Assessment** achieved proficiency, while the remaining ten students did not meet proficiency. Although students generally earned passing grades (A, B, and C averages) in their mathematics coursework, assessment results indicate a disconnect between classroom performance and mastery demonstrated on state assessments. This suggests a need for stronger alignment between classroom instruction, standards-based instruction, and assessment preparation.

An additional factor impacting SWD mathematics performance was the unusually high turnover among Exceptional Student Education (ESE) providers. During the first months of the school year, the school employed **three different ESE providers** before securing a permanent provider in October

2025. This staffing instability delayed the establishment of consistent instructional routines, intervention groups, and progress-monitoring practices necessary to accelerate mathematics achievement for SWD students.

Student learning gains also reflected the decline in mathematics performance. Overall mathematics learning gains decreased from **38%** in 2024–2025 to **19%** in 2025–2026. Likewise, the **Lowest 25% Learning Gains** declined from **44%** to **25%**, representing a **19-percentage point decrease**. These results indicate the need for a comprehensive schoolwide focus on strengthening Tier I instruction, implementing consistent intervention and progress-monitoring systems, ensuring fidelity of SWD services, and increasing standards-aligned instructional practices to improve mathematics achievement for all students.

Based on the PM3 F.A.S.T Reading assessment results, the lowest-performing data component was Reading Across Genres, particularly in 8th grade, where 25% of students scored below the standard. This was the highest percentage of students performing below standard across all grade levels and assessed reading domains. Reading Across Genres also represented an area of concern in 6th grade, with 17% of students below standard, and in 7th grade, with 11% below standard. The data suggest that students continue to experience challenges with skills that require the integration and analysis of information across multiple texts and genres. These skills include comparing and contrasting texts, synthesizing information, drawing inferences, and supporting conclusions with textual evidence. The higher percentage of students performing below standard in this domain may also indicate deficiencies in academic vocabulary and the application of higher-order thinking skills needed to analyze increasingly complex texts. In comparison to the other assessed domains, Reading Prose and Poetry demonstrated the strongest performance, with only 6% of students below standard in both 6th and 7th grades. Informational Text performance was generally stronger than Reading Across Genres but remained an area of concern for 8thgrade students, where 17% scored below standard. Overall, the PM3 data indicate that Reading Across Genres remains the area of greatest need across grade levels, with the most significant performance gap evident in 8th grade.

The 2025–2026 PM3 B.E.S.T. Mathematics Assessment results identified mathematics as the school's lowest-performing academic area, with achievement levels falling below both the district and state averages for **Grades 9-12.**

Overall mathematics proficiency on the PM3 B.E.S.T. Assessment declined to 35% in 2025–2026, compared to 65% in 2024–2025, representing a 30-percentage point decrease. Performance by assessment showed mixed results. Algebra I EOC proficiency increased from 37% in 2024–2025 to 43% in 2025–2026, while Geometry EOC proficiency declined from 44% to 32%, a decrease of 12 percentage points.

Students with Disabilities (SWD) also experienced a decline in mathematics performance. SWD proficiency decreased from 28% in 2024–2025 to 20% in 2025–2026, representing an 8 percentage point decrease. Mathematics learning gains for SWD students also declined significantly, dropping from 33% in 2024–2025 to 13% in 2025–2026, a 20 percentage point decrease.

Grade-level analysis further highlights areas of concern. In Grade 9 Algebra I, only 2 of the 10 SWD students assessed achieved proficiency. In Grade 10 Geometry, only 1 of the 9 SWD students assessed met proficiency expectations. While many students earned passing classroom grades, assessment data revealed a disconnect between classroom performance and demonstrated mastery on unit assessments and state standardized assessments. This suggests a need for greater emphasis on standards-aligned instruction, rigorous assessment practices, and consistent opportunities for students to apply mathematical concepts through problem-solving, independent practice, and intervention.

An additional contributing factor was the unusually high turnover among Exceptional Student Education (ESE) providers during the beginning of the school year. The school experienced three ESE provider changes before securing a permanent provider in October 2025. This staffing instability interrupted the delivery of specialized instruction, delayed the establishment of consistent intervention routines, and affected the continuity of small-group instruction and progress monitoring for SWD students.

The school's Lowest 25% subgroup demonstrated strong learning gains during the 2024–2025 school year. However, in 2025–2026, the subgroup did not demonstrate sufficient growth to meet state learning gain expectations. As a result, the school received a designation of "Not Enough Data" for this accountability measure, indicating that insufficient qualifying data were available to calculate learning gains for the subgroup.

These data indicate a need to strengthen Tier I mathematics instruction, improve alignment between classroom instruction and state assessment expectations, provide consistent intervention and progress-monitoring systems for SWD students, ensure fidelity of ESE support services, and increase opportunities for students to engage in rigorous mathematical practice to improve overall mathematics achievement.

Based on the PM3 F.A.S.T Reading progress monitoring assessment data, the lowest-performing data component was 9th-grade Reading Across Genres and Vocabulary, where 39% of students scored below the standard. This was the highest percentage of students performing below standard across all high school grade levels and assessed reading domains. In comparison, 9th-grade

students scored 27% below standard in Reading Prose and Poetry and 23% below standard in Informational Text, while 10th-grade students demonstrated lower percentages of students below standard across all domains.

The data suggests that students continue to experience challenges with skills that require the analysis and synthesis of information across multiple texts and genres. Students may struggle to make connections between texts, evaluate evidence, draw inferences, and apply academic vocabulary to support comprehension of complex reading materials. These higher-order literacy skills are essential for success across content areas and become increasingly important as students encounter more rigorous texts in high school.

The PM3 results indicate deficiencies in cross-text analysis, evidence-based reasoning, and academic vocabulary development. While performance in Reading Prose and Poetry and Informational Text was comparatively stronger, Reading Across Genres and Vocabulary remains the area of greatest need for 9th-grade students. These findings suggest a continued need to strengthen students' ability to comprehend, analyze, and synthesize information from a variety of text types to improve overall literacy achievement.

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 previous school year was **Mathematics achievement among Students with Disabilities (SWD)**. Across both the middle school (Grades 6–8) and high school (Grades 9–10), SWD students experienced substantial decreases in proficiency and learning gains on the 2025–2026 PM3 B.E.S.T. Mathematics Assessment.

For **Grades 6–8**, SWD mathematics proficiency declined from **23% in 2024–2025 to 13% in 2025–2026**, representing a **10-percentage point decrease**. Overall mathematics learning gains also decreased from **38% to 19%**, while the **Lowest 25% Learning Gains** declined from **44% to 25%**, a **19-percentage point decrease**.

For **Grades 9–10**, SWD mathematics proficiency decreased from **28% in 2024–2025 to 20% in 2025–2026**, an **8-percentage point decline**. Mathematics learning gains also dropped significantly from **33% to 13%**, representing a **20-percentage point decrease**.

Several factors contributed to this decline:

- **High staff turnover** among mathematics teachers and Exceptional Student Education (ESE)

providers resulted in inconsistent instruction and disrupted the continuity of interventions, particularly during the first semester.

- **Frequent changes in instructional personnel** limited the establishment of consistent classroom routines, student-teacher relationships, and effective small-group intervention structures.
- **Inconsistent implementation of intensive mathematics support and ESE service minutes** reduced opportunities for students to receive targeted instruction aligned to their individual learning needs.
- **A disconnect between classroom performance and assessment readiness** was evident, as many students earned passing grades in coursework but struggled to demonstrate mastery on unit assessments and the state B.E.S.T. assessments. This suggests a need for stronger alignment between daily instruction, classroom assessments, and state standards.
- **Insufficient opportunities for spiral review, mathematical discourse, and standards-based practice** limited students' ability to retain and apply mathematical concepts to multi-step and higher-order problems.
- **The increased rigor of the B.E.S.T. Mathematics Assessments** required greater emphasis on conceptual understanding, mathematical reasoning, and application, highlighting the need for more rigorous classroom instruction and assessment practices.

These data indicate the need to strengthen Tier I mathematics instruction, ensure consistent delivery of ESE services and interventions, implement frequent progress monitoring, increase standards-aligned instructional practices, and provide sustained professional development for teachers to improve mathematics outcomes for Students with Disabilities.

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 achievement gap was identified in **Mathematics for Students with Disabilities (SWD)**, as both proficiency and learning gains declined significantly across Grades 6–10.

For **Mathematics Achievement in Grades 6–8**, the school's overall proficiency for the **2025–2026** school year was **51%**, compared to the **state average of 60% proficiency**. This represents a significant decline from the **2024–2025** school year, when the school's mathematics proficiency was **65%**, exceeding the **state average of 60%** by **5 percentage points**.

For **Mathematics Achievement in Grades 9–10**, the school's overall proficiency for the **2025–2026** school year was **35%**, which was **25 percentage points below the state average of 60%**. This represents a significant decline from the **2024–2025** school year, when the school's mathematics

proficiency was **65%**, exceeding the **state average of 60%** by **5 percentage points**. The points decrease in schoolwide proficiency indicates a substantial decline in mathematics performance and underscores the need to strengthen standards-aligned instruction, targeted interventions, and progress-monitoring practices to improve student achievement.

For **Grades 6–8**, SWD mathematics proficiency decreased from **23% in 2024–2025 to 13% in 2025–2026**, representing a **10-percentage point decline**. Overall mathematics learning gains also fell from **38% to 19%**, a **19-percentage point decrease**, while the **Lowest 25% Learning Gains** declined from **44% to 25%**, also a **19-percentage point decrease**. These results indicate that the school's most academically vulnerable students made substantially less progress than in the previous year.

For **Grades 9–10**, SWD mathematics proficiency declined from **28% in 2024–2025 to 20% in 2025–2026**, an **8-percentage point decrease**. The most significant decline occurred in **SWD mathematics learning gains**, which dropped from **33% to 13%**, representing a **20-percentage point decrease**. This was the largest decline among the mathematics indicators and demonstrates that many SWD students did not make the expected academic growth over the course of the school year.

The data indicate that **Students with Disabilities represent the school's greatest performance gap in mathematics**, particularly in learning gains. These results highlight the need to strengthen standards-aligned Tier I instruction, ensure consistent implementation of ESE services and interventions, increase the use of data-driven small-group instruction, and provide ongoing progress monitoring to accelerate achievement and growth for SWD students.

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.

When comparing FAST Reading PM3 assessment results to PM1 data, the greatest gap was observed in 8th-grade Reading Across Genres. The percentage of students performing below the standard decreased from 39% on PM1 to 25% on PM3, representing a 14-percentage-point improvement. This was the largest change among all grade levels and reading domains during the 2025–2026 school year. Several factors contributed to this improvement. Throughout the school year, students received increased exposure to complex texts and opportunities to engage in tasks requiring the comparison, analysis, and synthesis of information across multiple genres. Instructional emphasis on evidence-based responses, close reading strategies, and vocabulary development may have strengthened students' ability to navigate the demands of this domain. In addition, the use of progress monitoring data allowed teachers to identify learning gaps and adjust instruction to better meet student needs. A review of the PM1, PM2, and PM3 data reveals a positive trend of continuous improvement in Reading Across Genres. Although this domain remained the lowest-performing area in PM3, the substantial reduction in the percentage of students performing below the standard demonstrates meaningful growth over time. The data suggests that students are making progress in applying higher order comprehension skills; however, continued focus on cross-text analysis, inferencing, and evidence based reasoning will be necessary to further improve achievement and close remaining performance gaps.

EWS Areas of Concern

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

Based on the Early Warning System (EWS) data, student attendance is a potential area of concern for Students with Disabilities (SWD), although the percentage of affected students remains relatively low.

For **School 5441**, only **1 of 33 SWD students (3%)** experienced attendance concerns during the final nine weeks of the 2025–2026 school year. This student has since transitioned to 9th grade for the 2026–2027 school year. To address this concern proactively, an attendance goal will be added to the student's Individualized Education Program (IEP) at the beginning of the school year. School staff will closely monitor attendance, maintain regular communication with the family, and provide interventions as needed to improve attendance and support academic success.

For **School 5007**, **2 of 32 SWD students (6%)** were identified with attendance concerns. Both students currently have attendance goals included in their IEPs. One student transitioned to an alternative high school where attendance supports will continue, while the second student is returning as a 12th-grade student and will continue receiving attendance monitoring and targeted interventions.

The school will maintain ongoing collaboration with families, monitor attendance data regularly, and provide individualized supports to reduce absenteeism and promote consistent school attendance.

Overall, while attendance concerns among SWD students are limited in both schools, the action plan focuses on early identification, individualized attendance goals, continuous progress monitoring, and family engagement to prevent chronic absenteeism and improve student outcomes.

Highest Priorities

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

1.SWD and General Ed Students Math Achievement

2.Science Achievement

3.Strengthening Reading Across Genres

Another priority is particularly in 8th grade, where 25% of student performed below the standard. Although improvement was demonstrated throughout the year, this domain remains the lowest-performing area and requires continued emphasis on text analysis, synthesis, and evidence-based reasoning. The percentage of students performing below the standard decreased from 39% on PM1 to 25% on PM3, representing a 14-percentage-point improvement. This was the largest change among all grade levels and reading domains during the 2025–2026 school year.

4.Improving performance in Reading Across Genres and Vocabulary

The highest priority is improving performance in Reading Across Genres and Vocabulary, particularly in 9th grade, where 39% of students performed below the standard. This domain consistently represented the area of greatest need and requires continued focus on vocabulary development, text analysis, synthesis of information, and evidence-based reasoning.

5. Strengthening 9th-grade Reading achievements across all Domains

Data indicates that 9th-grade students consistently performed below their 10th-grade peers in Reading Prose and Poetry, Informational Text, and Reading Across Genres and Vocabulary. Targeted support will be necessary to address foundational literacy skills and improve overall proficiency among incoming high school 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.

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

At the end of the 2025-26 school year, schools 5007(9-12) and 5441(6-8) have merged into one school number of 5441, which is now a program that serves grades 6-12. Both schools 5007 and 5441 did not meet their target of 40% or higher in the area of math and also had a significant decrease in overall proficiency.

School 5007 went from 28% proficiency in math for the 2024-25 school year to 20% proficiency in math for the 2025-26 school year. This was a decrease of 8% overall. Learning gains decreased from 33% in 2024-25 to 13% in 2025-26. A 20% decrease was identified through both grades 9 and 10. Although students were earning grades in the daily coursework of As, Bs, and Cs, the disconnect was on the unit and standardized assessments. Students were not applying the lesson and following through with the constant practice required for proficiency during small group and intensive math courses. This was true in both the grade 9 Algebra, which only 2 out of the 10 SWD students had met proficiency and in grade 10 Geometry, in which only 1 student passed out of 9 students tested. In the area of SWD, there was a higher than normal ESE provider turnover. The school had cycled through 3 providers before October of 2025, and securing a consistent provider in October 2025. The challenge was to re-establish consistent routines and grouping of student learning in the area of math. The lowest 25% showed great gains for the 2024-25 school year, however did not meet enough growth for the 2025-26 school year providing their final data point with “not enough data” to confirm that not enough learning gains were met.

School 5441 scored a 13% proficiency in math for the 2025-26 school year. This was a significant decrease from the 2024-25 school year of 23% The school had dropped 10% overall. A factor to consider with the grade 6 students, who scored a 0% proficiency for 2025-26, is the constant change in instructors. This past year, grade 6 had changed instructors four times, causing a decrease in

student motivation and willingness to improve skills without a consistent presence in the classroom. None of the grade 6 students tested (9 overall) did not meet proficiency. Their grades were not as high as the grade 9 and 110 students in the course. The student grades did reflect the performance on the assessments. Grade 7, only had one student that met Math proficiency out of the 9 students tested. Student instruction was consistent with the same teacher for grade level math, however the intensive teacher did change over twice, which small group activities were inconsistent with the service minutes for SWD students. Grade 8(total 12 students), had 2 students that tested the Algebra I EOC and met proficiency. The remaining 10 students did not meet proficiency. Although having a consistent teacher for classroom instruction, students did earn As, Bs and Cs within the coursework, The disconnect was on the assessments. In the area of SWD, there was a higher than normal ESE provider turnover. The school had cycled through 3 providers before October of 2025, and securing a consistent provider in October 2025. The challenge was to re-establish consistent routines and grouping of student learning in the area of math. Learning gains did decrease from 38% for the 2024-25 school year to 19% in 2025-26. The lowest 25 percent also had a significant decrease, dropping 19% from the 2024-25 school year(44%) to 25% for 2025-26.

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 2026–27 school year, the percentage of Students with Disabilities (SWD) achieving proficiency in Mathematics will increase from 17%(this number is the average of the now merged 5007 and 5441) to 30% , and overall learning gains will improve from 16%(this is the average of the now merged 5007 and 5441) 33% to 40%. The learning gains of students in the lowest 25th percentile will increase from 13%(this number is the average of the now merged 5007 and 5441) to 40% , as measured by state assessments. This growth will be supported by continued implementation and refinement of focused small-group instruction in mathematics, intensive specific small group instruction, reinforcement of accommodations used consistently, ongoing use of data-driven interventions, and bi-weekly progress monitoring.

Monitoring

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

The school leadership team, Exceptional Student Education (ESE) staff, instructional coaches, and mathematics teachers will collaborate to ensure effective implementation of these strategies. Progress will be monitored through:

- Bi-weekly progress monitoring using formative assessments and intervention data to measure

student growth and instructional effectiveness.

- Regular analysis of classroom, benchmark, and progress-monitoring data during Professional Learning Community (PLC) meetings to identify trends, adjust interventions, and plan next instructional steps.
- Classroom walkthroughs and instructional observations to monitor the implementation of focused small-group instruction, differentiated teaching practices, and the consistent use of accommodations.
- Reviews of intervention schedules, student participation, and fidelity of implementation to ensure targeted supports are delivered as designed.
- Quarterly leadership team meetings to evaluate subgroup performance, review progress toward school improvement goals, and determine any necessary adjustments to instructional practices or intervention plans.

Success will be measured by increased student growth on progress-monitoring assessments, improved benchmark assessment performance, consistent implementation of evidence-based instructional practices, and an increase in the percentage of Students with Disabilities demonstrating proficiency in mathematics on the statewide assessment.

Establish Baseline Data (August–September 2026)

- 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.

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.

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(high school).

- Focus on skill gaps specific to grades 6-8 mathematics standards(middle school).

- Maintain instructional logs to document frequency, content focus, and student participation in both intensive and specialized instruction groups.

Conduct Bi-Weekly 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.

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.

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.

Engage in Student Data Chats (Bi-weekly)

- 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.

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.

Conduct End-of-Year Evaluation (May–June 2027)

- 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 2026–27 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 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Establish Baseline Data (August–September 2026) 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 2026

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

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 intensive math courses in addition to specialized instruction services based on the student IEP. Use data to group students by specific skill deficits. Ensure fidelity of intervention using progress monitoring and weekly review of logs of service for both ESE and Interventions. teacher check ins as well as walkthroughs and observation checklists.

Action Step #4
Building Capacity of General Education Teachers Who Service SWD

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:
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.

Action Step #5
Implement a schoolwide system to ensure students with disabilities consistently access and appropriately use their IEP and 504 accommodations during mathematics instruction, assessments, and intervention.

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:
ESE providers will explicitly teach and reinforce self-advocacy skills by providing students with opportunities to identify needed accommodations, request support when appropriate, and reflect on the effectiveness of accommodations. Teachers will utilize accommodation checklists, student self-monitoring tools, and classroom observations to monitor implementation fidelity. Progress will be reviewed through collaborative PLC meetings, ESE support visits, and data chats to ensure accommodations are consistently provided and students are independently advocating for their learning needs.

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 Reading

At the end of the 2025-26 school year, schools 5007(9-12) and 5441(6-8) have merged into one school number of 5441, which is now a program that serves grades 6-12. School 5007 met the proficiency target of 47% for the 2025-26 school year and school 5441 did not meet the target, scoring only 31% proficiency for the 2025-26 school year. .

School 5007 went from 32% proficiency in reading for the 2024-25 school year to 47% proficiency in reading for the 2025-26 school year. This was an increase of 15% overall. Learning gains increased from 37% in 2024-25 to 59% in 2025-26. This increase was observed to be a combination of the current provider's stretch goals and emphasis of reading fundamentals and how they can apply to college readiness. With the combination of strong teachers in grades 9 and 10 ELA courses and the targeted small groups, students achieved higher for the 2025-26 school year. Only 1 out of the 10 grade 9 students that tested scored a Level 4. Grade 10, out of the 10 students, 6 met proficiency of a Level 3 or higher. They also met the grader 10 Graduation requirement for Reading on their own merits. Despite the cycle of 3 providers before October of 2025, and securing a consistent provider in October 2025, the strength of the ELA teachers set a foundation that did get built upon with the small groups and intensive instruction. The lowest 25% showed great gains for the 2025-26 school year with an impressive 70%, this was a 30% increase from 2024-25.

School 5441 scored a 31% proficiency in reading for the 2025-26 school year. This was a 4% increase from the 2024-25 school year of 27%. The teacher presence for grade 6-8 ELA instruction was consistent and strong, however with the students required to be enrolled in Intensive Reading, the instruction was not as structured. The students were performing inconsistently with the ELA and Intensive Reading instruction. Grade 6, out of the 9 students tested, 3 met proficiency. Grade 7 had 3 students meet proficiency out of the 9 students tested. Grade 8(total 12 students), had 3 students that met proficiency. In the area of SWD, there was a higher than normal ESE provider turnover. The school had cycled through 3 providers before October of 2025, and securing a consistent provider in October 2025. The challenge was to re-establish consistent routines and grouping of student learning in the area of math. Learning gains did increase from the 2024-25 school year of 48% to 52% in

2025-26. The lowest 25 percent also increased from 2024-25 from 40% to 43% in 2025-26.

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 2026–27 school year, the percentage of Students with Disabilities (SWD) achieving proficiency in ELA will increase from 39%(this is the average of both schools) to 50% , and ELA learning gains will increase from 56%(this is the average of both schools) **to 60%** with the lowest 25th percentile increasing from 55% to 6**5%**, 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 2026)

- Collect and analyze baseline reading and ELA assessment data (e.g., diagnostic assessments, iReady, Achieve 3000, or other school-adopted tools).
- Identify SWD students below proficiency and within the lowest 25th percentile.

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.

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.

Monitor Progress Bi-Weekly

- 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.

Conduct Quarterly Data Chats (Bi-Weekly)

- 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.

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.

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.

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.

Evaluate and Adjust (Mid-Year and Spring)

- Conduct a mid-year review in January 2027 to assess if the school is on track.

- Adjust interventions, grouping, or instructional approaches as needed based on data.

End-of-Year Review (May–June 2027)

- 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 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 postsecondary 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 2026

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 2026

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

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:
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:
Ongoing

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.

Action Step #5
Implement a schoolwide system to ensure students with disabilities consistently access and appropriately use their IEP and 504 accommodations during mathematics instruction, assessments, and intervention.

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:
ESE providers will explicitly teach and reinforce self-advocacy skills by providing students with opportunities to identify needed accommodations, request support when appropriate, and reflect on the effectiveness of accommodations. Teachers will utilize accommodation checklists, student self-monitoring tools, and classroom observations to monitor implementation fidelity. Progress will be reviewed through collaborative PLC meetings, ESE support visits, and data chats to ensure accommodations are consistently provided and students are independently advocating for their learning need.

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.

At the end of the 2025-26 school year, schools 5007(9-12) and 5441(6-8) have merged into one school number of 5441, which is now a program that serves grades 6-12. Both schools 5007 and 5441 did not meet their target of 40% or higher in the area of math and also had a significant decrease in overall proficiency.

School 5007 went from 45% proficiency in reading to 25% proficiency for the 2025-26 school year. This was a decrease of 20% overall. Learning gains decreased from 33% in 2024-25 to 13% in 2025-26. A 20% decrease was identified through both grades 9 and 10. The cohort was composed of 4 students; 3 of which did not score proficiency on the FAST Reading and meet the concordant to exit ELL with the WIDA ACCESS score for Spring of 2026.

School 5441 scored a 63% proficiency in reading for the 2025-26 school year. This was a significant increase from the 2024-25 school year of 14%. The learning gains increased from 49% in 2024-25 to 59% in 2025-26 and the lowest 25th percentile increased 2% to 60% form the 2025-26 school year. ELL students were working above level in accelerated course work in reading and math and by the end of the 2025-26 school year, many had exited the program and moved to the category of LF for the 2 year monitoring period.

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 2026–27 school year, the percentage of ELL (English Language Learners) achieving proficiency in ELA will increase from 44%(this is the average of both schools) to 50% , and ELA learning gains will increase from 50%(this is the average of both schools) **to 60% ,** 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.

1. Establish Baseline Data: August–September 2026

The school will establish a comprehensive academic and language-development baseline for the ELL subgroup.

By using the data sources including but not limited to, Previous **WIDA ACCESS Online** scores, WIDA proficiency levels for **Listening, Speaking, Reading, and Writing,** FAST ELA assessment data for PM1,PM2 and PM 3, ELA diagnostic assessments, i-Ready Reading data(grades 6-8 only), Classroom assessments, Student writing samples, Teacher observations and student work as well as Attendance and instructional participation data. the school will collect and analyze these components to determine the baseline analysis. The ELL subgroup will be disaggregated to identify:

- Students below ELA proficiency
- Students in the lowest 25th percentile
- Students demonstrating limited growth
- Students with significant gaps between language proficiency and academic performance
- Students requiring additional support in specific WIDA domains

Teachers and support staff will examine the relationship between **English language proficiency and academic achievement** to determine whether language development is affecting access to grade-level ELA content.

2. Develop Individual WIDA Language Growth Targets: August-September 2026

WIDA ACCESS Online results will be used as an essential component of ELL progress monitoring. For each student, staff will review the student's performance in: Listening(students will work toward improved comprehension of academic directions, classroom discussions, lectures, and grade-level content), Speaking(students will work toward increased ability to participate in academic discussions, explain thinking, respond to questions, and use academic vocabulary), Reading(students will work toward improved comprehension of grade-level literary and informational texts, vocabulary, main ideas, evidence, and text analysis) and Writing(students will work toward improved organization, sentence development, academic vocabulary, evidence-based responses, and grade-level written communication. The **WIDA ACCESS data will not be viewed as a stand-alone measure.** It will be analyzed with ELA achievement and classroom performance data to determine appropriate instructional supports and measurable language-growth targets.

3. Deliver Targeted Small-Group Instruction-Ongoing

Dedicated intervention and instructional support will be provided within or outside of core ELA instruction when appropriate. Students will be grouped based on specific needs, such as: reading comprehension, academic vocabulary, reading fluency, informational text, literary analysis, writing development, grammar and language conventions, listening comprehension, speaking and academic discussion and evidence-based responses. ELL students will receive appropriately differentiated instruction while maintaining access to grade-level standards and curriculum.

Fidelity Measures of implementation will be monitored through: classroom walkthroughs, intervention schedules, teacher lesson plans, small-group documentation, student work samples, observation checklists and coaching feedback

4. Monitor Student Progress-Bi-Weekly/Monthly

Student progress will be reviewed regularly using multiple measures through in class measures such as but not limited to: assignment completion, classroom assessments, reading progress, writing samples, vocabulary development, small-group performance, student participation, and Intervention progress.

Monthly Data Review will be conducted with the ELA team will review: interim assessment results, i-Ready(grades 6-8) progress, district or school benchmark data, progress-monitoring assessments, student work. learning gains, students who are not demonstrating expected growth and students who are not making adequate progress will be considered for instructional regrouping, additional intervention, increased frequency of support, or other appropriate MTSS interventions.

5. Conduct Quarterly ELL Data Chats-Formal **quarterly data chats** will be conducted with:

Data chats will include review of: ELA achievement, WIDA ACCESS domain performance, student language-development progress, interim assessment results, lowest 25% performance, learning gains, intervention effectiveness, attendance and engagement, accommodations and instructional supports. For the student Data Chats, when appropriate, students will participate in individual data conversations to: review their current performance, identify strengths and areas for growth. set academic and language-development goals, monitor progress, encourage ownership of learning, develop self-advocacy skills

6. Provide Ongoing Professional Development-Professional development will be provided based on identified ELL needs and student performance data. PD topics may include: WIDA standards and proficiency levels, understanding WIDA ACCESS data, using the four WIDA language domains to plan instruction, differentiated ELA instruction, academic vocabulary development, scaffolding grade-level texts, sentence frames and language supports, structured academic conversations, writing supports for multilingual learners, small-group instruction, universal Design for Learning (UDL), appropriate accommodations for ELL students, data-driven instructional planning. Implementation will be monitored through classroom observations, walkthroughs, lesson-plan reviews, coaching sessions, and teacher reflection.

7. Communicate Progress With Stakeholders- On-going

ELL subgroup performance data will be communicated regularly to appropriate stakeholders. Stakeholders may include: school leadership, ELA teachers, ELL support staff, ESE staff, MTSS team, Parents/guardians, Students, School Advisory Council (SAC)District personnel, as appropriate. The communication may include: data-chat summaries, parent conferences, progress reports, student goal-setting conferences, SAC presentations, School newsletters, Parent information sessions. Families will be encouraged to support reading, vocabulary development, academic communication, and consistent school attendance.

8. Mid-Year Evaluation-January 2027

The school will conduct a formal mid-year review of the ELL ELA goal. The team will compare current performance to the August–September baseline and evaluate: FAST/interim ELA performance, i-Ready and other diagnostic data, lowest 25% performance, learning gains, intervention effectiveness, WIDA ACCESS baseline/domain information, student progress toward language-development targets, classroom implementation data. Mid-year evaluation through students who are are demonstrating expected growth: continue effective instructional practices, maintain or gradually adjust intervention groups based on data. If students are not demonstrating expected growth: review the student's specific skill deficit, adjust instructional grouping, increase targeted intervention, review accommodations and supports, provide additional professional development, increase progress-monitoring frequency when appropriate, collaborate with the MTSS team.

9. Spring 2027 Evaluation

During the spring assessment window, the school will review available ELA and English language-development data to determine whether the ELL subgroup is on track to meet the annual goal. The team will examine: FAST ELA performance, Interim assessment results, i-Ready/Reading Plus growth, classroom performance, student learning gains, WIDA ACCESS Online results when available, domain-specific language development, lowest 25% performance. The school will identify students who met, exceeded, or did not meet their individual academic and language-development targets.

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 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 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 ELL(English Language Learners) often require direct, scaffolded instruction to build foundational literacy skills. The 2025-26 ELA data showed declines in proficiency and learning gains for ELL, 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 postsecondary 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 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Establish Baseline Data (August–September 2026) Collect and analyze baseline reading and ELA assessment data (e.g., diagnostic assessments, FAST PM 1, Achieve 3000, or other school-adopted tools). Identify ELL 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 2026

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:
Ongoing

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 ELL

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:
General education teacher capacity specifically those who serve ELL (English Language Learners) will be built through professional development, coaching, and collaborative planning focused on selecting and implementing Tier 1 and Tier 2 interventions, differentiated instruction, and data-informed instructional practices.
Teachers will receive training on the formative assessment process, progress monitoring, and the use of language acquisition goals to plan instruction, provide targeted language supports, and adjust interventions based on student needs. Instructional materials will be provided in multiple formats, including digital resources, audio supports, visual aids, graphic organizers, and scaffolded materials. Teachers will be trained to embed explicit vocabulary instruction, modeling, sentence frames, structured academic discussions, and appropriate assistive and instructional technology across content areas. Teachers will have access to the ELLevation platform for additional professional development, training resources, and ELL student documentation, including language proficiency data, instructional recommendations, and progress-monitoring information. Professional learning will be delivered through faculty development, PLC collaboration, modeling, peer observations, and individualized coaching. Teachers will consistently apply these strategies and use formative assessment results, progress-monitoring data, and language acquisition goals to monitor ELL progress and adjust instruction and interventions.

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 Collegiate Academy Central Miramar 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 2026-2027 school year, Somerset Collegiate Academy Central Miramar aims to have 100% of the current instructional staff committed to returning for the 2027-2028 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 2026-2027 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 2026 and again in June 2027.

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 Collegiate Academy Miramar 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
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 May 28.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
For sixth to eight 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.
For grade 9-12 teachers, 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 6-8 and 9-12 is enhancing personalized learning strategies. We identified this as a crucial need based on the 2025-2026 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 6-8 students with disabilities subgroup achieved 31% proficiency in English Language Arts and 13% proficiency in Math on the 2025-2026 PM3 Assessments ranking the lowest performing subgroup, especially in the area of math. 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 2026-2027 school year, the reading proficiency on ELA PM3 for Students with Disabilities in grades 6-8, will increase from 31% from the prior year to 41%, and math proficiency will increase from 13% to 41%.

By the end of the 2026-2027 school year, the reading proficiency on ELA PM3 for Students with Disabilities in grades 9-10, will increase from 47% from the prior year to 52%, and math proficiency will increase from 20% to 41%.

This growth in 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:
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 through the last day of school May 28.

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 6 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.

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 Collegiate Academy Central Miramar 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 Collegiate Academy Central Miramar 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 Collegiate Academy Central Miramar 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 Collegiate Academy Central Miramar (Grades 6-8) 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 and School Social Worker 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, SEL, 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)).

Somerset Collegiate Academy Central Miramar are very fortunate to have a guidance counselor and a School Social Worker 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, SEL, 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 Collegiate Academy Central Miramar School for students in grades 6-8 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 2026 PM3 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 I, 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 Collegiate Academy Central Miramar 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 Stacie 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 Collegiate Academy Central Miramar 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 2026-2027 school year.

We will be focusing on Differentiation 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)).

Effective July 1, 2026, Somerset Preparatory Middle School (Grades 6-8) and Somerset Academy Miramar High School 5007 have merged into a single institution, now called Somerset Collegiate Academy Central Miramar, serving students in Grades 6-12. Our campus now encompasses two schools: Somerset Neighborhood School (Pre K – 5) and the newly named Somerset Collegiate Academy Central Miramar (6-12). We employ a variety of strategies to support preschool children as they transition 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 ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

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

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 2026-2027, 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 2026-2027 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. Title I, 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 2025-2026 FAST PM3 results, our students with disabilities achieved proficiency rates of 31% in reading and 13% in math in grades 6-8. SWD proficiency rates was at 47% in reading and 20% in math in grades 9-10. Since the math rates fell below the Federal Index threshold of 41%, our school will prioritize targeted interventions for this SWD subgroup to enhance their performance.

To meet continue improvement in reading, we will employ a combination of evidence-based programs and resources. For ELA 6-8, we will implement /Read180/The Code and i-ready 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.

For ELA 9-12, 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 IXL 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.

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, i-Ready 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 2026-27 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 NEIGHBORHOOD SCHOOL

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 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 29

V. Title I Requirements (optional) 34

VI. ATSI, TSI and CSI Resource Review 42

VII. Budget to Support Areas of Focus 45

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 Neighborhood Elementary 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

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

Athena Guillen

aguillen@somersetcentral.org

Position Title

Principal

Job Duties and Responsibilities

Oversee the functionalities of Somerset Neighborhood Elementary and ensure the implementation and review of the action plans as per the School Improvement Plan.

Leadership Team Member #2

Employee's Name

Charnay Puddie

cpuddie@somersetcentral.org

Position Title
Lead Teacher

Job Duties and Responsibilities

Assist with overseeing the functionalities of Somerset Neighborhood School and ensure the implementation and review of the action plans as per the School Improvement Plan.

Leadership Team Member #3

Employee's Name
Melissa Manzur

mmanzur@somersetcentral.org

Position Title
Instructional Coach

Job Duties and Responsibilities

Mentor classroom teachers and oversee, model, and provide feedback on instructional strategies utilized in the classroom. Oversee the execution of the plan of action as part of the School Improvement Plan.

Leadership Team Member #4

Employee's Name
Kristin Oharriz

kroharriz@somersetcentral.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Oversee the functionalities of Somerset Neighborhood School and ensure the implementation and review of the action plans as per 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.

The integration of all stakeholders in the creation of the School Improvement Plan (SIP) is of high significance. This structured methodology helps in assimilating the perspectives and expertise of everyone, thereby nurturing a sense of shared proprietorship and dedication to the school's progress. The School Advisory Council (SAC) is a diverse body consisting of school leadership, teachers, staff, parents, students, families, as well as community and business leaders, and they all take part in the SIP development process.

The process begins with the planning phase, during which the school leadership initiates the work by constituting a representative committee that encompasses all key stakeholders. This is followed by a needs assessment. To identify the strengths and areas requiring 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.

Next comes the drafting of the SIP. The leadership team, along with representatives from each stakeholder group, scrutinizes the collected data and begins drafting the plan. This involves setting goals, formulating strategies to achieve those goals, selecting appropriate metrics for evaluating progress, and allocating duties. Once a draft of the SIP is prepared, it is shared with all stakeholders for review and feedback. This may be done through feedback sessions or community meetings where stakeholders can express their opinions, suggestions, or concerns.

After carefully considering the collective feedback from stakeholders, the SIP is revised and finalized to ensure it aptly reflects the requirements and expectations of all the parties involved. The finalized SIP is then put into action. Stakeholders play a significant role in tracking the plan's progress and assessing its efficacy, possibly through regular meetings or updates and sharing of relevant data. This method of engagement and consultation ensures that the SIP is inclusive and collaborative, thereby enhancing its prospects for success. Moreover, it encourages a sense of mutual responsibility and cohesion among all stakeholders.

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 Somerset Neighborhood School, we make it a priority to consistently analyze student's performance data on a weekly basis. This analysis helps us identify areas of struggle, allowing us to implement personalized interventions and programs to bridge any existing academic gaps.
1. Monitoring Implementation: Monitoring of the School Improvement Plan (SIP) is done systematically.
A variety of data points, such as class performance, quiz scores, report card grades, and standardized
test results are utilized to identify areas of improvement and progress. Particularly attention is paid to the students with the most significant achievement gaps. The effectiveness of interventions and programs is assessed regularly to ensure optimal impact on student achievement.

2. Strategies for Improvement: The school uses an array of strategies to bolster academic growth. These include differentiated instruction, small group instruction, push-in/pull-out models, and technology-rich classrooms. For reading, technology-based software programs like iReady in mathematics, the focus is on computation through computers and laptops, along with the use of iReady and Saavas digital resources for reinforcement and enrichment. For enhancing writing skills, we conduct special writing camps and use strategies such as R.A.C.E.

3. Continuous Improvement: The school fully commits to the principle of continuous improvement. If a strategy or intervention isn't working as well as expected, the school is prepared to revise the plan. This
might involve adopting new techniques, tweaking current strategies, or even discarding methods that aren’t yielding the desired results.

1. Individualized Support: In addition to general classroom instruction, the school offers a push-in/ pull-out model of support during the instructional day, where teachers work closely with students in a small group setting using current data. This helps provide tailored instruction to reinforce or enhance specific benchmarks. Additional tutoring services before and after school serve as a further support system, ensuring that every student can reach their full potential.
This structured framework allows Somerset Neighborhood School to effectively implement the SIP, continuously monitor its impact, optimize strategies for increasing student achievement, and ensure ongoing improvement.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**67.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **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.*	**2025-26: B** **2024-25: A** **2023-24: A** **2022-23: B** **2021-22: A**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	56	54	76	68	100	94				448
Absent 10% or more school days	14	14	14	15	20	20				97
One or more suspensions	2	1		9	12	8				32
Course failure in English Language Arts (ELA)					3	8				11
Course failure in Math					3	8				11
Level 1 on statewide ELA assessment				13	19	4				36
Level 1 on statewide Math assessment				9	16	9				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)		4	12	12	28	21				77
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		2	1	9	19	19				50

Current Year 2026-27

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										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

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	60	67	62	60	64	59	63	61	57
Grade 3 ELA Achievement	55	65	61	60	63	59	60	60	58
ELA Learning Gains	67	66	63	65	65	60	67	64	60
ELA Lowest 25th Percentile	67	63	58	60	60	56	66	60	57
Math Achievement*	68	73	66	75	70	64	65	66	62
Math Learning Gains	61	69	64	77	68	63	56	66	62
Math Lowest 25th Percentile	38	53	50	62	55	51	61	55	52
Science Achievement	58	65	62	50	60	58	62	56	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					63	63		59	61

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	474
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
59%	62%	62%	63%	65%	37%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	35%	Yes	1	
English Language Learners	62%	No		
Black/African American Students	62%	No		
Hispanic Students	64%	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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	60%	55%	67%	67%	68%	61%	38%	58%					
Students With Disabilities	26%		48%	38%	44%	38%	20%	29%					
English Language Learners	52%		58%		78%	58%							
Black/African American Students	60%	54%	70%	77%	68%	63%	46%	56%					
Hispanic Students	67%		56%		69%	59%		68%					
Economically Disadvantaged Students	57%	49%	64%	57%	66%	60%	35%	55%					

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%	60%	65%	60%	75%	77%	62%	50%					53%
Students With Disabilities	26%		35%	36%	37%	55%	54%						
English Language Learners	41%		82%		76%	82%							53%
Black/African American Students	61%	60%	65%	55%	76%	76%	58%	51%					
Hispanic Students	60%	63%	71%		75%	79%							73%
Economically Disadvantaged Students	61%	60%	67%	63%	76%	77%	59%	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	63%	60%	67%	66%	65%	56%	61%	62%					62%
Students With Disabilities	30%	23%	67%	80%	26%	33%	42%						
English Language Learners	45%		75%		73%	83%							62%
Black/African American Students	64%	59%	66%	62%	66%	56%	55%	63%					
Hispanic Students	61%	73%	68%	80%	67%	59%							60%
Economically Disadvantaged Students	62%	55%	65%	60%	62%	52%	59%	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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	54%	64%	-10%	60%	-6%
ELA	4	51%	65%	-14%	60%	-9%
ELA	5	74%	67%	7%	61%	13%
Math	3	62%	73%	-11%	66%	-4%
Math	4	62%	72%	-10%	65%	-3%
Math	5	78%	69%	9%	62%	16%
Science	5	58%	63%	-5%	60%	-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 in ELA Learning Gains and ELA Lowest 25th Percentile. Throughout the school year, instructional decisions were driven by ongoing analysis of FAST Progress Monitoring data, F.A.S.T., i-Ready diagnostic results, classroom assessments, and teacher-created formative assessments.

Students identified as needing additional support, particularly Students with Disabilities (SWD), English Language Learners (ELL), and Economically Disadvantaged students, were strategically placed into flexible small groups based on their individual skill deficits. Teachers met regularly to analyze student performance data, identify instructional needs, and adjust intervention groups to ensure instruction remained targeted and responsive.

Small-group instruction focused on foundational reading skills, vocabulary development, comprehension strategies, and standards-based instruction aligned to identified areas of need. Intervention groups were monitored throughout each progress monitoring window, allowing teachers to make timely instructional adjustments and provide differentiated support.

In addition to the instructional support provided during the school day, the school implemented after-school tutoring opportunities for students identified as academically at risk. These sessions provided additional time for targeted instruction, practice with grade-level standards, and individualized support to reinforce classroom learning. Priority enrollment was given to SWD, ELL, and Economically Disadvantaged students to ensure equitable access to interventions.

The combination of data-driven small-group instruction, continuous progress monitoring, collaborative teacher data discussions, and extended learning opportunities through after-school tutoring contributed to the increase in ELA Learning Gains and the improvement of performance among students in the Lowest 25th Percentile. Moving forward, the school will continue refining these practices while strengthening Tier I instruction to improve overall ELA Achievement across all grade levels.

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 demonstrating the lowest performance is Mathematics Lowest 25th Percentile. A significant contributing factor to these results was the multiple changes in instructional personnel in both third and fourth grade mathematics throughout the school year. The frequent turnover created challenges in maintaining consistent instructional practices, pacing, implementation of interventions, and continuity of the curriculum.

As teachers transitioned throughout the year, students experienced disruptions in instructional routines and relationships, which impacted opportunities for sustained, standards-aligned instruction and timely intervention. The inconsistency also affected the school's ability to fully implement a cohesive instructional framework and data-driven intervention cycle, particularly for students requiring additional support, including Students with Disabilities (SWD), English Language Learners (ELL), and Economically Disadvantaged 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 demonstrating the greatest decline from the prior year was also Mathematics Lowest 25th Percentile. A primary factor contributing to this decline was the lack of instructional continuity caused by multiple staffing changes in third and fourth grade mathematics classrooms throughout the school year. Frequent transitions in teaching personnel affected pacing, consistency in standards-based instruction, and implementation of the school's instructional framework. These changes also reduced opportunities for sustained data-driven interventions and timely reteaching, making it difficult for students to build upon previously learned skills and maintain academic momentum. While interventions were implemented throughout the year, the inconsistency in instruction contributed to fewer students meeting expected annual growth targets.

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 demonstrated the greatest gap when compared to the state average was Mathematics, specifically the Mathematics Lowest 25th Percentile. While overall Math Achievement at Somerset Neighborhood School remained relatively comparable to state performance in some grade levels, students in the Lowest 25th Percentile performed notably below expectations and contributed most significantly to the gap. A primary factor influencing this disparity was the lack of instructional continuity in third and fourth grade due to multiple changes in mathematics instructional

personnel throughout the school year. These frequent staffing transitions disrupted consistent implementation of standards-based instruction, pacing, and intervention cycles. As a result, students, particularly those already performing below grade level, including Students with Disabilities (SWD), English Language Learners (ELL), and Economically Disadvantaged students, experienced interruptions in targeted support, small group instruction, and ongoing data-driven adjustments. Over the past few years, while ELA Learning Gains and the performance of the ELA Lowest 25th Percentile have improved as a result of sustained interventions and consistent instructional practices, mathematics performance for the Lowest 25th Percentile has shown a downward trend. This pattern indicates that instability in math instruction, rather than lack of intervention structures alone, has been a key contributor to the widening gap between the school and state averages in Mathematics Lowest 25th Percentile performance.

EWS Areas of Concern

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

Reflecting on the EWS data from Part I, student absenteeism emerges as a primary area of concern. Chronic absenteeism is closely linked to diminished academic performance, as students who are not consistently present miss essential instruction, practice opportunities, and interactions with teachers and peers. These gaps in participation lead to unfinished learning, lower test scores, and declining grades over time. Frequent absences hinder students' ability to fully engage with the curriculum, causing them to miss key lessons, class discussions, and hands-on activities, as well as opportunities to ask questions or receive immediate clarification. The impact extends beyond academics; regular attendance is critical for healthy social and emotional development. Students who are often absent may struggle to build and maintain peer relationships, form strong connections with teachers, and feel a sense of belonging at school, which can contribute to isolation, lower self-esteem, and decreased motivation.

Chronic absenteeism also disproportionately affects students from disadvantaged backgrounds, where barriers such as limited transportation, health concerns, or family circumstances can make consistent attendance more difficult. This reality intensifies existing educational inequities and complicates efforts to close achievement gaps. Additionally, high rates of absenteeism create significant instructional challenges for teachers, who must continually help absent students catch up while also maintaining the pace of instruction for the rest of the class. This can place considerable strain on classroom routines and instructional time. Addressing this concern will require a coordinated effort to identify root causes and implement targeted supports, including early intervention, social-emotional and mental health resources, collaboration with families, and continued efforts to cultivate a positive, engaging school climate that encourages students to attend regularly.

Highest Priorities

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

We have identified four primary priorities that will guide our school improvement efforts in the upcoming school year. These priorities include: strengthening mathematics achievement for students in the Lowest 25th Percentile, enhancing overall ELA achievement, providing comprehensive support for students with disabilities, and reducing chronic student absenteeism.

Improving mathematics performance for the Lowest 25th Percentile is a central focus. We will emphasize explicit, standards-aligned math instruction, clearly articulated learning objectives, and the consistent use of research-based instructional strategies. Targeted small-group instruction, informed by ongoing analysis of assessment data, will be used to address specific skill gaps and ensure that our most at-risk students receive systematic intervention and frequent opportunities for practice and reteaching.

Enhancing ELA achievement across all grade levels is equally important. Building upon prior gains in ELA Learning Gains and performance of the ELA Lowest 25th Percentile, we will continue to refine Tier I instruction. This includes explicit instruction in foundational reading skills, vocabulary, and comprehension using high-quality, standards-based materials. Data-driven small-group instruction and extended learning opportunities will be implemented to support students who are not yet meeting grade-level expectations and to prevent gaps from widening.

Ensuring robust support for students with disabilities remains a core priority. We will continue to strengthen inclusive practices through faithful implementation of Individualized Education Plans, appropriate accommodations, and specialized instruction aligned to both IEP goals and grade-level standards. Professional development for teachers and support staff will focus on effective strategies for differentiation, progress monitoring, and collaboration between general education and ESE teachers, so that students with disabilities can fully access the curriculum and demonstrate meaningful growth.

Reducing chronic absenteeism is also a critical priority that directly influences academic outcomes. We will refine our proactive attendance monitoring systems, initiate early outreach to families when patterns of absences emerge, and coordinate supports that address underlying barriers such as health, transportation, or social-emotional needs. In addition, we will continue to build a positive and engaging school culture, through relevant instruction, enrichment, and recognition of student success, to promote regular attendance and strengthen students' connection to school.

Collectively, these four priorities, mathematics achievement for the Lowest 25th Percentile, overall ELA achievement, support for students with disabilities, and reduction of chronic absenteeism, are intended to work together to strengthen overall school performance and improve student outcomes.

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.

Our first area of focus is improving English Language Arts (ELA) achievement and overall proficiency for Students with Disabilities (SWD) across all relevant grade levels. In the primary grades, this includes strengthening foundational reading skills such as phonemic awareness, phonics, and fluency so that SWD can accurately and efficiently decode text. In the intermediate and middle grades, the emphasis shifts to vocabulary development, reading comprehension, and written expression to ensure that SWD can understand, analyze, and respond to increasingly complex texts.

Instruction will be intentionally designed to provide SWD with meaningful access to grade-level ELA standards through appropriate scaffolds, accommodations, and evidence-based practices. At the same time, instruction will target specific skill deficits identified through ongoing progress monitoring and careful alignment to students' Individualized Education Plans (IEPs). This focus on proficiency directly impacts student learning because gaps in decoding, comprehension, and written communication currently limit SWD performance on classroom assignments, progress monitoring tools (such as FAST and i-Ready), and state ELA assessments. These skill gaps also reduce their ability to fully engage with text-dependent tasks in other subject areas. By strengthening core ELA instruction, supports, and access to grade-level content, we expect to see higher rates of ELA proficiency for SWD, as reflected in classroom performance, progress monitoring measures, and state assessment results.

This need for improved ELA achievement was identified through prior-year data, which showed that SWD significantly underperformed in ELA compared with their non-disabled peers and that a persistent achievement gap exists between SWD and the overall student population. These trends, in combination with ESSA accountability requirements for the SWD subgroup, make increasing ELA proficiency for SWD a critical priority for school improvement in the coming 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 2026–2027 school year, Somerset Neighborhood Elementary will increase English Language Arts (ELA) achievement for Students with Disabilities (SWD) in tested grades by raising the SWD ELA Achievement rate on the FAST assessment from 26% in 2025–2026 to at least 36% in 2026–2027.

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 through a systematic, data-driven process to ensure effective implementation and an increase in SWD ELA proficiency. Classroom teachers, ESE staff, and the MTSS/RtI team will regularly review progress monitoring data from FAST, i-Ready, and curriculum-based measures to track SWD mastery of grade-level standards, including foundational skills, reading comprehension, and written expression. Monthly MTSS/RtI meetings will be used to analyze individual student data, adjust intervention groups, and refine the intensity or type of support provided so that more SWD move toward and reach proficiency.

Administrators and instructional coaches will conduct scheduled and unscheduled classroom walkthroughs using a SWD ELA “look-for” tool to monitor the consistent use of structured literacy practices, small-group instruction, accommodations, and assistive technology that support access to grade-level content. Quarterly data reviews will examine trends in SWD ELA achievement, comparing current performance to baseline data and schoolwide benchmarks, specifically tracking movement into the proficient range on the FAST assessment. IEP progress reports and goal attainment related to reading and writing will be reviewed each grading period to confirm that SWD are on track to meet their grade-level ELA proficiency goals. Findings from these monitoring activities will guide instructional adjustments, professional development, and communication with families, keeping the school focused on meeting the measurable achievement target (increasing SWD ELA proficiency from 26% to at least 36%).

Person responsible for monitoring outcome

Charnay Puddie

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 achievement for students with disabilities, we will implement research-based practices tailored to each learner's needs. This includes strengthening and individualizing IEPs for reading, using explicit phonics and structured literacy approaches (i-Ready and Benchmark Advance), incorporating multisensory techniques, and providing targeted support through one-on-one or small-group instruction and appropriate assistive technology. We will also explicitly teach reading comprehension strategies and actively involve families in supporting their child's literacy development.

Rationale:
The rationale for using evidence-based strategies with students is that instruction should be guided by research and data-informed practices to best support learning and achievement. This approach is intended to improve academic outcomes, promote equity by ensuring all students benefit from effective methods, and strengthen accountability through ongoing, data-based decision-making

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 standards-aligned structured literacy in core ELA to increase SWD proficiency

Person Monitoring:	**By When/Frequency:**
Charnay Puddie, Melissa Manzur, ESE/General Education ELA Teachers, Instructional Coach	Initial implementation by September 30, 2026, with ongoing implementation and monitoring throughout the 2026–2027 school year (classroom walkthroughs at least monthly; data reviews quarterly)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Classroom teachers and ESE teachers will collaboratively plan and deliver daily ELA lessons that explicitly address grade-level Florida B.E.S.T. standards using structured literacy practices (e.g., explicit vocabulary instruction, modeled reading, text-dependent questioning, and guided/shared writing). Lessons will include clearly planned accommodations and scaffolds (e.g., chunked text, graphic organizers, read-aloud support, and sentence frames) to ensure SWD have meaningful access to grade-level content.
The impact on SWD achievement will be monitored through:
• Bi-weekly lesson plan review by administration/instructional coach to verify alignment to standards and inclusion of accommodations for SWD.
• Monthly classroom walkthroughs using a SWD ELA "look-for" tool to monitor use of structured literacy, accommodations, and engagement with grade-level text.
• Quarterly data reviews of FAST progress monitoring, i Ready, and unit assessments to track the percentage of SWD moving into/remaining in the proficient range and to adjust core instructional

practices as needed to meet the ELA proficiency target.

Action Step #2
Strengthen co-teaching and collaborative ESE/Gen Ed planning to improve SWD ELA proficiency

Person Monitoring:	**By When/Frequency:**
Charnay Puddie, Melissa Manzur, ESE Specialist, Instructional Coach	Initial implementation by October 15, 2026, with ongoing co-teaching and twice-monthly collaborative planning sessions throughout the 2026–2027 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
General education ELA teachers and ESE teachers will implement co-teaching models (e.g., station teaching, parallel teaching, alternative teaching) in classes that include SWD to increase direct support and access to grade-level ELA standards. Teams will meet at least twice monthly to:
• Analyze recent FAST/i Ready and classroom assessment data for SWD.
• Plan differentiated supports and accommodations aligned to IEP goals.
• Design tasks and assessments that allow SWD to demonstrate proficiency with grade-level standards.
The impact on SWD achievement will be monitored through:
• Sign-in sheets and agendas from co-planning meetings, reviewed monthly to ensure focus on SWD data and ELA standards.
• Classroom walkthroughs at least monthly to observe co-teaching implementation and access to grade-level tasks for SWD.
• Quarterly analysis of SWD performance on standards-based assessments and FAST to determine increases in the percentage of SWD achieving proficiency and to adjust co-teaching structures as needed to meet the 36% proficiency goal.

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 second area of focus is improving ELA learning gains for Students with Disabilities, ensuring that SWD demonstrate measurable year-over-year growth regardless of their starting achievement level. While proficiency targets how many students meet grade-level expectations, this focus centers on the amount of academic progress each SWD makes over the course of the school year.
To support stronger learning gains, instruction will incorporate differentiated practices, targeted interventions, and frequent progress monitoring. Teachers will use data from tools such as FAST, i-Ready, classroom assessments, and IEP progress reports to adjust instruction, group students strategically, and provide interventions that are responsive to individual needs. This includes intensifying instruction in foundational reading skills for students who are below grade level, while

also extending comprehension and writing tasks for students who are ready to move beyond basic skills.

Improving ELA learning gains is essential because many SWD not only score below proficiency but also fail to show adequate yearly growth, which limits their ability to close existing achievement gaps over time. Prior-year data indicated that SWD made fewer annual learning gains in ELA than their non-disabled peers, contributing to ongoing disparities in performance. By focusing on continuous growth—rather than only on end-of-year proficiency—we aim to ensure that SWD make consistent progress toward grade-level expectations, improve their independence with reading and writing tasks, and experience improved long-term academic outcomes. This emphasis on learning gains also aligns with ESSA accountability measures, reinforcing the importance of accelerating growth for SWD as a central component of our school improvement efforts.

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 2026–2027 school year, Somerset Neighborhood Elementary will increase English Language Arts (ELA) learning gains for Students with Disabilities (SWD) in tested grades by raising the SWD ELA Learning Gains rate on the FAST assessment from 48% in 2025–2026 to at least 60% in 2026–2027, as measured by the 2026–2027 statewide FAST ELA assessment.

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 also be monitored through a structured, data-driven process, with specific attention to year-over-year growth for SWD in ELA. Classroom teachers, ESE staff, and the MTSS/RtI team will use ongoing progress monitoring data from FAST, i Ready, and curriculum-based measures to track individual student growth in foundational skills, reading comprehension, and written expression over time. Monthly MTSS/RtI meetings will focus on growth trajectories, using data to determine whether SWD are making sufficient progress, and to adjust intervention groups, duration, frequency, or instructional strategies to accelerate learning.

Administrators and instructional coaches will conduct walkthroughs using the SWD ELA “look-for” tool to ensure that instructional practices are not only present but are leading to observable student gains (e.g., increased independence, improved fluency, stronger written responses). Quarterly data reviews will specifically examine SWD ELA learning gains, comparing current growth patterns to baseline data and to expected growth targets on the FAST assessment. IEP progress reports will be monitored each grading period to verify that students are making adequate and, when needed, accelerated progress toward individualized reading and writing goals, which directly support stronger learning gains.

The results of these monitoring activities will be documented and used to refine interventions, adjust Tier 1 and Tier 2 instruction, plan targeted professional development, and share progress with families. This continuous feedback loop will help ensure the school remains focused on meeting the measurable learning gains target (increasing SWD ELA learning gains from 48% to at least 60%).

Person responsible for monitoring outcome
Charnay Puddie

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 increase ELA learning gains for Students with Disabilities (SWD), Somerset Neighborhood Elementary will implement a coordinated set of evidence-based, data-driven practices that emphasize frequent progress monitoring and targeted, tiered instruction. Classroom teachers and ESE staff will use FAST, i-Ready diagnostics, and curriculum-based measures to identify each student's specific reading and writing needs, then provide Tier 2 and Tier 3 interventions that directly address those skill deficits. Interventions will be grounded in structured literacy routines, including explicit instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and written expression. Instructional groups will remain flexible and will be adjusted regularly based on growth data so that SWD receive intensified support (e.g., increased time, smaller group size, higher frequency) when progress toward learning targets is not sufficient. Teachers will also implement goal-setting and feedback cycles aligned to IEP reading and writing goals, helping students understand their individual growth targets and track their own progress. Evidence-based tools and resources—including i-Ready instructional lessons, decodable texts, graphic organizers, and sentence frames—will be used to support literacy development and accelerate growth. Families will be provided with ongoing updates on their child's progress and with specific strategies they can use at home to reinforce reading and writing skills, further supporting continuous learning gains for SWD.

Rationale:
The rationale for using evidence-based, data-informed interventions to improve ELA learning gains is grounded in research showing that SWD make the greatest progress when instruction is explicit, systematic, and closely aligned to their current skill levels. Structured literacy approaches and well-designed Tier 2 and Tier 3 interventions have been shown to be particularly effective for students with reading difficulties, including SWD, because they address foundational reading gaps while also building comprehension and written expression. By intentionally focusing on growth—not only on end-of-year proficiency—the school ensures that SWD at all performance levels receive instruction that accelerates their learning trajectory over time. Frequent analysis of FAST, i-Ready, and IEP progress data allows staff to quickly identify when students are not making adequate gains and to adjust or intensify interventions before gaps widen. This approach promotes equity by ensuring that SWD receive the type and level of support needed to close achievement gaps, aligns with ESSA's focus on growth for subgroups, and strengthens accountability through systematic, data-based decision-making. Implementing these practices with fidelity is expected to increase the percentage of SWD demonstrating ELA learning gains from 48% to at least 60%.

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
Provide tiered ELA interventions and frequent progress monitoring for SWD

Person Monitoring:	**By When/Frequency:**
Charnay Puddie, MTSS/RtI Coordinator, ESE/ General Education ELA Teachers	Initial intervention groups established by September 30, 2026, with progress monitoring at least every 4-6 weeks and MTSS/RtI meetings monthly throughout the 2026–2027 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
SWD who are below grade level in ELA will receive targeted Tier 2 and Tier 3 interventions focused on specific skill deficits (e.g., phonics, fluency, comprehension, written expression) during dedicated intervention blocks. Intervention programs and strategies (including i Ready lessons, decodable texts, and explicit writing interventions) will be assigned based on FAST, i Ready diagnostics, and curriculum-based measures.
The impact on learning gains will be monitored through:
• Progress monitoring every 3–4 weeks (FAST PM, i Ready growth, and skill-based probes) to track individual student growth.
• Monthly MTSS/RtI meetings to review growth data, adjust intervention groups, and increase or fade support as appropriate.
• Quarterly growth analysis comparing current growth to expected growth toward the FAST learning gains target to ensure that at least 60% of SWD demonstrate adequate or accelerated growth.

Action Step #2
Align ELA instruction and feedback cycles to SWD IEP reading and writing goals.

Person Monitoring:	**By When/Frequency:**
Charnay Puddie, ESE Specialist, ESE Teachers, ELA Teachers	IEP goal alignment verified by October 30, 2026; IEP progress and feedback cycles monitored each grading period throughout the 2026–2027 school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ESE specialist, ESE Teachers and ELA teachers will ensure that daily ELA instruction and interventions for SWD are aligned to each student's IEP reading and writing goals. Teachers will provide explicit feedback on progress toward these goals through conferencing, goal-tracking charts, and adjusted assignments. IEP progress reports will be used to identify students who need intensified support to accelerate growth.
The impact on learning gains will be monitored through:
• IEP review and alignment checks each grading period to verify that goals, services, and classroom instruction are cohesive and targeted to key reading/writing skills.
• Analysis of IEP progress reports each grading period to identify which SWD are on track, exceeding, or not meeting expected growth, followed by targeted instructional adjustments.
• Comparison of IEP goal progress and FAST learning gains data quarterly to ensure that growth on

individualized goals corresponds with increased rates of ELA learning gains, supporting the goal of at least 60% SWD making 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.

Our second Area of Focus is improving student attendance across all grades K–5, with particular attention to students who are chronically absent (missing 10% or more of school days). In the primary grades (K–2), frequent absences disrupt the development of foundational skills in early literacy and numeracy; students miss core phonics, number sense, and early writing instruction that are difficult to fully recoup through make-up work. In the intermediate grades (3–5), chronic absenteeism leads to gaps in content knowledge, reduced exposure to complex texts and problem solving, and lower performance on classroom assessments and state tests. Across all grade levels, poor attendance also limits students' opportunities to participate in collaborative learning, build relationships with peers and adults, and engage in the routines and expectations that support academic success. This Area of Focus was identified as a crucial need based on prior-year Early Warning Systems data, which showed that 97 students were absent 10% or more of the school year, and that 50 students exhibited two or more early warning indicators, with absenteeism being a prominent factor. The concentration of students with chronic absenteeism, coupled with its strong correlation to lower achievement and increased risk for retention, makes improving attendance a critical priority for strengthening overall student outcomes and reducing achievement gaps.

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.

Using 2025–2026 Early Warning Systems (EWS) data as a baseline, Somerset Neighborhood Elementary will reduce chronic absenteeism (students absent 10% or more of school days) in grades K–5 from 97 students in 2025–2026 to no more than 70 students in 2026–2027, representing approximately a 28% reduction. In addition, the number of students exhibiting two or more early warning indicators will decrease from 50 students in 2025–2026 to 35 or fewer students in 2026–2027. These outcomes will be measured using end-of-year attendance records and updated EWS reports disaggregated by grade level (K–2 and 3–5) to ensure that improvements in attendance are evident across all grades and aligned with overall goals for increased academic achievement and

reduced risk for retention.

Monitoring

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

Student attendance will be monitored through a structured, ongoing process that allows the school to identify concerns early, intervene quickly, and connect attendance improvements to academic outcomes. The attendance designee and administration will run weekly attendance reports from the student information system to identify students who have reached or are approaching key thresholds (e.g., 3, 5, 7, and 10 absences). Classroom teachers will monitor daily attendance, communicate with families after patterns of absences emerge, and document contacts and concerns. Students who show emerging or chronic absenteeism will be flagged in the Early Warning Systems (EWS) report and discussed during monthly MTSS/RtI and data team meetings, where the team will review attendance trends alongside academic data (grades, classroom assessments, FAST progress monitoring, and i-Ready usage/scores). Based on these reviews, the school will implement tiered supports such as parent conferences, problem-solving meetings, behavior or attendance contracts, counseling or social work referrals, and connections to community resources when needed.

Quarterly, the leadership team will conduct a schoolwide data review of attendance and EWS indicators by grade level and subgroup to evaluate progress toward the measurable outcomes and to determine whether current strategies are effectively reducing chronic absenteeism. When monitoring shows limited improvement, the team will adjust action steps such as revising incentive programs, or provide additional family outreach, and provide teachers with guidance on reinforcing the importance of daily attendance. By consistently pairing attendance data with academic performance, the school can ensure that students whose attendance improve also receive timely instructional support (make-up work plans, targeted small groups, tutoring) to close learning gaps created by previous absences. This ongoing cycle of monitoring, intervention, and instructional adjustment will help improve both attendance rates and student achievement, particularly for students most at risk of falling behind.

Person responsible for monitoring outcome

Kristin Oharriz

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 student attendance, the school will implement a multi-tiered, evidence-based attendance

support system across all grades K–5. Core (Tier 1) practices will include clearly communicating attendance expectations to families at the start of the year and revisiting them regularly through newsletters, parent meetings, conferences, and the school website; providing schoolwide and classroom-based positive attendance incentives (such as recognition for improved or exemplary attendance, certificates, and classroom rewards); and building a positive, engaging school climate where students feel connected to teachers and peers. Teachers will integrate brief social-emotional learning and relationship-building activities into the school day, as research shows that strong school connectedness is linked to improved attendance and academic outcomes. For students showing emerging attendance concerns (Tier 2), the school will use early warning thresholds (e.g., 3–5 absences) to trigger targeted outreach, including timely phone calls, personalized letters, parent-teacher or problem-solving conferences, and short-term attendance improvement plans developed with families. For students who are chronically absent or have multiple early warning indicators (Tier 3), the school will provide more intensive, individualized interventions such as referral to counseling or social work services, home visits (as appropriate), connection to community agencies for health, transportation, or housing support, and formal attendance contracts with regular check-ins. These interventions will be monitored through weekly attendance reports, EWS updates, and documentation logs of family contacts and support services provided. The MTSS/RtI team and administration will review attendance data monthly, disaggregated by grade level and subgroup, to determine which interventions are associated with improved attendance and to adjust supports when students do not respond. Attendance data will also be examined alongside academic indicators (FAST, i Ready, classroom grades/assessments) to ensure that improved attendance is translating into better academic performance and to identify students who require additional instructional support to recover lost learning time

Rationale:
Chronic absenteeism is rarely the result of a single issue; it often reflects a mix of academic challenges, health or mental health concerns, transportation or housing instability, and limited connection to school. Research supports a tiered approach (Tiers 1–3) for complex issues like attendance because it allows us to provide schoolwide prevention for all students (clear expectations, positive reinforcement, and an engaging, supportive climate), targeted outreach for students with emerging concerns, and intensive, individualized supports for students who are already chronically absent. Evidence also shows that frequent, proactive communication with families and relationship-based outreach (phone calls, conferences, and problem-solving meetings) is more effective in changing attendance patterns than punitive or reactive approaches. In addition, schoolwide recognition and incentives tied to improved or consistent attendance are associated with higher daily attendance in elementary schools, where students are especially responsive to positive reinforcement and classroom-based rewards. Integrating social-emotional and relationship-building practices into daily instruction is grounded in research on school connectedness, which consistently shows that students who feel safe, known, and valued at school are more likely to attend regularly and perform better academically. Pairing attendance monitoring with academic data (FAST, i Ready, and classroom performance) is also supported by the research, which indicates that when increased attendance is matched with intentional instructional support to make up for missed learning, students are more likely to show gains on assessments and avoid retention. Our own data further supports us using this approach. Chronic absenteeism (97 students) and multiple early warning indicators (50 students) were among the strongest predictors of lower achievement across grade levels. A multi-tiered, data-driven attendance system directly targets these risk factors by ensuring that every student receives universal prevention, students with early signs of attendance issues are identified and supported quickly, and those with the most significant barriers receive intensive, individualized help. This structure allows us to regularly review attendance and academic data, monitor student response to interventions, and adjust supports as needed. For these reasons, this strategy is the best fit for our school context and is the most appropriate, research-aligned approach for reducing chronic

absenteeism and improving academic outcomes for all K–5 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
Schoolwide Tier 1 Attendance Expectations, Recognition, and Family Communication.

Person Monitoring:
Kristin Oharriz supported by Charnay Puddie and School Counselor/School Social Worker, and Classroom Teachers

By When/Frequency:
by first week of school/ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Establish and communicate clear schoolwide attendance expectations; launch positive recognition for good and improved attendance (classroom and schoolwide incentives); provide regular, proactive communication to families about attendance (newsletters, ClassDojo messages, website, back-to-school events, and parent-teacher conferences).
The leadership/attendance team will review schoolwide attendance data monthly, focusing on average daily attendance, the percentage of students with 0–4 absences, and the number of students beginning to show early attendance concerns. Data will be compared to the same time period from the previous year to determine whether attendance is improving. The team will also track participation in attendance incentives (number of students and classrooms earning recognition) and gather feedback from staff and families during PLCs, staff meetings, and family events about clarity of expectations and usefulness of communication. These data points will be used to refine messaging, adjust incentive structures, and provide additional staff support as needed.

Action Step #2
Targeted Tier 2 Attendance Interventions for Students with Emerging Attendance Concerns

Person Monitoring:
Kristin Oharriz supported by Charnay Puddie and School Counselor/School Social Worker, and Classroom Teachers

By When/Frequency:
by September 15/ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Using weekly attendance reports and EWS data, the school will identify students who begin to show early signs of attendance concerns (for example, 3–5 absences, emerging patterns of tardiness, or a sudden change from their typical attendance). For these students, the Attendance Team will provide Tier 2 supports such as personal phone calls home, parent meetings, and simple, short-term attendance plans that include clear goals and positive reinforcement. Students may receive check-in/check-out with a trusted adult or small-group support focused on building relationships, problem-solving barriers (morning routines, transportation, health needs), and reinforcing the importance of daily attendance. The goal is to intervene quickly before students become chronically absent.
The Attendance Team will keep a Tier 2 roster and track each student's absences, tardies, and

patterns of attendance using EWS and SIS reports. Progress will be reviewed every 4–6 weeks in Attendance Team or Student Support meetings. The team will look for reductions in the number of absences, improved consistency of daily attendance, and prevention of students moving into chronic absenteeism (10% or more of days missed). For Tier 2 students, the team will also review academic indicators (FAST, i Ready, classroom performance) during benchmark windows to see whether improved attendance is supporting learning.

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.

www.somersetcentral.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)).

Somerset Neighborhood Elementary School is implementing initiatives aligned to our current areas of focus: increasing student attendance, improving literacy and math achievement, strengthening MTSS supports, and deepening family engagement.

To promote student responsibility and consistent communication, students will use daily agendas/ student planners to record homework, upcoming assessments, and important school events. Planners will also serve as a communication tool between home and school, supporting families in monitoring attendance, assignments, and behavior expectations.

The school will further engage families through Parent Universities connected to our school improvement priorities. Sessions will include topics such as understanding attendance expectations and Tier 1–3 supports, using the online gradebook and digital platforms (e.g., ClassDojo) to monitor academic progress, and strategies families can use at home to support reading and math. These

events are designed to build parents' capacity to partner with the school in improving both attendance and achievement.

In addition, the school will host a Family Reading Night to involve families in literacy-focused activities aligned to our ELA goals. This event will provide hands-on strategies for reading at home, opportunities for students to share their reading growth, and resources to help families support fluency, vocabulary, and comprehension. Family Reading Night will also strengthen home–school relationships and reinforce the importance of daily attendance for academic success.

Collectively, these efforts are intended to support our action plans by improving student outcomes in reading and math, increasing daily attendance, and building a supportive, engaged school community. The overarching goal is to create a collaborative and inclusive environment in which families, staff, and community partners work together to advance the mission and goals outlined in the School Improvement 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)).

Somerset Neighborhood Elementary will strengthen the academic program by enhancing core instruction, expanding targeted intervention, increasing meaningful learning time, and improving student attendance in alignment with our SIP Areas of Focus—particularly improving ELA outcomes for Students with Disabilities (SWD), increasing Mathematics achievement for students in the Lowest 25th Percentile, and reducing chronic absenteeism.

Tier I instruction in ELA and Math will be tightly aligned to the Florida B.E.S.T. standards and supported by high-quality instructional materials (e.g., Benchmark Advance, i-Ready, Savvas). In ELA, teachers will explicitly teach foundational skills, vocabulary, comprehension, and writing, with structured literacy practices and accommodations to ensure SWD have access to grade-level content. In Math, instruction will emphasize conceptual understanding, procedural fluency, and problem-solving with clear learning targets and frequent checks for understanding.

To increase the amount and quality of learning time, students will receive daily, data-driven small-group instruction using FAST, i-Ready, and classroom assessments to form and adjust groups. SWD and students in the Lowest 25th Percentile will receive additional targeted support through push-in/pull-out services and MTSS/RtI interventions. Extended learning opportunities, including before- and/or after-school tutoring, will provide extra time for reteaching priority standards, closing

skill gaps, and accelerating students who are ready for more rigorous work.

Daily attendance is essential to benefiting from these supports, the school will implement a multi-tiered attendance system that includes clear expectations, frequent family communication, and recognition for good and improved attendance, as well as targeted outreach and problem-solving for students who are chronically absent. Enrichment and acceleration will be embedded through higher-order questioning, real-world tasks, and digital platforms that allow students to work on personalized learning paths. Ongoing professional development and professional learning communities (PLC) data reviews will ensure that instruction, interventions, and attendance efforts are continually refined to improve student outcomes and support our identified areas of focus.

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 Neighborhood Elementary School is a Title I school and receives federal funding to support the academic achievement of students who are most at risk of not meeting state standards. These funds allow us to provide a range of supplemental services beyond the regular classroom program, including additional small-group instruction during the school day, before- and after-school tutoring, and summer learning opportunities in core academic areas. Title I also enables us to purchase extra instructional materials and resources that enhance and extend the core curriculum, with a particular emphasis on meeting the needs of students from low-income families and those performing below grade level.

Our Title I program is designed to raise achievement for all students while placing special focus on the lowest-achieving learners by identifying their specific needs and implementing targeted interventions. Supplemental support may include academic assistance as well as connections to health, nutrition, and other support services that help remove barriers to learning. In addition, Title I requires and supports strong family engagement. Funds are used to offer parent workshops, materials, and training that help families support their children’s learning at home and stay informed about academic progress.

Title I also provides resources for ongoing professional development for teachers and school staff so they can use assessment data effectively, refine instruction, and better support struggling students. Through the Title I Migrant Education Program, we work to ensure that migratory children have

consistent access to high-quality educational opportunities and that the impact of frequent moves is reduced. Title I funds are also used to help ensure that students experiencing homelessness are enrolled, attend regularly, and receive the support needed to succeed in school. All Title I activities at Somerset Neighborhood Elementary are grounded in flexibility, shared decision-making, meaningful parent involvement, and a strong commitment to accountability, with the goal of ensuring every student has a fair and equitable opportunity to achieve proficiency on Florida's challenging academic standards and assessments

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 Neighborhood Elementary supports students' development outside the core academic areas through a combination of counseling services, school-based mental health supports, specialized interventions, mentoring, and social-emotional learning (SEL) embedded in daily routines. Our school counselor provides whole-group classroom lessons focused on topics such as self-management, empathy, conflict resolution, goal-setting, and responsible decision-making. Small-group and individual counseling are available with our school counselor and/or social worker, for students who need additional support with social skills, emotional regulation, grief/loss, or family changes.

The MTSS/RtI team reviews Early Warning Systems (EWS) data, including behavior referrals, attendance, and academic concerns, to identify students who may benefit from targeted or intensive social-emotional and mental health supports. As needed, students are referred to school-based mental health providers or community agencies for counseling and wraparound services. These supports are coordinated with Individualized Education Plans (IEPs) and 504 Plans to ensure that Students with Disabilities (SWD) receive aligned behavioral and emotional interventions.

Teachers incorporate explicit SEL activities and community-building routines (such as morning meetings, check-ins, and cooperative learning structures) to strengthen students' communication, collaboration, and problem-solving skills. Positive Behavioral Interventions and Supports (PBIS) strategies are used schoolwide to reinforce expected behaviors and encourage self-discipline and responsibility. In addition, mentoring relationships are fostered through "check-in/check-out" systems, where identified students connect daily with a trusted adult for encouragement, goal-setting, and monitoring. Collectively, these services and strategies help students develop resilience, self-advocacy, and interpersonal skills that support success both in and beyond 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)).

Although Somerset Neighborhood Elementary serves students in grades K–5, we intentionally introduce early, age-appropriate awareness of college, careers, and the world of work. Our goal is to help students see the connection between what they are learning now and the opportunities they can pursue in the future.

Teachers integrate career awareness into core instruction by using informational texts, writing prompts, and math and science problems that highlight how different jobs use reading, writing, problem-solving, and collaboration. Classroom discussions and projects often ask students to explore community helpers and a variety of occupations, helping them understand how people contribute to their communities.

The school counselor and leadership team coordinate an annual Career Day, during which family members and community partners visit classrooms to share their careers and explain how they use school skills in their work. Students are encouraged to ask questions, reflect on their own interests, and begin thinking about goals for the future in an age-appropriate way.

Throughout the year, we emphasize "college and career ready" habits such as coming to school every day, completing assignments, using student planners, working well with others, and showing perseverance when tasks are challenging. By building these foundational skills and exposing students to a range of career paths early, Somerset Neighborhood Elementary helps students develop a positive vision for their futures and prepares them to take advantage of more advanced college and career opportunities as they move into middle and high school.

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 Neighborhood Elementary implements a schoolwide, tiered model of support to prevent and address problem behavior, coordinated with our academic MTSS/RtI framework. At Tier 1, we maintain clearly defined schoolwide expectations that are explicitly taught, modeled, and reinforced in all settings. Teachers use proactive classroom management strategies, positive reinforcement, and consistent routines to promote a safe and orderly learning environment. Social-emotional learning lessons and relationship-building activities are integrated into daily instruction to support students' self-regulation, social skills, and decision-making.

For students who begin to exhibit emerging behavior concerns (Tier 2), the MTSS/RtI team reviews discipline data, office referrals, teacher reports, and EWS indicators (including absenteeism and academic performance) to identify patterns and underlying needs. Targeted interventions may include behavior contracts, check-in/check-out with an adult mentor, small-group social skills instruction, structured breaks, or targeted counseling. Progress is monitored regularly, and data are used to adjust supports.

At Tier 3, students with significant or persistent behavior challenges receive intensive, individualized interventions. These may include functional behavior assessments (FBA), behavior intervention plans (BIP), collaboration with ESE staff, coordination with outside mental health providers, and alignment with IEP goals and services for eligible students under IDEA. The MTSS/RtI and ESE teams work together to ensure that behavior interventions are integrated with academic supports and that strategies are consistently implemented across settings. This tiered approach enables the school to address problem behaviors early, reduce disruptions to learning, and support students in developing the skills necessary for success in school and beyond.

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 Neighborhood Elementary provides ongoing professional learning for teachers, paraprofessionals, and other staff to improve instruction, deepen the use of data from academic assessments, and support the recruitment and retention of effective educators, particularly in high-need areas such as ELA, mathematics, and exceptional student education (ESE). Professional development is aligned to our SIP priorities, including improving ELA outcomes for Students with Disabilities (SWD), strengthening mathematics achievement for students in the Lowest 25th Percentile, and reducing chronic absenteeism.

Teachers participate in regular professional learning communities (PLCs) where they analyze FAST, i-Ready, classroom assessments, and MTSS/RtI data to identify student needs, plan standards-aligned instruction, and design targeted interventions. The instructional coach and administration provide job-embedded coaching through model lessons, co-teaching, feedback from classroom walkthroughs, and support in implementing structured literacy and evidence-based math practices. Training is also offered on differentiation, accommodations and modifications for SWD and ELLs, co-teaching models, effective small-group instruction, and classroom management within a tiered

support framework.

Paraprofessionals receive training on working with small groups, implementing intervention programs with fidelity, supporting behavior plans, and using data to monitor student progress. To recruit and retain effective teachers, the school provides mentoring for new teachers, opportunities for leadership roles (such as team leads and committee chairs), and recognition of effective instructional practices. Collaboration with the district and charter management organization ensures access to additional professional development opportunities, content specialists, and support in high-need subject areas. These coordinated professional learning efforts build staff capacity to deliver high-quality instruction and interventions aligned to our School Improvement Plan.

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)).

To support a smooth transition from early childhood education programs to Somerset Neighborhood Elementary's kindergarten program, the school employs several strategies that focus on collaboration, family engagement, and alignment of expectations. Each summer, the school hosts kindergarten orientation and registration events where families and incoming students can visit classrooms, meet teachers and staff, tour the campus, and learn about school routines, attendance expectations, and the supports available through MTSS/RtI and ESE. At these events, families receive information on helping their children develop early literacy and numeracy skills, as well as social-emotional readiness (such as following directions, sharing, and independence with basic self-care).

Kindergarten teachers use staggered start or orientation activities at the beginning of the year to help students adjust gradually to school routines and expectations. Early in the school year, teachers assess students' foundational skills using developmentally appropriate tools and collaborate with the MTSS/RtI and ESE teams to identify students who may need additional support. For children who previously received services in early intervention or preschool special education, the school coordinates with families and agencies to ensure continuity of services and smooth transfer of IEPs. Through these strategies, Somerset Neighborhood Elementary seeks to make the transition from preschool to kindergarten as supportive and seamless as possible, setting the foundation for strong attendance, engagement, and academic success.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Somerset Neighborhood Elementary works closely with our district and charter management organization to make sure the supports we have in place match the needs of our students. Each year, the school leadership team begins by reviewing multiple data sources, including FAST state assessment results, ESSA subgroup data, Early Warning Systems (EWS) reports, attendance trends, and prior-year SIP goals, if applicable. From this review, we identify our main areas of need, such as ELA outcomes for Students with Disabilities (SWD), mathematics performance for students in the Lowest 25th Percentile, and chronic absenteeism.

We share these findings with district and charter leaders during scheduled data chats and planning meetings. Together, we discuss how current staff assignments, intervention materials, digital programs (such as i-Ready and Savvas), professional development, and extended learning opportunities are being used, and whether they are aligned to our priorities. Throughout the year, we continue this process during quarterly school-based data reviews and MTSS/RtI meetings. During these meetings, we look at progress monitoring data, classroom assessment results, and updated EWS reports to determine if our current supports are working or if we need to adjust how we are using staff, time, or materials.

When data show that a particular support is not having the desired impact, we problem-solve with our district and charter partners to make changes. This may include adjusting intervention schedules, shifting coaching support, requesting additional training, or revising how Title I and other funds are used within allowable guidelines. This ongoing collaboration helps ensure that our resources stay focused on the students and areas identified in the School Improvement Plan.

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 our review of 2025–2026 data, Somerset Neighborhood Elementary has identified several key supports to address the needs of Students with Disabilities (SWD), students in the Lowest 25th Percentile in Mathematics, and students who are chronically absent. These supports will be in place and monitored throughout the 2026–2027 school year. First, we will provide focused support from the instructional coach in ELA and Math, including co-planning and co-teaching in classrooms that serve

SWD. ESSA subgroup data show SWD ELA Achievement at 26% and Mathematics Lowest 25th Percentile at 38%, both below school and state expectations. SIP reflections and walkthroughs indicate that more consistent implementation of standards-based instruction and support for SWD is needed. Coaching cycles will begin in August 2026 and continue through May 2027, with their impact reviewed during quarterly data meetings.

We will also continue the use of targeted intervention materials and digital programs, including i-Ready for ELA and Math, Savvas math resources, decodable texts, and structured intervention lessons during intervention blocks for Tier 2 and Tier 3 students. FAST and i-Ready diagnostics highlight specific skill gaps for SWD and students in the Lowest 25th Percentile, and the SIP emphasizes data-driven small-group instruction and the need for aligned materials to support reading and math interventions. Intervention groups will be formed by the end of September 2026, with progress monitoring and adjustments every 4–6 weeks through May 2027.

In addition, we will offer extended learning opportunities through before- and after-school tutoring, with priority given to SWD, ELL, Economically Disadvantaged students, and those in the Lowest 25th Percentile. Previous years' data show that extended learning opportunities contributed to improved ELA Learning Gains and increased performance for students in the ELA Lowest 25th Percentile, while mathematics outcomes for the Lowest 25th Percentile remain an area of concern and require additional time and targeted support. Tutoring will begin by October 2026 and run through state testing (approximately April 2027), with student attendance and academic progress reviewed after each cycle.

To address chronic absenteeism, we will continue to implement a multi-tiered attendance system supported by an attendance team that includes administration and the counselor/social worker, along with communication platforms such as ClassDojo and newsletters, and materials for recognition and incentives. EWS data show that 97 students were chronically absent and 50 students had two or more early warning indicators in 2025–2026. Improving attendance is a major priority because it is directly connected to academic performance and student retention. Schoolwide expectations and incentives will be launched in August 2026, Tier 2 outreach will begin by mid-September, and Tier 3 intensive supports will continue throughout the year with monthly EWS reviews.

Finally, we will provide school-based and district-supported professional development on structured literacy, math interventions, MTSS/RtI procedures, co-teaching models, and the use of FAST and i-Ready data to guide instruction. Our ATSI identification for the SWD subgroup, along with recent data reviews, highlights the need to strengthen Tier I instruction, interventions, and data use to improve outcomes for SWD and students in the Lowest 25th Percentile. Initial training will take place during pre-planning in August 2026, followed by ongoing PLCs, coaching, and mid-year refreshers,

with effectiveness reviewed during quarterly data and SIP monitoring meetings. Together, these supports are scheduled and monitored across the 2026–2027 school year to address our highest areas of need and to support the goals outlined in the School Improvement Plan

VII. Budget to Support Areas of Focus

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

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

Broward County Public Schools

WEST BROWARD ACADEMY

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 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 27

V. Title I Requirements (optional) 30

VI. ATSI, TSI and CSI Resource Review 33

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

The mission of West Broward Academy is to engage students and promote high achievement with a well-rounded elementary and middle school education, through a challenging program, focused on mathematics and science using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

Provide the school's vision statement

Our school vision is to create a community where all students feel loved, respected, and encouraged 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

Derrick Hugue

dhugue@charterk12.com

Position Title

Principal

Job Duties and Responsibilities

The principal is the academic leader of the school. Their main focus is to develop and maintain effective educational programs within the school and to promote the improvement of teaching and learning. The principal should strive to create a climate which fosters teacher and student growth.

Leadership Team Member #2

Employee's Name
Rossana Padron

rpadron@charterk12.com

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant principal supports the principal in all aspects of student achievement and discipline. She also supports schoolwide academic goals and supports teachers in achieving excellence.

Leadership Team Member #3

Employee's Name
Martha Davila

mdavila@charterk12.com

Position Title
Reading coach

Job Duties and Responsibilities

Supports teachers with meeting Curriculum and Instruction Quarterly Objectives. Collaborates with principal and APC, weekly, concerning progress on Curriculum and Instruction Quarterly Objectives. Communicates with transparency to the Curriculum Supervisors on progress towards Curriculum and Instruction Quarterly Objectives. Assists in data chats with administrators and teachers to interpret assessment data, adjust instruction, and plan effective remediation and enrichment instruction to increase student achievement. Assists in supporting interventionists with the use of curriculum and instructional strategies.

Leadership Team Member #4

Employee's Name
Anisa Alabastro

aalabastro@charterk12.com

Position Title
Math Coach

Job Duties and Responsibilities

Supports teachers with meeting Curriculum and Instruction Quarterly Objectives. Collaborates with

principal and APC, weekly, concerning progress on Curriculum and Instruction Quarterly Objectives. Communicates with transparency to the Curriculum Supervisors on progress towards Curriculum and Instruction Quarterly Objectives. Assists in data chats with administrators and teachers to interpret assessment data, adjust instruction, and plan effective remediation and enrichment instruction to increase student achievement. Assists in supporting interventionists with the use of curriculum and instructional strategies.

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 SIP was developed collaboratively with input from the school leadership team, Charter School Associates, and the Governing Board, Advantage Academy of Broward, INC. Teacher and school staff will be actively engage throughout the planning an implementation process. Their insights, experiences, and feedback will be instrumental in identifying priorities, designing strategies, and ensuring that the SIP aligns with the academic and operational needs of the school. This collective input will directly inform targeted actions and measurable goals, serving as a foundational element of continuous school 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)).

The leadership team will regularly monitor the SIP by analyzing student performance data to inform and enhance instructional strategies for all students. The team will meet regularly to review progress towards SIP goals, evaluate the effectiveness of current actions, and implement necessary to adjustments to support continuous improvement in student achievement.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**88.2%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: C** **2024-25: C** **2023-24: C** **2022-23: B** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	62	70	86	98	108	93	95	105	89	806
Absent 10% or more school days	0	0	1	0	1	0	0	1	0	3
One or more suspensions	0	0	0	0	3	0	0	3	1	7
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	1	1
Course failure in Math								2	2	4
Level 1 on statewide ELA assessment	0	3	13	15	14	13	10	11	15	94
Level 1 on statewide Math assessment	0	9	8	15	8	19	12	24	24	119
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	10	12	11	13	15	14	6	16	97
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	4	6	13	6	11	0	0	0	40

Current Year 2026-27

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

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

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	2	1	9						15
Students retained two or more times										0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	74	81	95	76	69	68	100	98	86	747
Absent 10% or more school days		1		1			1			3
One or more suspensions				3			3	1		7
Course failure in English Language Arts (ELA)								1		1
Course failure in Math								2	1	3
Level 1 on statewide ELA assessment	3	13	15	14	13	10	11	15	12	106
Level 1 on statewide Math assessment	9	8	15	8	19	12	24	24	20	139
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	12	11	13	15	14	6	16	11	108
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	6	13	6	11					40

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			2		2			3	2	9

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	2	1	3					1	10
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	59	67	64	58	66	61	54	60	58
Grade 3 ELA Achievement	51	68	64	54	65	62	44	62	59
ELA Learning Gains	65	63	62	62	64	61	62	61	59
ELA Lowest 25th Percentile	66	56	55	66	60	55	64	56	54
Math Achievement*	51	66	64	40	64	62	44	60	59
Math Learning Gains	54	60	61	40	61	60	51	62	61
Math Lowest 25th Percentile	59	53	52	41	56	53	58	60	56
Science Achievement	46	61	60	52	60	57	38	55	54
Social Studies Achievement*	67	77	77	69	75	74	70	73	72
Graduation Rate		74	77		68	72		68	71
Middle School Acceleration	73	80	79	65	77	75	64	73	71
College and Career Acceleration		59	61		53	56		49	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					60	61		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)

2025-26 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	591
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
59%	55%	56%	52%	52%	37%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	5	
English Language Learners	48%	No		
Black/African American Students	59%	No		
Hispanic Students	57%	No		
Multiracial Students	58%	No		
White Students	68%	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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	59%	51%	65%	66%	51%	54%	59%	46%	67%	73%			
Students With Disabilities	28%	23%	44%	52%	23%	49%	52%	13%					
English Language Learners	45%	32%	60%	63%	49%	52%	52%	25%	50%				
Black/African American Students	56%	50%	64%	68%	49%	52%	63%	39%	70%	75%			
Hispanic Students	58%	44%	64%	63%	55%	54%	53%	52%	62%	69%			
Multiracial Students	69%				46%								
White Students	76%		78%		55%	65%		64%					
Economically Disadvantaged Students	53%	52%	60%	66%	48%	54%	56%	48%	56%	75%			

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	58%	54%	62%	66%	40%	40%	41%	52%	69%	65%			58%
Students With Disabilities	22%		54%	64%	7%	20%	30%	0%	33%				
English Language Learners	43%	50%	60%	64%	33%	37%	47%	39%	55%				58%
Black/African American Students	57%	56%	64%	68%	35%	36%	38%	48%	69%	72%			54%
Hispanic Students	55%	57%	58%	64%	43%	44%	47%	48%	71%	61%			60%
White Students	79%		76%		55%	48%		77%					
Economically Disadvantaged Students	52%	57%	57%	63%	34%	33%	32%	44%	64%	57%			57%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	54%	44%	62%	64%	44%	51%	58%	38%	70%	64%			65%
Students With Disabilities	15%	10%	33%	29%	10%	30%	50%	18%					
English Language Learners	36%	26%	53%	63%	41%	56%	50%	15%					65%
Black/African American Students	54%	52%	61%	69%	42%	50%	60%	31%	61%	71%			
Hispanic Students	47%	29%	61%	58%	41%	50%	54%	43%	74%	61%			64%
Multiracial Students	82%		60%		60%								
White Students	77%		72%		69%	56%							
Economically Disadvantaged Students	51%	41%	61%	64%	40%	50%	56%	33%	65%	60%			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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	51%	64%	-13%	60%	-9%
ELA	4	64%	65%	-1%	60%	4%
ELA	5	47%	67%	-20%	61%	-14%
ELA	6	62%	68%	-6%	62%	0%
ELA	7	61%	67%	-6%	62%	-1%
ELA	8	58%	63%	-5%	60%	-2%
Math	3	67%	73%	-6%	66%	1%
Math	4	54%	72%	-18%	65%	-11%
Math	5	43%	69%	-26%	62%	-19%
Math	6	19%	63%	-44%	60%	-41%
Math	7	43%	66%	-23%	53%	-10%
Math	8	56%	47%	9%	61%	-5%
Science	5	39%	63%	-24%	60%	-21%
Science	8	41%	49%	-8%	52%	-11%
Civics	7	67%	78%	-11%	77%	-10%
Biology	8	100%	92%	8%	91%	9%
Algebra	7	67%	96%	-29%	96%	-29%
Algebra	8	65%	83%	-18%	84%	-19%
Geometry	8	63%	93%	-30%	95%	-32%
Civics	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?

The component that showed the most improvement is grade 4. 64% of the students scored at a level of 3 or higher. This is 33% percentage points greater than PM1. In terms of standards and reading categories, students showed the most improvement in Reading Informational Text when compared to PM1. Some new actions include professional development for teachers providing interventions to students in Tiers 2 and 3 and complementing our curriculum with additional resources to ensure all standards are fully taught. Also, more staff support contributed to the increase. Additionally, this school year, we've been focusing more on implementing cooperative learning strategies across all grade levels and subjects. Our teachers have been receiving Kagan Structures training to increase student engagement, promote cooperation, and better communication in the classroom.
Similarly, in grades 6-8, the grade level that showed the most improvement when comparing PM1 to PM3 was sixth grade. Sixth grade improved 18 percentage points in terms of proficiency scores of Levels 3 or higher. This school year, the administration team provided intensive training with teachers and instructional coaches focused on small group instruction and early- intervention strategies based on short cycle and formative assessment data were key contributors to their success.

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 in grades K-5 that showed the lowest performance was grade 5; 47% of the students scored at a level 3 or higher. The lowest category was Reading and Vocabulary, where 31% of the students scored below standard. Some contributing factors to this performance include the number of students in need of reading interventions and remediation. However, 5th grade ELA had an estimated 60% Learning Gains therefore, students have shown progress when compared to PM3 from 2025.
In grades 6-8, the grade level that showed the most improvement when comparing PM1 to PM3 was sixth grade. Sixth grade improved 18 percentage points in terms of proficiency scores of Levels 3 or higher. This school year, the administration team provided intensive training with teachers and instructional coaches focused on small group instruction and early- intervention strategies based on short cycle and formative assessment data were key contributors to their success.

Subgroup performance in Reading

After further analyzing our school data, we determined that the SWD subgroup in grades 4 and 8 performed the lowest. The reading component in need of remediation is Vocabulary. The Vocabulary category showed the most deficiencies across multiple grade levels.

Subgroup performance in Math

The grade levels with the lowest performance were grades 5 and 6. The category where the students performed the lowest was Operations with Fractions.

Grade 3

Reading Proficiency**:** 23%
Math Proficiency**:** 33%

Grade 4

Reading Learning Gains**:** 4/7 57%
Reading Proficiency: 14%
Math Learning Gains**:** 4/7 57%
Math Proficiency**:** 29%

Grade 5

Reading Learning Gains**:** 3/8 38%
Reading Proficiency: 25%
Math Learning Gains: 3/8 38%
Math Proficiency: 0%

Grade 6

Reading Learning Gains**:** 9/14 64%
Reading Proficiency: 36%
Math Learning Gains**:** 6/14 43%
Math Proficiency: 14%

Grade 7

Reading Learning Gains: 2/7 29%
Reading Proficiency: 57%
Math Learning Gains: 5/7 71%
Math Proficiency: 43%

Grade 8

Reading Learning Gains: 1/7 14%
Reading Proficiency: 14%
Math Learning Gains: 5/7 71%
Math Proficiency: 29%

Greatest Decline

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

The two data components that showed the greatest decline from the prior school year were Grade 3 ELA and Science.
Students in third grade scored a 51% achievement rate which resulted in 3 percentage points lower than the Spring 2025 scores. Similarly, the Science achievement component decreased from 52% to 46%.
Some contributing factors include third grade teachers who transitioned out of the school during the second semester and despite of the readjustment action plans put in place, the impact of such changes was evident in our students' performance during the PM3 administration.
Furthermore, the science achievement scores also showed a decline when compared to the Spring 2025 achievement scores. A contributing factor is the lack of students' motivation when taking the Science test and having a new 5th grade teacher joining us in the middle of the school 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.

6th grade math had the greatest gap when compared to the state average. Unfortunately, only 19% of our 6th graders scored at a level 3 or higher. Some contributing factors include not having a consistent math teacher during the first half of the school year. A new teacher was hired in January and although she did her best to cover all the required standards with the support of our math coach, there were some critical math content that our students were not exposed to due to the unfortunate lack of a permanent math teacher.

EWS Areas of Concern

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

One area of concern identified is the percentage of students scoring a Level 1 on the Math FAST PM3 assessment. Across grades 3- 8, 17% of student scored a Level 1. While this still indicates a need for targeted intervention and support, it does reflect a slight improvement compared to 2025 PM3 data, where 24% scored a Level 1 on the Math FAST assessment. A continued focus on addressing the needs of these students will be essential.

Highest Priorities

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

1 SWD Subgroup Proficiency across content areas
2. Grade 6 Math including the SWD subrgroup
3. Grade 3 ELA including the SWD subgroup
4. Overall Science achievement in grades 5 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.

According to our most recent FAST PM3 data, the Students with Disabilities (SWD) subgroup continues to show performance below grade-level expectations in English Language Arts; however, recent data from Spring 2026 indicates growth. Our overall ELA achievement improved from 22% in the prior Spring administration to 28% in the Spring 2026.

In grade 4 ELA, the SWD subgroup remained at 14% proficiency, compared to the prior FAST in the Spring 2025. However, there was a significant increase in terms of Learning Gains, where 57% of the students in this cohort demonstrated growth.

Similarly, in grade 6, the SWD subgroup achieved a 36% proficiency in the Spring 2026 compared to the Spring 2025 where only 21% of the students in this subgroup achieved proficiency scores. Additionally, 64% of the students demonstrated Learning Gains when compared to the PM3 2025 data.

While the data suggests the need for continued support, the upward trend in ELA implies that current practices are beginning to yield results and will be refined and expanded to maintain progress.

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 Spring 2027, West Broward Academy will increase overall ELA proficiency among Students with Disabilities (SWD) from the current baseline of 28% to at least 36%, as measured by the ELA FAST assessment.

Monitoring

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

To effectively monitor progress toward closing proficiency gaps among Students with Disabilities (SWD) in English Language Arts (ELA), a structured and data-informed plan will be implemented.

Progress monitoring will occur through regular benchmark assessments, such as FAST PM1 and PM2, allowing instructional teams to track incremental growth and adjust interventions accordingly. Collaborative data reviews will be scheduled monthly, involving ELA teachers, special education staff, and MTSS teams to analyze trends, identify barriers, and refine instructional strategies. Additionally, professional learning will be provided to support evidence-based practices for SWD in literacy instruction.

Person responsible for monitoring outcome
Rossana Padron, 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 improve ELA achievement specifically for the Students with Disabilities (SWD) subgroup, West Broward Academy will implement a focused instructional plan aligned with the Florida B.E.S.T. Standards. All ELA Pacing Guides and Focus Calendars will be reviewed and revised to ensure they reflect grade-level expectations and support scaffolded instruction for SWD. Additionally, literacy strategies will be embedded across content areas to reinforce reading comprehension and vocabulary development.

Rationale:
The rationale for incorporating interventions into the daily schedule at West Broward Academy is grounded in the use of the HMH Into Reading (K-5) and Savvas myPerspectices 6-12 as the core curriculum, which is an integral part of the school's instructional plan. This curriculum includes supplemental materials specifically designed to remediate skills and address learning gaps. To monitor standards mastery on a quarterly basis, PM1, PM2, and PM3 benchmark testing is implemented across all grade levels. The data from these assessments is crucial for making informed instructional decisions tailored to the needs of each grade level and classroom, focusing on the strengths and areas for improvement of individual students. Regular data meetings involving administrators, teachers, coaches, and students are held to analyze this data, set goals, and modify instructional strategies to enhance student achievement levels. This systematic approach ensures that interventions are timely, targeted, and effective in supporting student 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
Fidelity of Walkthroughs and Professional Learning

Person Monitoring:
Derrick Hugue, Principal

By When/Frequency:
June 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-Conduct 7–10 classroom walkthroughs weekly focused on classrooms with identified students from the targeted subgroup.
-Monitor and document the use of designated curriculum during walkthroughs to ensure alignment with improvement goals.
-ESE Staff Actions:-Deliver targeted professional development to general education teachers.
-Focus training on tools and evidence based strategies that support Students With Disabilities (SWD) in both whole group and small group settings.

Action Step #2
Data chats

Person Monitoring:
Derrick Hugue

By When/Frequency:
June 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Schedule data chats with our ESE teachers and analyze all available data to monitor the students' progress towards their individual and grade level goals.

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.

Although the Spring 2026 Math performance within the SWD subgroup improved significantly to 23% from 7% the prior year, we did not reach our goal of 30%. The lowest performance was seen in Grade 5 where 0% of the students scored a level 3 or higher. The grade levels that improved the most within this subgroup were Grades 7 and 8. Students in Grade 7 achieved a 43% proficiency and Grade 8 achieved a 29% achievement rate. Although we did not meet our goal, every grade level showed learning gains when compared to the Spring 2025 math data within this subgroup.

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 Spring 2027, West Broward Academy will increase overall mathematics proficiency among Students with Disabilities (SWD) from the current baseline of 23% to at least 35%, as measured by the Math FAST assessment.

Monitoring

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

To strengthen mathematics achievement among Students with Disabilities (SWD) at West Broward Academy, we are refining our monitoring and instructional practices to ensure targeted support and measurable progress. Teachers will engage in regular data chats to review math-specific assessments such as PM1 and PM2, progress monitoring, and curriculum based assessments. Lesson plans from interventionists, resource teachers, and the ESE teacher will be aligned with individual student needs and IEP goals, incorporating scaffolded instruction and approved supplemental resources. To build capacity among general education teachers, we will provide professional development on differentiated instruction, accommodations, and inclusive math practices.

Person responsible for monitoring outcome

Rossana Padron, 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 achieve proficiency for students with disabilities, West Broward Academy will ensure that all Pacing Guides and Focus Calendars align with the BEST Standards to guide instruction. The Savvas core curriculum for math. For students with disabilities, supplemental, research-based curriculum (Savvas Reteach Lessons and FL Ready Math lessons) will be used in small groups to address learning gaps effectively. Daily interventions may be required for students consistently demonstrating non-mastery and those previously identified as Tier 2 or Tier 3.

Rationale:

The rationale for incorporating interventions into the daily schedule at West Broward Academy is grounded in the use of the Savvas Envisions as the core curriculum. This curriculum includes supplemental materials specifically designed to remediate skills and address learning gaps. To monitor standards mastery on a quarterly basis, PM1, PM2, and PM3 benchmark testing is implemented across all grade levels. The data from these assessments is crucial for making informed instructional decisions tailored to the needs of each grade level and classroom, focusing on the strengths and areas for improvement of individual students. Regular data meetings involving administrators, teachers, coaches, and students are held to analyze this data, set goals, and modify instructional strategies to enhance student achievement levels. This systematic approach ensures that interventions are timely, targeted, and effective in supporting student 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
Fidelity of Walkthroughs and Professional Learning

Person Monitoring:
Derrick Hugue, Principal

By When/Frequency:
June 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-Conduct 7–10 classroom walkthroughs weekly focused on classrooms with identified students from the targeted subgroup.
-Monitor and document the use of designated curriculum during walkthroughs to ensure alignment with improvement goals.
ESE Staff Actions:-Deliver targeted professional development to general education teachers.
-Focus training on tools and evidence-based strategies that support Students With Disabilities (SWD) in both whole group and
small group settings.

Action Step #2
Data chats

Person Monitoring:
Derrick Hugue

By When/Frequency:
June 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Meet with ESE teacher and ESE specialist to analyze academic data related to the identified subgroup.
-Collaborate with staff to adjust instructional strategies based on observed trends and student performance.
-Provide professional development to our general ed. teachers regarding the implementation ESE accommodations aligned to IEP requirements, delivering effective interventions and differentiated instruction.

Area of Focus #3

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

Instructional Practice specifically relating to Student Engagement

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 West Broward Academy, student engagement is a critical focus for improving academic outcomes across grade levels. In grades K-2, student engagement is fostered through hands-on learning, cooperative learning structures, and routines that support the building blocks of foundational literacy

and numeracy skills. For students in grade 3-5, engagement is driven by the relevance, choice, and opportunities for collaboration with their peers, which supports the goals to deepen comprehension and maintain motivation within the classroom. In secondary grades, student engagement becomes more complex. This is best supported by intentional planning of interactive learning opportunities for all students, technology integration, and student voice. An increase in student engagement leads to stronger attendance, greater participation, and improved mastery of standards.

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 2026-2027 school year, the school with increase 5 percentage points across all grade levels and content area assessed in the FAST PM3 through intentional strategies that promote student engagement.

Monitoring

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

Instructional coaches and administrators will conduct regular walkthroughs using engagement focused observation tools to ensure strategies are being implemented with fidelity. Teachers will meet weekly to plan as grade level team with administration present to focus on implementation of differentiated instruction tailored to the needs of all students. Data will be reviewed regularly as a leadership team and at grade level team meetings to identify learning gaps and adjust instruction plans to ensure we are continuously working toward the goal of increasing overall proficiency.

Person responsible for monitoring outcome

Derrick Hugue, 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:

West Broward Academy will implement the use of HMH Into Reading (K-5), Savvas myPerspectives (6-8), and Savvas enVisions (K-8) with the core curriculum. This comprehensive program supports whole group and small group instruction through interactive lessons, hands-on learning experiences, and digital tools that actively involve all students in the learning process.

Rationale:

By offering differentiated instruction resource through our core curriculum, teachers have the ability to tailor instruction to meet the needs of all learners and keep student engaged in 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
Increase Student Engagement for All Students

Person Monitoring:
Derrick Hugue

By When/Frequency:
June 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Provide Professional Learning on Student Engagement Strategies such as Kagan Structures: Administration will provide
targeted training for teachers and instructional coaches on engagement strategies.
2. Implementation of Data-Driven Small Group: PLC meetings will be focused on use of formative and short cycle
assessment data to create small groups.
3. Integrate Student Choice and Voice: Instructional Coaches will work with teacher through PLC and co-teaching on incorporating opportunists for
student to active participant in learning.
4. Monitor Engagement through Walkthroughs and Feedback:
Administration Team will conduct engagement focused observations that provide actionable feedback to teachers.

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 a school-wide framework designed to create and sustain positive, safe, and supportive learning environments for all students in grades K–8. PBIS focuses on explicitly teaching behavioral expectations, recognizing positive behaviors, using data to inform decision-making, and providing tiered interventions to address student needs.
At all grade levels, students are taught clear expectations centered on being Respectful, Responsible, and Safe. These expectations are reinforced through direct instruction, modeling, positive recognition, and consistent feedback. PBIS promotes social-emotional learning, self-regulation, positive peer

relationships, and academic engagement by establishing predictable routines and behavioral supports.

Elementary School; Kindergarten–5th grade can Focus on learning and practicing school expectations, Use visual supports, modeling, and immediate positive reinforcement, Teach foundational social skills such as sharing, taking turns, listening, and following directions, Support the development of self-regulation and emotional awareness, Reinforce independence, responsibility, and accountability, Teach conflict resolution, problem-solving, and effective communication skills, Utilize goal setting and self-monitoring strategies, and Encourage positive peer interactions and collaborative learning.

Middle School; 6th - 8th grade can Promote student ownership of behavior and decision-making, Strengthen leadership skills, self-advocacy, and positive peer influence, Provide targeted interventions for students requiring additional behavioral supports, and Prepare students for successful transitions to high school through increased responsibility and self-management.

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 2027, 40 % of the students in Kindergarten through Grade 8 will demonstrate an understanding and implementation of Positive Behavioral Interventions and Supports (PBIS) expectations, resulting in improved student behavior and a reduction in disciplinary incidents.

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. Office Discipline Referrals: Tracking the frequency, location, type, and severity of behavioral incidents.
2. Attendance Data: Monitoring student attendance.
3. Classroom Behavior Data: Reviewing teacher behavior logs, classroom referrals, and progress-monitoring records.
4. Academic Performance: Examining student achievement data to assess the relationship between behavior and learning outcomes.

Person responsible for monitoring outcome

Derrick Hugue

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 regular review of behavioral expectations through classroom meetings and school-wide lessons. The students will have opportunities for role-playing and problem-solving activities. Students requiring additional support will meet with a designated adult (School Administrator or Counselor) at the beginning and end of each day. Daily behavior goals are monitored and communicated with families.

Rationale:

PBIS was selected because it is a nationally recognized, evidence-based framework that has demonstrated effectiveness in reducing disciplinary incidents, increasing instructional time, improving school climate, and enhancing academic 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

Teach and reinforce expected behaviors

Person Monitoring:	**By When/Frequency:**
Derrick Hugue	June 2027

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

1. The teacher will explicitly teach, model, and review schoolwide PBIS expectations with the student each day. 2. The teacher will track the student's daily behavior using a behavior chart or point sheet. Data will be reviewed weekly to determine whether there is an increase in appropriate behaviors and a decrease in behavioral concerns.
3. Behavior logs, office discipline referrals, and classroom observation data will be reviewed regularly to identify trends and measure improvements.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

School Improvement funding allocations and resources based on needs are discussed and decided on by all stakeholders. All resources are reviewed by the school administration and curriculum team to ensure that it meets state requirements for a core and/or supplemental curriculum. Funds are allocated to provide supplemental research based materials to meet the needs of student sub groups.

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).

Grades K-2: Instructional Practice specifically relating to Reading/ELA Based on the 25-26 statewide FAST Early Literacy and Reading K-2 shows that 60% or more students scored a Level 3 or higher. This data, combined with data collected from EasyCBM progress monitoring assessments identifies specific gaps in foundational skills that will be addressed through the use of core curriculum support resources found in Renaissance CBM, HMH Into Reading Foundational Skills Screener, HMH progress monitoring assessments and formative assessments.

Grades 3-5: Instructional Practice specifically related to Reading/ELA Grade 3: The primary area of focus for third grade will be foundational reading skills to improve oral reading fluency and comprehension. Teachers will use the Renaissance CBM Reading, IXL Reading Comprehension Quizzes, HMH Foundational
Skills Screener, HMH progress monitoring assessments and formative assessments.

Grades 6-8: The area of focus for students in grades 6-8 is reading comprehension. Instructional practices include anchor charts, graphic organizers, differentiated instruction groups, and grouping Tier 2 and 3 students according to their intervention goals established after analyzing their reading baseline assessments. Teachers will use Read180 MAP Growth assessment, IXL Reading Comprehension Common quizzes, Savvas myPerspectives Weekly Progress Checks and Unit Assessments.

ELA FAST- Percent of students achieving levels 3 or higher PM3 2025-2026
Grade 3: 51%

Grade 4: 64%
Grade 5: 47%
Grade 6: 62%
Grade 7: 61%
Grade 8: 58%

VII. Budget to Support Areas of Focus

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

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

Broward County Public Schools

INNOVATION CHARTER SCHOOL

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 3

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 28

V. Title I Requirements (optional) 33

VI. ATSI, TSI and CSI Resource Review 43

VII. Budget to Support Areas of Focus 45

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 Innovation Charter School (ICS) is to develop and nurture a collaborative community of learners through successful educational models that positively impact tomorrow's world today. ICS is committed to providing all students with the academic foundation, technological skills, and character development necessary to succeed in an increasingly global, technology-driven, and knowledge-based society.

Innovation Charter School serves a culturally and linguistically diverse student population in grades K–5 throughout Broward County. The school emphasizes literacy, mathematics, and technology while fostering a dynamic, engaging, and collaborative learning environment that prepares students to become productive contributors in a global community.

The mission and vision of ICS were established by the Governing Board during the development of the school's original charter application and continue to reflect the school's commitment to serving the Pompano Beach community.

The school community is further guided by its core values of Caring and Excellence, which are evident in daily interactions among students, families, staff, and community partners. These values support a culture focused on high expectations, meaningful relationships, continuous improvement, and student success.

Provide the school's vision statement

ICS CREED

Today is going to be a great day. I came to school to listen and learn. I will ask questions if I don't understand. My teachers and classmates love me and are cheering me on. I will be diligent and do my best daily. I will respect my teachers and my classmates. I will walk in confidence, knowing I am destined for great things. I will be a world changer.

The ICS Creed reflects Innovation Charter School's commitment to fostering high expectations, perseverance, respect, and personal responsibility while reinforcing the belief that every student can succeed. Guided by the mission to *"develop and nurture a collaborative community of learners using successful educational models to impact tomorrow's world today,"* the school provides a supportive learning environment where data-informed decision-making, evidence-based instruction, and

meaningful relationships ensure all students are challenged and supported to reach their full potential. Through a culture of collaboration, continuous improvement, and academic excellence, Innovation Charter School prepares students to become confident, lifelong learners and responsible citizens who are equipped to positively impact the world around them.

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

Marisa Anderson

MarisaAnderson@innovationcharter.net

Position Title

Principal

Job Duties and Responsibilities

The Principal provides overall leadership and direction for the school, ensuring student academic achievement, staff and faculty development, operational effectiveness, community engagement, and fiscal accountability while maintaining compliance with all educational, organizational, and regulatory requirements.

Leadership Team Member #2

Employee's Name

Joann Burgess

JoannBurgess@innovationcharter.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal serves as the principal’s designee in overseeing daily school operations,

instructional leadership, teacher development and evaluation, student achievement and data analysis, retention efforts, schoolwide events, parent communication, and community partnerships to support a positive and high-performing learning environment.

Leadership Team Member #3

Employee's Name
Evie Illes

info@educationservicesofamerica.org

Position Title
ESE Coordinator

Job Duties and Responsibilities

Oversees ESE compliance, coordinates exceptional student education services, supports teachers with instructional accommodations and IEP implementation, monitors student progress, and collaborates with school leadership to improve outcomes for Students with Disabilities.

Leadership Team Member #4

Employee's Name
Paula Lugo

Paula Lugo@innovationcharter.net

Position Title
Math and Science Coach

Job Duties and Responsibilities

The Math and Science Coach provides instructional leadership and support in mathematics, science, and gifted education through curriculum planning, lesson development, coaching, data analysis, Planbook support, and professional learning to enhance student achievement and instructional effectiveness.

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.

Innovation Charter School developed the School Improvement Plan (SIP) through a collaborative process involving school leadership, instructional staff, families, community stakeholders, and the School Advisory Council (SAC). School administrators, instructional coaches, and teacher leaders conducted a comprehensive review of student achievement data, including FAST assessment results, classroom assessments, subgroup performance, attendance data, and school climate information, to identify strengths, challenges, and priority areas for improvement.

Throughout the planning process, teachers and instructional staff provided input regarding curriculum implementation, instructional practices, intervention needs, and professional learning priorities. Data discussions and collaborative planning sessions helped identify the school's Area of Focus and informed the development of targeted strategies to support student achievement.

Parents, families, community members, and SAC representatives were provided opportunities to review school performance data and offer feedback on school improvement priorities. Stakeholder input was gathered through SAC meetings, parent meetings, school communications, and ongoing collaboration with families and community partners. Feedback received from stakeholders helped shape school improvement goals, family engagement activities, and support systems designed to meet the needs of the school community.

The SIP was reviewed by the School Advisory Council, school leadership team, and Governing Board prior to submission. Progress toward SIP goals will be monitored regularly through leadership meetings, data reviews, SAC meetings, faculty meetings, and stakeholder communications. Ongoing stakeholder feedback will continue to inform adjustments to implementation efforts and support continuous school improvement throughout the school 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 implementation and effectiveness of the School Improvement Plan (SIP) will be monitored through ongoing data analysis, progress monitoring, collaborative planning, and stakeholder feedback. School leadership, instructional coaches, and teacher leaders will meet regularly to review progress toward SIP goals, evaluate the effectiveness of instructional strategies and interventions,

and identify any necessary adjustments to support continuous improvement.

Student achievement data will be reviewed throughout the school year using FAST assessments, Benchmark Advance assessments, enVision Mathematics assessments, i-Ready data, classroom assessments, and other progress-monitoring tools. Particular attention will be given to identified subgroups and students demonstrating the greatest achievement gaps, including the school's Area of Focus: **fourth-grade Students with Disabilities (SWD)**. Data reviews will be used to evaluate student growth, adjust interventions, and refine instructional practices to meet student needs.

Teachers will participate in ongoing collaborative planning sessions, professional learning communities, and monthly data meetings to analyze student performance, discuss instructional strategies, and monitor implementation of SIP action steps. Instructional coaches and administrators will conduct classroom observations, provide feedback, and support teachers in implementing evidence-based instructional practices aligned to school improvement goals.

The Multi-Tiered System of Supports (MTSS) team will regularly review academic, behavioral, and attendance data to identify students requiring additional support and monitor the effectiveness of interventions. Student progress will be discussed with families through conferences, progress reports, and ongoing communication to ensure collaboration between home and school.

Stakeholder feedback will be gathered through School Advisory Council (SAC) meetings, parent meetings, faculty meetings, surveys, and school communications. School leadership will review stakeholder input and student performance data to determine whether revisions to the SIP are necessary. Progress updates will also be shared with the Governing Board, school staff, families, and community stakeholders throughout the year. Through continuous monitoring, data-driven decision-making, and stakeholder collaboration, the school will ensure effective implementation of the SIP, make adjustments as needed to increase student achievement, and support all learners in meeting Florida's academic standards.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **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.*	**2025-26: B** **2024-25: C** **2023-24: C** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	66	52	67	78	62	57				382
Absent 10% or more school days	10	9	14	13	13	11				70
One or more suspensions	3	0	1	0	4	4				12
Course failure in English Language Arts (ELA)	0	0	0	7	5	2				14
Course failure in Math	0	0	0	1	3	3				7
Level 1 on statewide ELA assessment	0	0	0	15	19	10				44
Level 1 on statewide Math assessment	0	0	0	7	23	10				40
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	9	17	20	22	19				89
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 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	2	5	8	10	10				36

Current Year 2026-27

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	63	68	72	69	67	66				405
Absent 10% or more school days	16	10	11	10	7	10				64
One or more suspensions				1	4	1				6
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	16	25	23	25	21	17				127
Level 1 on statewide Math assessment	11	14	17	16	23	20				101
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5		14	30	12	13				74
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	[]	[]	[]	[]	[]	[]	[]	[]	[]	0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	[]	[]	[]	[]	[]	[]	[]	[]	[]	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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	54	67	62	50	64	59	51	61	57
Grade 3 ELA Achievement	47	65	61	43	63	59	37	60	58
ELA Learning Gains	69	66	63	69	65	60	65	64	60
ELA Lowest 25th Percentile	45	63	58	69	60	56	54	60	57
Math Achievement*	64	73	66	46	70	64	52	66	62
Math Learning Gains	59	69	64	48	68	63	46	66	62
Math Lowest 25th Percentile	40	53	50	47	55	51	50	55	52
Science Achievement	54	65	62	32	60	58	38	56	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					63	63		59	61

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	432
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
54%	52%	51%	46%	44%	44%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	27%	Yes	1	1
English Language Learners	47%	No		
Black/African American Students	65%	No		
Hispanic Students	52%	No		
Economically Disadvantaged Students	56%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	54%	47%	69%	45%	64%	59%	40%	54%					
Students With Disabilities	17%		40%	25%	13%	40%							
English Language Learners	44%	40%	61%	44%	64%	54%	32%	37%					
Black/African American Students	65%	53%	81%		63%	62%		64%					
Hispanic Students	48%	41%	67%	46%	64%	59%	36%	52%					
Economically Disadvantaged Students	53%	46%	70%	57%	65%	60%	50%	50%					

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%	43%	69%	69%	46%	48%	47%	32%					63%
Students With Disabilities	25%	27%	72%	79%	25%	41%	50%	13%					64%
English Language Learners	41%	32%	74%	67%	40%	49%	48%	24%					63%
Black/African American Students	61%	67%	66%		52%	55%		29%					
Hispanic Students	46%	33%	71%	73%	44%	45%	46%	34%					63%
Economically Disadvantaged Students	52%	42%	73%	77%	48%	45%	47%	39%					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	51%	37%	65%	54%	52%	46%	50%	38%					67%
Students With Disabilities	14%		57%	63%	14%	33%	43%	0%					
English Language Learners	44%	26%	61%	50%	46%	47%	58%	34%					67%
Black/African American Students	54%	54%	67%		40%	40%	43%	30%					
Hispanic Students	48%	33%	62%	52%	54%	50%	54%	39%					66%
Economically Disadvantaged Students	51%	44%	62%	59%	55%	45%	52%	32%					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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	47%	64%	-17%	60%	-13%
ELA	4	47%	65%	-18%	60%	-13%
ELA	5	68%	67%	1%	61%	7%
Math	3	76%	73%	3%	66%	10%
Math	4	55%	72%	-17%	65%	-10%
Math	5	56%	69%	-13%	62%	-6%
Science	5	53%	63%	-10%	60%	-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?

Reading Learning Gains remained one of Innovation Charter School's strongest areas during the 2025–2026 school year, earning 69 points and exceeding both the district and state averages. Students demonstrated strong academic growth across grades, with average reading scale score increases of 15 points in Grade 3 and 16 points in Grades 4 and 5. In addition, fifth-grade science achievement increased from 32% in 2024–2025 to 54% in 2025–2026, a gain of 22 percentage points, reflecting the impact of the school's focused instructional efforts.

To support these improvements, the administrative team met regularly to review student performance data, monitor the effectiveness of interventions, and make instructional adjustments throughout the year. School leaders collaborated with grade-level teams to refine instructional practices, adjust intervention groups, and provide targeted support based on student needs. The school strengthened its Multi-Tiered System of Supports (MTSS) through data-driven small-group instruction, dedicated intervention blocks, and the implementation of Benchmark Advance, UFLI Foundations, and i-Ready personalized learning. Ongoing data analysis, coaching, and collaborative planning helped teachers prioritize standards-based instruction and contributed to the strong reading gains across Grades 3–5 and the significant increase in fifth-grade 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.

Mathematics Learning Gains of the Lowest 25% was the school's lowest-performing accountability component, earning 40 points during the 2025–2026 school year. Although the school demonstrated significant improvement in overall mathematics achievement and mathematics learning gains, students in the lowest-performing quartile continued to experience the greatest academic challenges. Many of these students entered the school year performing well below grade level and required intensive intervention to address foundational skill gaps. While targeted instructional supports resulted in measurable growth for many students, the rate of acceleration was not sufficient to meet

the state's learning gains expectations. These results indicate a continued need to strengthen Tier 2 and Tier 3 interventions, provide differentiated instruction aligned to individual student needs, and closely monitor student progress to ensure accelerated growth for the school's most academically at-risk learners.

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 previous school year was observed in English Language Arts (ELA) Learning Gains for the Lowest 25% of students, which decreased from 69 points in 2024–2025 to 45 points in 2025–2026. While overall ELA Learning Gains remained strong, the school's lowest-performing readers did not demonstrate the accelerated growth needed to meet state expectations. Many of these students entered the school year significantly below grade level and required intensive intervention to address foundational reading deficits while accessing grade-level standards. These results indicate a continued need to strengthen Tier 2 and Tier 3 interventions, increase the frequency of progress monitoring, and provide targeted, data-driven instruction to accelerate growth for students with the greatest academic needs.

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.

Among student subgroups, the greatest performance gap was identified in mathematics achievement for Students with Disabilities (SWD). In fourth grade, 11% (1 of 9) of SWD students demonstrated proficiency (Level 3 or above), compared to 41% statewide and 51% in Broward County. Reporting category data identified the greatest skill deficits in Number Sense and Operations with Whole Numbers, where 78% of students performed Below the Standard, followed by Number Sense and Operations with Fractions and Decimals, where 67% performed Below the Standard. In fifth grade, 13% (1 of 8) of SWD students demonstrated proficiency, compared to 37% statewide and 47% in Broward County. The greatest instructional needs were identified in Number Sense and Operations with Whole Numbers, where 75% of students performed Below the Standard, followed by Algebraic Reasoning, where 63% performed Below the Standard. A relative strength was identified in Number Sense and Operations with Fractions and Decimals, with 88% of students performing At/Near the Standard. These findings indicate the need for explicit instruction in foundational number sense, algebraic reasoning, and mathematical problem-solving through differentiated instruction, evidence-based interventions, and ongoing progress monitoring.

EWS Areas of Concern

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

One primary area of concern identified through the school's Early Warning System (EWS) data is

chronic absenteeism. During the 2025–2026 school year, 70 students (18.3%) were chronically absent, compared to 64 students during the previous school year despite a decrease in overall student enrollment. The highest number of chronically absent students was identified in Grade 2 (14 students), followed by Grades 3 and 4 (13 students each). A deeper review of the EWS data was conducted to determine whether chronic absenteeism among Students with Disabilities (SWD) was contributing to the subgroup's academic performance. Six SWD students across Grades 3–5 met the criteria for chronic absenteeism, including one student in Grade 3, three students in Grade 4, and two students in Grade 5. While these students experienced reduced instructional time, the number of chronically absent SWD students was relatively small and does not appear to be the primary factor contributing to the subgroup's low mathematics achievement. Instead, analysis of student performance data indicates that academic skill deficits are the more significant contributor. Therefore, the school will continue implementing its existing schoolwide attendance monitoring and intervention practices while maintaining its primary focus on strengthening mathematics instruction, targeted interventions, and ongoing progress monitoring for Students with Disabilities.

Highest Priorities

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

> Based on a review of school data, Innovation Charter School identified the following priorities for continuous improvement during the 2026–2027 school year:
>
> - Increase reading proficiency and learning gains across all grade levels.
> - Increase mathematics proficiency and learning gains across all grade levels.
> - Increase mathematics achievement for Students with Disabilities (SWD).
> - Reduce chronic absenteeism through proactive attendance monitoring and family engagement.

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.

Fourth-grade Students with Disabilities (SWD) were identified as the school's Area of Focus in English Language Arts (ELA) based on a review of the 2025–2026 accountability data. ELA proficiency declined from 20% in 2024–2025 to 0% in 2025–2026, indicating that no fourth-grade SWD students met grade-level expectations. Reporting category data identified the greatest instructional need in Reading Across Genres and Vocabulary, where 100% of students performed Below the Standard, followed by Reading Prose and Poetry, where 89% of students performed Below the Standard. Reading Informational Text was identified as a relative strength, with 56% of students performing At/Near the Standard. These findings indicate a need for explicit vocabulary instruction, opportunities to analyze multiple text types, and targeted instruction in literary comprehension to improve students' ability to access grade-level B.E.S.T. ELA Standards. Strengthening Tier 1 instruction, providing targeted Tier 2 and Tier 3 interventions, implementing evidence-based literacy practices, and using ongoing progress monitoring will be critical to improving reading outcomes for this subgroup.

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.

Grade 4 ELA

By June 2027, increase fourth-grade English Language Arts proficiency for Students with Disabilities (SWD) from 0% in 2025–2026 to 10%, as measured by the FAST Reading PM3 assessment.

Monitoring

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

To ensure progress toward increasing **English Language Arts (ELA) proficiency** among fourth-grade Students with Disabilities (SWD), the school will implement an ongoing monitoring process

focused on both the fidelity of implementation and student outcomes. This process will include regular data reviews, classroom walkthroughs, progress monitoring, MTSS meetings, and collaborative grade-level planning to ensure instruction and interventions remain responsive to student needs.

- **Ongoing Data Analysis:** Student performance will be monitored using FAST Progress Monitoring assessments, Benchmark Advance assessments, i-Ready Reading reports, classroom formative assessments, and intervention data. Fourth-grade teachers, the ESE teacher, instructional coach, and school administrators will review student data during weekly grade-level meetings and administrative data reviews to identify instructional strengths, areas requiring additional support, and student progress toward proficiency.
- **Classroom Walkthroughs and Instructional Support:** School leaders will conduct regular classroom walkthroughs to monitor the implementation of evidence-based literacy instruction, differentiated instruction, accommodations, specially designed instruction, and small-group reading instruction. Feedback from walkthroughs will be used to provide coaching, identify professional learning needs, and strengthen instructional practices.
- **MTSS and Collaborative Data Reviews:** Student progress will be reviewed during MTSS meetings to evaluate the effectiveness of interventions, accommodations, and instructional strategies. Teachers will use these discussions to adjust instruction, refine intervention plans, and ensure supports remain aligned with individual student needs.
- **Progress Monitoring and Instructional Adjustments:** Teachers will regularly monitor student performance through classroom assessments, intervention activities, and progress-monitoring tools. Instructional strategies, accommodations, and interventions will be adjusted based on student performance data to ensure students receive timely, targeted support throughout the school year.
- **Impact on Student Achievement:** This comprehensive monitoring process will enable school leaders and teachers to make timely, data-informed instructional decisions that support the academic growth of fourth-grade Students with Disabilities. Ongoing review of implementation fidelity and student performance will help ensure interventions are effective and support the school's goal of increasing fourth-grade SWD **English Language Arts proficiency from 0% in 2025–2026 to 10% by June 2027**, as measured by the FAST Reading PM3 assessment.

Person responsible for monitoring outcome
Assistant Principal and Student Services Director

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:
Benchmark Advance is the school's core English Language Arts curriculum that provides standards-aligned instruction through explicit instruction, close reading, vocabulary development, collaborative discussions, writing in response to text, and differentiated learning opportunities. The program incorporates evidence-based literacy practices, formative assessments, targeted intervention resources, and built-in scaffolds to support diverse learners. For fourth-grade Students with Disabilities (SWD), Benchmark Advance will be used to provide differentiated instruction, accommodations, explicit vocabulary and comprehension instruction, and targeted small-group support aligned to individual student needs and grade-level B.E.S.T. Standards to improve reading achievement and proficiency.

Rationale:
Benchmark Advance provides evidence-based literacy instruction that strengthens reading comprehension, vocabulary acquisition, text analysis, and written responses to complex text while supporting differentiated instruction for diverse learners. The curriculum includes built-in scaffolds, intervention resources, and opportunities for targeted small-group instruction that enable teachers to provide grade-level instruction while addressing the individual needs of Students with Disabilities (SWD). Given that fourth-grade SWD English Language Arts proficiency declined from 20% in 2024–2025 to 0% in 2025–2026, Benchmark Advance will support targeted, standards-aligned instruction designed to accelerate learning and improve reading 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
Progress Monitoring

Person Monitoring:
Assistant Principal and Director of Student Services

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will regularly monitor the progress of fourth-grade Students with Disabilities (SWD) using FAST Progress Monitoring assessments, Benchmark Advance assessments, UFLI Foundations progress-monitoring data, i-Ready Reading reports, classroom formative assessments, and intervention data. Student performance will be reviewed during weekly grade-level meetings, MTSS meetings, and administrative data reviews to identify strengths, address areas of need, and make timely instructional adjustments. School leaders will also monitor the implementation of evidence-based literacy instruction, including Benchmark Advance and UFLI Foundations, accommodations, and targeted interventions through regular classroom walkthroughs and ongoing data analysis to ensure fidelity of implementation. The impact of this action step will be measured by student growth on classroom and state assessments and progress toward increasing fourth-grade SWD English Language Arts proficiency from 0% in 2025–2026 to 10% by June 2027, as measured by the FAST Reading PM3 assessment.

Action Step #2
Tier 1 Professional Learning for SWD

Person Monitoring:
ESE teacher

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The ESE teacher will provide quarterly professional learning and collaborative planning opportunities for general education teachers to strengthen Tier 1 reading instruction for Students with Disabilities. Professional learning will focus on:
1. Implementing IEP accommodations with fidelity
2. Differentiating Tier 1 instruction using Benchmark Advance
3. Utilizing evidence-based reading strategies and instructional scaffolds to increase access to grade-level B.E.S.T. ELA Standards
4. Increasing teacher understanding of how disability eligibilities impact reading development, comprehension, and access to grade-level instruction.
The effectiveness of the professional learning will be monitored through classroom walkthroughs, lesson plan reviews, and student performance data to ensure instructional practices are implemented consistently.

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.

Fourth-grade Students with Disabilities (SWD) were also identified as the school's Area of Focus in mathematics based on a review of the 2025–2026 accountability data. Mathematics proficiency declined from 20% in 2024–2025 to 11% (1 of 9 students) in 2025–2026. Further analysis of mathematics reporting category data identified the greatest instructional need in Number Sense and Operations with Whole Numbers, where 78% of students performed Below the Standard, followed by Number Sense and Operations with Fractions and Decimals, where 67% performed Below the Standard. These findings indicate a need to strengthen foundational number sense, computation, and mathematical reasoning through differentiated instruction, evidence-based interventions, accommodations, collaboration between general education and ESE teachers, and ongoing progress monitoring to accelerate 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.

Grade 4 Mathematics

By June 2027, increase fourth-grade mathematics proficiency for Students with Disabilities (SWD) from 11% in 2025–2026 to 15%, as measured by the FAST Mathematics PM3 assessment.

Monitoring

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

To ensure progress toward increasing mathematics proficiency among fourth-grade Students with Disabilities (SWD), the school will implement an ongoing monitoring process focused on both the fidelity of implementation and student outcomes. This process will include regular data reviews, classroom walkthroughs, progress monitoring, MTSS meetings, and collaborative grade-level planning to ensure instruction and interventions remain responsive to student needs.

- **Ongoing Data Analysis:** Student performance will be monitored using FAST Progress Monitoring assessments, enVision Mathematics topic assessments, i-Ready Mathematics reports, classroom formative assessments, and intervention data. Fourth-grade teachers, the ESE teacher, instructional coach, and school administrators will review student data during weekly grade-level meetings and administrative data reviews to identify instructional strengths, areas requiring additional support, and student progress toward proficiency. Particular attention will be given to student performance in the reporting categories of **Number Sense and Operations with Whole Numbers** and **Number Sense and Operations with Fractions and Decimals**, as these were identified as the greatest areas of need.

- **Classroom Walkthroughs and Instructional Support:** School leaders will conduct regular classroom walkthroughs to monitor the implementation of evidence-based mathematics instruction, differentiated instruction, accommodations, specially designed instruction, and small-group mathematics instruction. Feedback from walkthroughs will be used to provide coaching, identify professional learning needs, and strengthen instructional practices.

- **MTSS and Collaborative Data Reviews:** Student progress will be reviewed during MTSS meetings to evaluate the effectiveness of interventions, accommodations, and instructional strategies. Teachers will use these discussions to adjust instruction, refine intervention plans, and ensure supports remain aligned with individual student needs.

- **Progress Monitoring and Instructional Adjustments:** Teachers will regularly monitor student performance through classroom assessments, intervention activities, and progress-monitoring tools. Instructional strategies, accommodations, and interventions will be adjusted based on student performance data to ensure students receive timely, targeted support throughout the school year, with an emphasis on strengthening foundational number sense,

computation, and mathematical reasoning.

- **Impact on Student Achievement:** This comprehensive monitoring process will enable school leaders and teachers to make timely, data-informed instructional decisions that support the academic growth of fourth-grade Students with Disabilities. Ongoing review of implementation fidelity and student performance will help ensure interventions are effective and support the school's goal of increasing fourth-grade SWD **mathematics proficiency from 10% in 2025–2026 to 15% by June 2027**, as measured by the FAST Mathematics PM3 assessment.

Person responsible for monitoring outcome
Math Coach and Director of Student Services

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:
enVision Mathematics is the school's core mathematics curriculum that provides standards-aligned instruction through explicit modeling, guided practice, mathematical discourse, visual representations, and differentiated learning opportunities. The program incorporates evidence-based instructional practices, formative assessments, targeted intervention resources, and built-in scaffolds to support diverse learners. For fourth-grade Students with Disabilities (SWD), enVision Mathematics will be used to provide differentiated instruction, accommodations, explicit instruction in foundational number sense and mathematical reasoning, and targeted small-group support aligned to individual student needs and grade-level B.E.S.T. Standards to improve mathematics achievement and proficiency.

Rationale:
enVision Mathematics provides evidence-based instructional practices that promote conceptual understanding, procedural fluency, and mathematical reasoning while supporting differentiated instruction for diverse learners. The curriculum includes built-in scaffolds, intervention resources, and opportunities for targeted small-group instruction that enable teachers to provide grade-level instruction while addressing the individual needs of Students with Disabilities (SWD). Analysis of fourth-grade SWD mathematics performance identified significant instructional needs in Number Sense and Operations with Whole Numbers and Number Sense and Operations with Fractions and Decimals, with 78% and 67% of students, respectively, performing Below the Standard in these reporting categories. Given that fourth-grade SWD mathematics proficiency was 10% in 2025–2026, enVision Mathematics will support targeted, standards-aligned instruction designed to strengthen foundational mathematical skills, accelerate learning, and improve mathematics 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
Progress Monitoring

Person Monitoring:
Math Coach and Director of Student Services

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will regularly monitor the progress of fourth-grade Students with Disabilities (SWD) using FAST Progress Monitoring assessments, enVision Mathematics topic assessments, i-Ready Mathematics reports, classroom formative assessments, and intervention data. Student performance will be reviewed during weekly grade-level meetings, Math Department meetings, MTSS meetings, and administrative data reviews to identify strengths, address areas of need, and make timely instructional adjustments. Particular attention will be given to student performance in the reporting categories of Number Sense and Operations with Whole Numbers and Number Sense and Operations with Fractions and Decimals to ensure instructional decisions address the greatest areas of need. School leaders will also monitor the implementation of evidence-based mathematics instruction, including enVision Mathematics, accommodations, and targeted interventions through regular classroom walkthroughs and ongoing data analysis to ensure fidelity of implementation. The impact of this action step will be measured by student growth on classroom and state assessments and progress toward increasing fourth-grade SWD mathematics proficiency from 10% in 2025–2026 to 15% by June 2027, as measured by the FAST Mathematics PM3 assessment.

Action Step #2
Tier 1 Professional Learning for SWD

Person Monitoring:
ESE Teacher

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The ESE teacher will provide quarterly professional learning and collaborative planning opportunities for general education teachers to strengthen Tier 1 mathematics instruction for Students with Disabilities. Professional learning will focus on:
1. Implementing IEP accommodations with fidelity
2. Differentiating Tier 1 instruction using enVision Mathematics
3. Utilizing evidence-based mathematical strategies and instructional scaffolds to increase access to grade-level B.E.S.T. Mathematics Standards
4. Increasing teacher understanding of how disability eligibilities impact mathematical reasoning, problem solving, and access to grade-level instruction.
The effectiveness of the professional learning will be monitored through classroom walkthroughs, lesson plan reviews, and student performance data to ensure instructional practices are implemented consistently.

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.

Elementary Grades (K–5):

Regular attendance is essential to student success and remains a schoolwide priority. The school is committed to fostering a positive learning environment that promotes consistent attendance, strengthens family partnerships, and proactively addresses barriers that may prevent students from attending school regularly. Through ongoing attendance monitoring, early intervention, and family communication, the school strives to ensure that every student has equitable access to daily instruction and support.

How it Affects Student Learning:

Consistent attendance is critical to academic achievement and social-emotional development. Students who attend school regularly benefit from uninterrupted instruction, active participation in classroom learning, and meaningful relationships with teachers and peers. Frequent absences reduce instructional time, limit opportunities for intervention and enrichment, and increase the likelihood of students falling behind academically. Improving attendance supports higher levels of engagement, stronger academic performance, and greater overall student success.

Rationale:

Student attendance was identified as an Area of Focus through the review of Early Warning System (EWS) data. During the **2025–2026** school year, **70 students (18.3%)** were identified as chronically absent, an increase from **64 students** in the previous year despite a decrease in overall enrollment. These data indicate a continued need to strengthen attendance supports and early intervention efforts. To address this need, the school will continue implementing proactive attendance monitoring, timely communication with families, attendance conferences when appropriate, and collaborative problem-solving to reduce chronic absenteeism and maximize instructional time 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 2026–2027 school year, the school will decrease the rate of chronic absenteeism (students missing 10% or more of instructional days) from 18.3% in 2025–2026 to 15.0%, as measured by the school's Early Warning System (EWS) attendance data. This reduction will be achieved through proactive attendance monitoring, early identification of attendance concerns, timely family communication, attendance conferences, and targeted student support. Attendance data will be reviewed regularly to monitor progress, evaluate the effectiveness of interventions, and guide

responsive actions 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 ensure progress toward reducing chronic absenteeism from 18.3% to 15.0%, the school will implement a structured attendance monitoring process focused on early identification, timely intervention, and ongoing collaboration with families.

Attendance Data Reviews: Attendance data will be reviewed regularly by school administrators, teachers, and the school social worker to identify attendance trends, monitor individual student progress, and determine students in need of additional support. Attendance concerns will be discussed during MTSS and student support meetings to develop and monitor intervention plans.

Early Warning System (EWS): The Early Warning System (EWS) will be used to identify students who are at risk of chronic absenteeism. Students demonstrating attendance concerns will receive timely interventions, including parent communication, attendance conferences, and referrals to the school social worker when appropriate.

Targeted Interventions and Family Engagement: The school will maintain ongoing communication with families through phone calls, conferences, attendance letters, and other outreach efforts to reinforce the importance of regular attendance. Individualized interventions will be implemented to address barriers affecting attendance, and student progress will be monitored throughout the school year.

Impact on Student Achievement: Ongoing attendance monitoring will help maximize instructional time, increase student engagement, and improve academic outcomes. By identifying attendance concerns early and providing timely interventions, the school will reduce chronic absenteeism, strengthen student participation in learning, and support improved academic achievement.

Person responsible for monitoring outcome

School Social Worker, Classroom Teachers, 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:

To foster a positive school climate and improve student attendance, the school will implement the

Character Counts! program as part of its school wide social-emotional learning (SEL) framework. The program promotes the development of positive character traits, responsible decision-making, healthy relationships, and self-management skills through explicit instruction, classroom discussions, and schoolwide activities. By creating a safe, respectful, and engaging learning environment, Character Counts! encourages students to feel connected to school and motivated to attend regularly.

Rationale:
Character Counts! was selected because research demonstrates that students who feel connected to their school community are more likely to attend school consistently, engage in learning, and demonstrate positive behaviors. Early Warning System (EWS) data identified chronic absenteeism as an area of concern, with 70 students (18.3%) missing 10% or more of the school year. Strengthening students' sense of belonging and reinforcing positive behaviors are expected to support improved attendance while promoting academic success and overall well-being. Implementation will be monitored by reviewing attendance and behavior data throughout the school year to identify trends and evaluate the impact of the intervention. School leaders will conduct classroom walkthroughs to ensure Character Counts! lessons and school wide expectations are implemented consistently. Student progress will also be reviewed during MTSS and attendance meetings to determine the effectiveness of interventions and make adjustments as needed. Feedback from staff and attendance data will be used to refine implementation and support continuous improvement.

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
School wide Character Education Implementation

Person Monitoring:	**By When/Frequency:**
Math and Science Coach and Assistant Principal	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To strengthen school connectedness and improve student attendance, the school will implement the Character Counts! program consistently across all grade levels through classroom lessons, school wide activities, and the reinforcement of positive character traits. Character Counts! will be integrated into the school culture to promote responsibility, respect, positive decision-making, and student engagement.
1. Classroom Implementation and Walkthroughs:
School leaders will conduct regular classroom walkthroughs to monitor the consistent implementation of Character Counts! lessons and school wide behavioral expectations. Feedback will be provided to teachers to promote consistent implementation across all grade levels.
2. Attendance and Behavior Data Reviews:
Attendance and behavior data will be reviewed regularly to identify trends, monitor chronic absenteeism, and evaluate the relationship between student engagement, behavior, and attendance. Students demonstrating attendance concerns will be identified early and appropriate interventions will be implemented.
3. MTSS and Student Support Meetings:

Student attendance, behavior, and social-emotional needs will be discussed during MTSS and student support meetings. The leadership team, teachers, and school social worker will review individual student progress, monitor the effectiveness of interventions, and adjust supports as needed.
4. Family Communication and Student Support:
The school will maintain ongoing communication with families through phone calls, conferences, attendance letters, and other outreach efforts to reinforce the importance of regular attendance. Students experiencing attendance or behavioral concerns will receive individualized support from the school social worker and other appropriate staff members.
Monitoring the Impact:
The effectiveness of this action step will be measured through improvements in attendance, reductions in chronic absenteeism, behavior trends, and student engagement. Attendance and behavior data will be reviewed throughout the school year to determine whether the implementation of Character Counts! is contributing to a more positive school climate and increased student attendance

Action Step #2
Attendance Monitoring and Early Intervention (MTSS/EWS)

Person Monitoring:
Director of Student Services

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 implement a structured attendance monitoring process through the Early Warning System (EWS) and the Multi-Tiered System of Supports (MTSS) to identify students at risk of chronic absenteeism and provide timely interventions. Attendance data will be reviewed regularly to identify patterns of absenteeism, monitor student progress, and determine the need for additional supports. Students demonstrating attendance concerns will receive tiered interventions, including parent communication, attendance conferences, referrals to the school social worker when appropriate, and individualized attendance support plans.
The impact of this action step will be monitored through regular reviews of attendance data during MTSS and student support meetings. School leaders will evaluate trends in chronic absenteeism, monitor the effectiveness of interventions, and adjust support plans based on student progress. Success will be measured by reductions in the number of students identified as chronically absent and improvements in overall student attendance throughout the school year.

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.

Innovation Charter School utilizes a variety of communication methods to ensure stakeholders are informed and engaged in the School Improvement Plan (SIP) process.

- The SIP is posted on the school website and made available to stakeholders upon request.
- School improvement goals, progress monitoring data, and updates are shared through newsletters, email communications, school announcements, and the school website.
- Information is reviewed and discussed during Governing Board meetings, School Advisory Council (SAC) meetings, faculty meetings, collaborative planning sessions, parent meetings, and school events.
- Families are provided opportunities to participate in the school improvement process through meetings, conferences, surveys, and ongoing communication with school staff.
- Translation and interpretation services are provided to support meaningful participation for families whose primary language is not English.
- Stakeholder feedback is collected and considered when reviewing progress and making adjustments to school improvement efforts.

Sharing Progress

Progress toward SIP goals is monitored throughout the school year and shared with stakeholders through school communications, SAC meetings, Governing Board reports, faculty meetings, and parent engagement activities. Student achievement data and school improvement outcomes are reviewed regularly to support continuous improvement and informed decision-making.

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.InnovationCharter.net

Plans to Strengthen the Academic Program

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

Innovation Charter School will strengthen its academic program by implementing standards-aligned instruction, evidence-based curricula, targeted interventions, and ongoing progress monitoring to ensure all students achieve academic success. To address the school's identified Area of Focus, fourth-grade English Language Learners (ELLs) in Reading/ELA, teachers will implement differentiated small-group instruction, academic vocabulary development, language supports, and data-driven interventions aligned with the Florida B.E.S.T. Standards. Instructional decisions will be informed by FAST assessment data, Benchmark Advance assessments, classroom performance, and ongoing progress monitoring.

The school will increase both the amount and quality of learning time through intervention and enrichment opportunities, including dedicated intervention blocks, small-group instruction, targeted supports for students performing below grade level, and supplemental instructional programs. Students will receive individualized support through evidence-based resources such as Benchmark Advance, UFLI Foundations, i-Ready, and teacher-led interventions designed to address specific skill deficits.

To provide an enriched and accelerated curriculum, students will engage in rigorous instruction that promotes critical thinking, problem-solving, collaboration, and real-world application of learning. Enrichment opportunities will be provided through science, technology integration, gifted services, project-based learning experiences, and advanced learning opportunities aligned to student needs. The school will support effective implementation through ongoing professional learning focused on evidence-based literacy practices, differentiated instruction, data analysis, and strategies for supporting multilingual learners. Instructional leaders will conduct regular classroom observations, data reviews, and coaching cycles to ensure high-quality instruction and continuous improvement. Through these efforts, Innovation Charter School will provide all students with equitable access to

rigorous learning experiences while increasing academic achievement and preparing students for future success.

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)).

Innovation Charter School develops and implements its School Improvement Plan (SIP) through the coordination of federal, state, local, and community resources to support student achievement and school improvement goals.

The SIP is aligned with programs supported through the Every Student Succeeds Act (ESSA), including Title I, Title II, and Title III. These programs support supplemental academic interventions, professional learning, family engagement initiatives, and services for English Language Learners. School improvement efforts are further coordinated through the school's Multi-Tiered System of Supports (MTSS), Exceptional Student Education (ESE), ESOL services, gifted education, and other supplemental instructional programs.

School leadership, teachers, families, community partners, and the School Advisory Council (SAC) collaborate in the development, implementation, and monitoring of the SIP. Student performance data, stakeholder input, and program outcomes are reviewed regularly to ensure that resources and services are aligned to identified student needs and school improvement priorities.

Through the integration of these programs and services, Innovation Charter School is able to provide targeted academic support, strengthen instructional practices, increase family engagement, and promote continuous improvement for all students.

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)).

Innovation Charter School supports the development of the whole child by providing a comprehensive system of counseling and mental health support, specialized services, peer mentoring opportunities, extracurricular activities, leadership development, and family engagement programs designed to strengthen students' social, emotional, behavioral, and leadership skills in addition to their academic growth.

1. Counseling and School-Based Mental Health Services

Innovation Charter School supports students' social-emotional and mental health needs through school-based counseling services, social work support, and community partnerships. Students may receive individual or small-group support to address social-emotional concerns, self-regulation, conflict resolution, attendance concerns, and behavioral challenges. The school social worker collaborates with students, families, and school staff to identify needs, provide support, and connect families with appropriate community resources when additional services are required.

The school works closely with community agencies and mental health providers to facilitate referrals and access to counseling, crisis intervention, and other support services. School personnel collaborate with families and service providers to ensure students receive appropriate support and follow-up services when needed. Innovation Charter School also implements Character Counts! as its schoolwide character education framework. Through classroom lessons, schoolwide activities, and positive behavior supports, students develop responsibility, respect, citizenship, fairness, trustworthiness, and caring behaviors. These efforts help foster a positive school climate and support students' social-emotional development.

2. Specialized Support Services

Special Education Services: Students with disabilities receive services through their Individualized Education Programs (IEPs). Support services may include specialized instruction, speech and language therapy, occupational therapy, behavioral supports, accommodations, and other related services designed to meet individual student needs and promote academic and social-emotional success.

Academic Interventions: The school provides targeted interventions through its Multi-Tiered System of Supports (MTSS). Students receive small-group instruction, tutoring, progress monitoring, enrichment opportunities, and individualized support based on academic and behavioral data. These interventions are designed to address learning gaps, build confidence, and improve student outcomes.

3. Peer Mentoring Services

Innovation Charter School provides peer mentoring opportunities that pair older students with younger students to promote positive relationships, leadership development, responsibility, and a strong sense of school community. Through these experiences, students serve as positive role models, build communication and leadership skills, and develop empathy while supporting younger peers.

4. Extracurricular and Enrichment Activities

After-School Programs: The school provides after-school opportunities that support both academic growth and personal development. Programs may include tutoring, sports, music, STEM activities, and other enrichment experiences that encourage student engagement and confidence. The Firewall after-school program provides additional academic support, structured enrichment opportunities, and positive adult relationships in a safe and supportive environment.

Clubs and Organizations: Students have opportunities to participate in clubs and activities that align with their interests, including Reading Club, Gardening Club, Sports Club, Peer Mentoring Club, Science Club, choir, and other enrichment opportunities. Participation promotes teamwork, leadership, responsibility, and a sense of belonging.

5. Life Skills Development

Character Counts!: Innovation Charter School implements Character Counts! as its schoolwide character education framework. Through classroom instruction, leadership opportunities, and schoolwide initiatives, students develop essential life skills such as effective communication, responsibility, respect, problem-solving, self-management, teamwork, leadership, and citizenship. Students are also provided opportunities to serve in classroom leadership roles and participate in activities that encourage personal growth and accountability.

6. Family and Community Engagement

Coffee and Conversations: The school provides family engagement opportunities through Coffee and Conversations and other family events designed to strengthen home-school partnerships. During these sessions, families receive information and resources on topics such as child development,

social-emotional learning, mental health awareness, academic support strategies, attendance, school initiatives, and positive parenting practices. These opportunities encourage collaboration between families and the school while providing resources to support student success.

Community Partnerships: The school collaborates with local organizations, businesses, and community partners to provide additional resources and support for students and families. Partnerships help provide volunteer opportunities, family resources, and access to community services that support student well-being and development. Community partnerships, including collaborations with John Knox Village and local service providers, help strengthen connections between students, families, and the broader community.

7. Impact and Monitoring

The school regularly evaluates the effectiveness of counseling and mental health supports, peer mentoring programs, and student services through stakeholder feedback, behavioral and attendance data, MTSS progress monitoring, surveys, and student outcome measures. Information gathered is used to refine services and ensure student needs are effectively addressed. Individual student progress is monitored through counseling records, intervention data, behavioral supports, attendance monitoring, and MTSS processes to evaluate growth in social, emotional, behavioral, and leadership skills. By providing a comprehensive system of counseling, peer mentoring, intervention, enrichment, leadership, and community support opportunities, Innovation Charter School helps students develop the social, emotional, behavioral, and leadership skills necessary for success both in and beyond 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)).

Preparation for postsecondary opportunities and the workforce begins by building a strong academic foundation while fostering the knowledge, skills, and character traits students need for future success. Although the school serves students in grades K–5, it intentionally promotes college and career awareness through rigorous academics, leadership opportunities, character development, and real-world learning experiences that encourage students to think about their future goals.

High-quality instruction in English Language Arts, mathematics, science, and social studies ensures students develop the foundational academic skills necessary for success in middle school, high school, postsecondary education, and future careers. Teachers incorporate problem-solving, collaboration, communication, and critical thinking into daily instruction to prepare students for an

evolving workforce.
The school also promotes leadership and career readiness through its Character Counts! program, student leadership opportunities such as Safety Patrol and Peer Mentoring, and a variety of extracurricular clubs, including STEM, Book Club, Gardening Club, and athletic programs. These experiences help students develop responsibility, teamwork, perseverance, and leadership while exploring their interests and talents.

Career awareness is integrated through classroom discussions, career exploration activities, guest speakers, and community partnerships that expose students to a variety of professions and reinforce the connection between academic achievement and future opportunities. Students are encouraged to set personal and academic goals, develop a growth mindset, and recognize the importance of lifelong learning. The school remains committed to providing students with the academic, social-emotional, and leadership skills necessary to confidently transition to secondary education while laying the foundation for future college, career, and workforce success.

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)).

Innovation Charter School implements a Multi-Tiered System of Supports (MTSS) to proactively prevent and address problem behavior while providing early intervening services that are coordinated with supports available through the Individuals with Disabilities Education Act (IDEA). Through a collaborative, data-informed approach, school leaders, teachers, the ESE teacher, school social worker, and families work together to identify student needs, implement appropriate interventions, and monitor progress to promote positive academic, behavioral, and social-emotional outcomes.

Tier 1: Universal Supports
All students receive schoolwide behavioral expectations through Positive Behavioral Interventions and Supports (PBIS) and the Character Counts! program. Behavioral expectations are explicitly taught, modeled, and reinforced across all school settings to promote a safe, respectful, and supportive learning environment. Teachers implement consistent classroom routines, positive reinforcement, and proactive classroom management strategies to encourage appropriate behavior and maximize instructional time. Social-emotional learning is embedded throughout the school day to help students develop responsibility, self-management, respect, and positive decision-making skills.

Tier 2: Targeted Supports
Students identified through behavioral, attendance, or academic data receive targeted interventions

based on individual needs. Supports may include Check-In/Check-Out procedures, behavior contracts, social skills instruction, mentoring, counseling through the school social worker, and targeted problem-solving through the MTSS process. School staff regularly review student progress and adjust interventions as needed to improve behavioral and academic outcomes.

Tier 3: Intensive Individualized Supports
Students demonstrating significant behavioral needs receive individualized interventions that may include Functional Behavior Assessments (FBAs), Behavior Intervention Plans (BIPs), individualized counseling supports, and intensive collaboration among school staff, families, and outside agencies when appropriate. For students with disabilities, behavioral supports are coordinated with Individualized Education Programs (IEPs) to ensure services are aligned with IDEA requirements and designed to meet each student's unique needs.

Innovation Charter School continuously monitors behavioral, attendance, and academic data through the MTSS framework to evaluate the effectiveness of interventions and make timely adjustments. This tiered approach ensures students receive appropriate supports while promoting positive behavior, increasing student engagement, and fostering a safe and inclusive learning environment.

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)).

Innovation Charter School provides ongoing professional learning opportunities designed to strengthen instructional practices, improve the use of assessment data, and support the recruitment, development, and retention of effective educators. Professional learning is aligned with the school's identified priorities and informed by student achievement data, classroom needs, and School Improvement Plan goals.
Teachers, paraprofessionals, and instructional staff participate in professional learning focused on evidence-based instructional practices in reading and mathematics, differentiated instruction, small-group instruction, progress monitoring, and the effective use of assessment data to inform instruction. School leaders regularly analyze academic, behavioral, and attendance data to identify instructional needs, support grade-level teams, and adjust professional learning throughout the year.

Innovation Charter School is committed to developing and retaining highly effective educators through a comprehensive support system for both new and experienced staff. New teachers participate in a structured induction process and receive ongoing support from district mentor teachers and the school's Clinical Educator, who serves as the school's mentor teacher. The Clinical Educator provides

instructional coaching, classroom support, modeling of effective instructional practices, and opportunities for professional reflection and growth. Through the school's partnership with local universities, the Clinical Educator also mentors teacher candidates during their field experiences, strengthening instructional capacity while supporting the development of future educators. Teachers are also encouraged to pursue professional growth opportunities, including ESOL endorsement, leadership development, and district- and school-based professional learning.

Paraprofessionals and other instructional support staff participate in professional learning aligned with their responsibilities, including instructional support strategies, behavior management, student engagement, and effective instructional practices. Staff members are included in schoolwide professional learning opportunities to promote consistency in instruction and student support across all grade levels.
School leadership regularly evaluates the effectiveness of professional learning through classroom observations, student achievement data, and staff feedback. Findings are used to refine professional learning opportunities, strengthen instructional practices, and ensure all staff members are equipped to meet the diverse needs of students and support the goals outlined in the School Improvement Plan.

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)).

Innovation Charter School implements a variety of strategies to support children and families as they transition from early childhood education programs into kindergarten. The school partners with local preschool providers and community organizations to share enrollment information and encourage early connections with families prior to the start of the school year.

Incoming kindergarten students and their families are invited to participate in Kindergarten Round-Up, Meet the Teacher, Open House, and school tours to become familiar with the school environment, meet teachers and staff, and learn about kindergarten expectations and daily routines. Families receive information regarding enrollment procedures, school policies, readiness expectations, and available student support services to ensure a smooth transition into elementary school.
Prior to the start of the school year, kindergarten students participate in readiness screenings and other beginning-of-year assessments to identify strengths and areas requiring additional support. Teachers use this information to plan developmentally appropriate instruction, establish intervention supports when needed, and ensure students successfully transition into the kindergarten learning environment.

Throughout the school year, kindergarten teachers, school leadership, and the school social worker collaborate with families to monitor student adjustment, address academic or social-emotional concerns, and connect students with appropriate supports when needed. These collaborative efforts help create a positive transition experience while establishing a strong foundation for future academic success.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Innovation Charter School collaborates with the district throughout the school year to review the use of resources and ensure they are aligned with the identified needs of students and the goals outlined in the School Improvement Plan. School and district leaders review academic achievement, Early Warning System (EWS) data, attendance, behavior, subgroup performance, and intervention outcomes to determine the effectiveness of current programs, staffing, instructional materials, and student supports.

Resource decisions are informed through ongoing data analysis, MTSS problem-solving meetings, administrative leadership discussions, and stakeholder feedback. Based on these reviews, resources may be adjusted to strengthen instructional programs, intervention services, professional learning, technology, and other supports needed to improve student outcomes.
The school and district continuously monitor the impact of these resources through progress monitoring, student performance data, and ongoing communication to ensure resources remain responsive to the evolving needs of students and support continuous school improvement.

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 identified school improvement priorities, Innovation Charter School will implement evidence-based instructional resources and targeted support systems throughout the 2026–2027 school year. To increase reading proficiency and learning gains, the school will continue to utilize Benchmark Advance, UFLI Foundations (K–2), i-Ready Reading, and data-driven small-group instruction during the intervention block. To improve mathematics proficiency and learning gains, teachers will implement enVision Mathematics, i-Ready Mathematics, and differentiated small-group instruction supported by ongoing progress monitoring. Based on data indicating that Students with Disabilities (SWD) demonstrated 10% mathematics proficiency compared to the state average of 42%, the school will provide intensive interventions, accommodations aligned to Individualized Education Programs (IEPs), and instructional support from the ESE teacher to address identified learning needs. To reduce chronic absenteeism, the school will implement proactive attendance monitoring, regular communication with families, attendance conferences, and support from the school social worker and administrative team to improve attendance and engagement. These

resources will be implemented throughout the 2026–2027 school year and monitored through ongoing data reviews, MTSS meetings, and administrative leadership discussions to evaluate their effectiveness and make adjustments as needed to improve student outcomes.

VII. Budget to Support Areas of Focus

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

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

Broward County Public Schools

ATLANTIC MONTESSORI CHARTER WEST CAMPUS

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 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) 34

VI. ATSI, TSI and CSI Resource Review 37

VII. Budget to Support Areas of Focus 39

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

Atlantic Montessori Charter School's mission is to provide high-quality instruction grounded in the founding principles and philosophy of Montessori education while inspiring academic excellence in a safe, nurturing, and respectful learning environment. Through authentic, student-centered experiences, the school cultivates curiosity, creativity, independence, and critical thinking while preparing students to become responsible, compassionate, globally aware, and lifelong learners. Atlantic Montessori Charter School is committed to developing the whole child by fostering academic achievement, strong character, environmental stewardship, civic responsibility, and leadership through meaningful real-world learning experiences.

Provide the school's vision statement

Atlantic Montessori Charter School envisions a community where every student develops the knowledge, character, confidence, and leadership skills necessary to succeed in an ever-changing world. Through the integration of Montessori philosophy, evidence-based instructional practices, innovative technology, and authentic real-world learning experiences, students are empowered to develop critical thinking, collaboration, financial literacy, entrepreneurship, civic responsibility, and the skills necessary for lifelong success. The school is committed to developing highly effective educators through continuous professional learning, data-driven decision making, and instructional coaching while maintaining a culture of excellence, innovation, and continuous improvement that prepares every student for future academic 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

Dr. Monica Dueñas

mduenas@amcharterSchool.org

Position Title
Executive Director/Principal

Job Duties and Responsibilities

Provides overall leadership and oversight of the School Improvement Plan. Ensures implementation of all instructional priorities, monitors schoolwide academic data, conducts classroom walkthroughs, oversees professional development, facilitates leadership meetings, allocates resources to support student achievement, monitors implementation fidelity, and communicates progress to faculty, the Governing Board, families, and community stakeholders.

Leadership Team Member #2

Employee's Name
Elsa Gonzalez

egonzalez@amcharterschool.org

Position Title
Curriculum Specialist & Reading Coach

Job Duties and Responsibilities

Coordinates curriculum implementation in Reading, Mathematics, Science, and Social Studies; facilitates Professional Learning Communities (PLCs); oversees MTSS implementation; coordinates literacy and mathematics coaching; supports instructional planning; monitors lesson plans; assists with classroom observations; analyzes assessment data; provides instructional coaching; oversees ESOL compliance; and supports implementation of evidence-based instructional practices aligned to the School Improvement Plan.

Leadership Team Member #3

Employee's Name
Abryell Saunders

asaunders@amcharterschool.org

Position Title
Testing Coordinator

Job Duties and Responsibilities

| **Coordinates all state and local assessments, maintains assessment security and**

compliance, prepares testing schedules, analyzes assessment results, provides reports to instructional staff, supports data analysis meetings, and assists the leadership team in monitoring progress toward School Improvement Plan goals.

Leadership Team Member #4

Employee's Name
Brittany Scanlon

bscanlon@amcharterschool.org

Position Title
ESE Specialist

Job Duties and Responsibilities

| **Coordinates exceptional student education services, monitors implementation of accommodations and interventions, participates in MTSS meetings, collaborates with teachers to provide differentiated instruction, reviews student progress, and supports instructional decisions for students requiring additional academic support.**

Leadership Team Member #5

Employee's Name
Liudmila Garcia

Office Manager

Position Title
Office Manager

Job Duties and Responsibilities

| **Oversees student enrollment, records management, parent communication, student information systems, and administrative processes that support implementation of the School Improvement Plan. Coordinates documentation, assists with family engagement activities, and serves as liaison for instructional support programs including the Third Grade Summer Reading Academy.**

Leadership Team Member #6

Employee's Name
Roger Cabrera

rcabrera@amcharterschool.org

Position Title
School Guardian/Safety Coordinator

Job Duties and Responsibilities

Maintains a safe and secure learning environment through implementation of emergency procedures, school safety protocols, threat assessment processes, and compliance with state safety requirements. Collaborates with the leadership team to promote a positive school climate that supports student learning 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.

Atlantic Montessori Charter School believes that continuous school improvement is achieved through meaningful collaboration among school leaders, instructional staff, families, the Governing Board, and community partners. The School Improvement Plan (SIP) was developed through a comprehensive review of school performance data, including FAST assessment results, Federal Index reports, subgroup performance, classroom assessments, progress monitoring data, attendance, and school climate information.

The Executive Director/Principal, Curriculum Specialist, Testing Coordinator, ESE Specialist, Office Manager, instructional staff, and other members of the Leadership Team collaboratively analyzed data to identify school strengths, instructional priorities, and areas requiring improvement. Teachers actively participated through Professional Learning Communities (PLCs), collaborative planning meetings, faculty meetings, and MTSS problem-solving sessions to review student performance data and develop evidence-based instructional strategies.

Families and community stakeholders contribute to the school improvement process through parent-teacher conferences, Parent Academy workshops, school surveys, ClassDojo communication, Governing Board meetings, family engagement activities, and ongoing communication with school leadership. Feedback received from these stakeholders is considered throughout the implementation and evaluation of the School Improvement Plan to ensure that school improvement efforts reflect the needs of the school community.

The School Improvement Plan is reviewed regularly by the Leadership Team and shared with stakeholders throughout the school year. Progress toward school improvement goals is monitored

through ongoing data analysis, collaborative planning, and continuous communication to ensure the school remains focused on increasing student achievement, improving outcomes for identified subgroups, and providing every student with access to high-quality 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)).

Atlantic Montessori Charter School will implement a continuous improvement process to ensure the effective implementation of the School Improvement Plan and to increase student achievement for all students, with particular attention to identified student subgroups.

The Leadership Team will monitor implementation through a systematic cycle of classroom walkthroughs, formal and informal observations, lesson plan reviews, Professional Learning Communities (PLCs), MTSS meetings, instructional coaching, and ongoing analysis of student achievement data. Instructional decisions will be guided by FAST assessments, AMIRA, curriculum-based benchmark assessments, classroom formative assessments, progress monitoring data, and subgroup performance reports.

Professional Learning Communities will meet regularly to analyze student performance, identify instructional priorities, adjust flexible instructional groups, and develop targeted interventions based on current student needs. Monthly MTSS meetings will review the effectiveness of Tier II and Tier III interventions, monitor student progress, and determine appropriate instructional adjustments for students requiring additional academic support.

The Leadership Team will review implementation fidelity and student performance throughout the school year to determine the effectiveness of instructional practices, professional learning, curriculum implementation, and intervention supports. Findings from these reviews will be used to make timely adjustments to instructional practices, allocate resources, and identify additional professional learning opportunities.

Progress toward the School Improvement Plan goals will be communicated regularly to instructional staff, the Governing Board, families, and other stakeholders through faculty meetings, leadership meetings, parent communications, and school improvement updates. This ongoing cycle of planning, implementation, monitoring, reflection, and continuous improvement will ensure the school remains

focused on increasing student achievement, improving outcomes for identified subgroups, and maintaining a culture of continuous academic excellence.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**7.5%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**ENGLISH LANGUAGE LEARNERS (ELL)*** **HISPANIC STUDENTS (HSP)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: C** **2024-25: B** **2023-24: A** **2022-23: A** **2021-22: A**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	21	11	11	17	7	8				75
Absent 10% or more school days	7	2	3	4	1	2				19
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	0	0	0	6	1	0				7
Level 1 on statewide Math assessment	0	0	0	1	0	3				4
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	1	4	3	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 2026-27

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

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

Current Year 2026-27

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	36	23	23	23	24	24				153
Absent 10% or more school days										0
One or more suspensions						2				2
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	4	2	2	3	3					14
Level 1 on statewide Math assessment	7		1		2					10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	38	67	62	67	64	59	85	61	57
Grade 3 ELA Achievement	25	65	61	81	63	59	81	60	58
ELA Learning Gains	69	66	63	64	65	60	71	64	60
ELA Lowest 25th Percentile		63	58		60	56		60	57
Math Achievement*	42	73	66	60	70	64	87	66	62
Math Learning Gains	46	69	64	32	68	63	71	66	62
Math Lowest 25th Percentile		53	50		55	51		55	52
Science Achievement		65	62	36	60	58	50	56	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					63	63		59	61

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	44%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	220
Total Components for the FPPI	5
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
44%	61%	75%	83%	74%	52%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	36%	Yes	1	
Hispanic 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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	38%	25%	69%		42%	46%							
English Language Learners	27%				45%								
Hispanic Students	37%		73%		47%	45%							

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%	81%	64%		60%	32%		36%					85%
English Language Learners	57%		62%		48%	15%							85%
Hispanic Students	66%	73%	68%		50%	21%							81%
Economically Disadvantaged Students	50%				40%								

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	85%	81%	71%		87%	71%		50%					79%
English Language Learners	75%		70%		94%	70%							79%
Hispanic Students	80%	75%	72%		85%	68%							75%
White Students	94%		67%		88%	75%							
Economically Disadvantaged Students	81%		75%		94%	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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	28%	64%	-36%	60%	-32%
Math	3	56%	73%	-17%	66%	-10%
ELA	4	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
ELA	5	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Math	4	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Math	5	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Science	5	** 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?

During the 2025–2026 school year, Atlantic Montessori Charter School strengthened several instructional systems that will serve as the foundation for continuous improvement. The school implemented HMH Into Reading and Savvas Mathematics with greater fidelity, established consistent Professional Learning Communities (PLCs), strengthened the Multi-Tiered System of Supports (MTSS), increased the use of ongoing progress monitoring through FAST, AMIRA, and benchmark assessments, and expanded collaborative data analysis among instructional staff. These systems provide a stronger instructional framework that will support continued academic growth during the 2026–2027 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 lowest-performing accountability area was the English Language Learner (ELL) subgroup, resulting in the school's identification for Additional Targeted Support and Improvement (ATSI). Although many students demonstrated measurable academic growth, overall proficiency for the subgroup remained below the federal accountability threshold. Analysis of assessment data indicates that continued emphasis on academic vocabulary development, language-rich instruction, differentiated small-group instruction, and targeted interventions will improve outcomes for multilingual learners while increasing overall academic proficiency.

Greatest Decline

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

The school's overall grade declined from a **B** to a **C** during the 2025–2026 school year. This decline occurred during a period of significantly reduced enrollment, resulting in small tested cohorts. Because Grades 4 and 5 did not meet the minimum student count required for several accountability calculations, school performance was disproportionately influenced by one tested third-grade cohort. Although students demonstrated measurable academic growth throughout the year, overall proficiency within the tested cohort affected the school's accountability outcomes. This analysis

reinforces the need to continue increasing student proficiency while maintaining the strong instructional systems that support 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 greatest achievement gap was identified within the English Language Learner subgroup. Federal accountability data indicate that multilingual learners require additional support in academic vocabulary, reading comprehension, written language, oral language development, and mathematical language. During the 2026–2027 school year, the school will continue implementing evidence-based instructional practices that integrate language development across all content areas while providing targeted interventions and ongoing progress monitoring to improve subgroup performance.

EWS Areas of Concern

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

Analysis of the Early Warning System data identified two primary areas requiring continued attention:

- Students demonstrating Level 1 performance in English Language Arts and Mathematics who require targeted interventions, differentiated instruction, and frequent progress monitoring.
- Students identified through the Multi-Tiered System of Supports (MTSS) who require continued intervention, instructional adjustments, and collaborative monitoring to accelerate academic achievement and improve proficiency.

Highest Priorities

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

1. Increase proficiency in English Language Arts through consistent implementation of HMH Into Reading, structured literacy practices, differentiated instruction, and evidence-based interventions.
2. Increase Mathematics proficiency through standards-based instruction, implementation of Savvas Mathematics with fidelity, mathematical reasoning, and targeted interventions.
3. Improve academic outcomes for English Language Learners through explicit academic vocabulary instruction, differentiated instructional supports, sheltered instructional strategies, and continuous progress monitoring.
4. Strengthen instructional effectiveness through Professional Learning Communities, instructional coaching, classroom walkthroughs, lesson plan reviews, and data-driven instructional decision-making.
5. Continue enhancing instructional consistency, professional learning, family engagement, and organizational effectiveness to improve student achievement across all 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), English Language Learners (ELL), Native American Students (AMI), Asian Students (ASN), Black/African American Students (BLK), Hispanic Students (HSP), Multiracial Students (MUL), Pacific Islander Students (PAC), White Students (WHT), 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.

Analysis of the 2025–2026 FAST English Language Arts assessment data identified English Language Arts as a priority area for continued school improvement. While many students demonstrated measurable academic growth during the school year, overall proficiency remained below the school's desired performance goals. The school recognizes the need to increase proficiency while maintaining the instructional systems that have supported student growth.

Atlantic Montessori Charter School will continue implementing HMH Into Reading with fidelity while providing standards-aligned, evidence-based instruction focused on explicit reading comprehension strategies, academic vocabulary development, differentiated small-group instruction, writing across the curriculum, and ongoing formative assessment. Instruction will be guided by the Florida B.E.S.T. Standards and supported through collaborative planning, instructional coaching, and continuous progress monitoring to ensure every student receives the support needed to achieve grade-level proficiency.

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 PM3 of the 2026–2027 school year, the percentage of students in Grades K–5 scoring **Level 3 or higher** on the FAST English Language Arts Assessment will increase from **36% to 40%**, as measured by the statewide FAST assessment.

Students receiving Tier II and Tier III interventions will demonstrate measurable growth through FAST Progress Monitoring, AMIRA, HMH benchmark assessments, and classroom formative assessments.

Monitoring

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

Implementation of this Area of Focus will be monitored through weekly classroom walkthroughs, instructional coaching, lesson plan reviews, monthly Professional Learning Communities (PLCs), monthly MTSS meetings, FAST Progress Monitoring, AMIRA reports, HMH benchmark assessments, classroom formative assessments, and quarterly leadership data reviews.

Instructional teams will analyze assessment results to identify trends, monitor student growth, evaluate intervention effectiveness, adjust instructional groups, and ensure consistent implementation of evidence-based instructional practices.

Person responsible for monitoring outcome

Dr. Monica Dueñas, Executive Director/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:

Implement HMH Into Reading with fidelity through standards-based whole-group instruction, differentiated small-group instruction, explicit vocabulary instruction, close reading, writing integration, and daily formative assessment.

Rationale:

The selected instructional programs are aligned with Florida's B.E.S.T. Standards and the school's Comprehensive Evidence-Based Reading Plan. These evidence-based resources provide systematic literacy instruction while allowing teachers to differentiate instruction according to student need. Through ongoing assessment, collaborative planning, and targeted interventions, teachers will increase reading proficiency while accelerating growth for students requiring additional instructional support.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Provide Tier II and Tier III literacy interventions utilizing: • Read 180 • Heggerty Phonemic Awareness • AMIRA diagnostic and progress monitoring • Structured literacy practices • Targeted academic vocabulary instruction • Differentiated small-group intervention through MTSS

Rationale:
The selected instructional programs are aligned with Florida's B.E.S.T. Standards and the school's Comprehensive Evidence-Based Reading Plan. These evidence-based resources provide systematic literacy instruction while allowing teachers to differentiate instruction according to student need. Through ongoing assessment, collaborative planning, and targeted interventions, teachers will increase reading proficiency while accelerating growth for students requiring additional instructional support.

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
Reading Instruction with the Classroom

Person Monitoring:
Elsa Gonzalez

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement HMH Into Reading with fidelity using standards-based instruction, differentiated small-group instruction, explicit vocabulary development, writing integration, and daily formative assessment.

Action Step #2
Professional Learning Communities

Person Monitoring:
Elsa Gonzalez, Brittany Scanlon, Classroom Teachers

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct monthly Professional Learning Communities to analyze FAST, AMIRA, HMH benchmark, and classroom assessment data to identify instructional priorities, regroup students, and refine instructional practices.

Action Step #3
Intervention

Person Monitoring:
Elsa Gonzalez, Brittany Scanlon, Classroom Teachers

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide Tier II and Tier III literacy interventions through MTSS using Read 180, Heggerty, AMIRA, and evidence-based differentiated instruction for students requiring additional instructional support.

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.

Analysis of the 2025–2026 FAST Mathematics assessment data identified Mathematics as a continued priority for school improvement. While students demonstrated academic growth throughout the school year, overall proficiency remains an area of focus as the school works to increase achievement across all grade levels. Atlantic Montessori Charter School is committed to strengthening mathematics instruction through standards-aligned, evidence-based instructional practices that promote conceptual understanding, mathematical reasoning, problem-solving, and student engagement.

Teachers will implement the Savvas enVision Mathematics curriculum with fidelity while utilizing differentiated instruction, flexible instructional grouping, daily formative assessment, and collaborative planning to ensure all students have equitable access to rigorous mathematics instruction. Student performance data will be used consistently to guide instructional decisions, identify learning needs, and provide targeted interventions for students requiring additional academic support.

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 PM3 of the 2026–2027 school year, the percentage of students in Grades K–5 achieving **Level 3 or higher** on the FAST Mathematics Assessment will increase from **45% to 50%**, as measured by the statewide FAST Mathematics assessment.

Students receiving supplemental interventions will demonstrate measurable academic growth through FAST Progress Monitoring, Savvas benchmark assessments, classroom formative assessments, and ongoing progress monitoring.

Monitoring

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

Implementation of this Area of Focus will be monitored through classroom walkthroughs, lesson plan reviews, instructional coaching, Professional Learning Communities, MTSS meetings, FAST Progress

Monitoring, Savvas benchmark assessments, classroom formative assessments, and quarterly leadership data reviews.

Teachers will analyze student performance data during collaborative planning sessions to identify instructional priorities, evaluate intervention effectiveness, monitor implementation fidelity, and make timely instructional adjustments that support continuous student growth.

Person responsible for monitoring outcome
Dr. Monica Dueñas, Executive Director/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:
Implement Savvas enVision Mathematics with fidelity using standards-based instruction focused on conceptual understanding, mathematical reasoning, problem-solving, mathematical discourse, differentiated instruction, and ongoing formative assessment.

Rationale:
Implementation of Savvas enVision Mathematics, supported by collaborative planning, instructional coaching, and ongoing progress monitoring, provides a research-based framework for improving mathematics achievement. These instructional practices strengthen conceptual understanding, procedural fluency, mathematical reasoning, and problem-solving while allowing teachers to differentiate instruction according to individual student needs. English Language Learners and students requiring additional instructional support will receive targeted interventions designed to improve access to grade-level mathematics instruction.

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

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

Description of Intervention #2:
Provide targeted mathematics intervention through the school's MTSS framework utilizing: • Differentiated small-group instruction • Spiral review of prerequisite standards • Flexible instructional groups • Explicit mathematics vocabulary instruction • Data-driven intervention planning • Progress monitoring through FAST and classroom assessments

Rationale:
Implementation of Savvas enVision Mathematics, supported by collaborative planning, instructional coaching, and ongoing progress monitoring, provides a research-based framework for improving mathematics achievement. These instructional practices strengthen conceptual understanding, procedural fluency, mathematical reasoning, and problem-solving while allowing teachers to differentiate instruction according to individual student needs. English Language Learners and students requiring additional instructional support will receive targeted interventions designed to improve access to grade-level mathematics instruction.

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
Math Instruction within the Classroom

Person Monitoring:
Elsa Gonzalez

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement Savvas enVision Mathematics with fidelity using standards-based instruction, differentiated small-group instruction, mathematical discourse, and daily formative assessment.

Action Step #2
Professional Learning Communities

Person Monitoring:
Elsa Gonzalez

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct monthly Professional Learning Communities to analyze FAST Mathematics, Savvas benchmark assessments, classroom formative assessments, and common assessments to identify learning priorities, regroup students, and adjust instructional practices.

Action Step #3
Interventions

Person Monitoring:
Elsa Gonzalez

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide targeted Tier II and Tier III mathematics interventions through the MTSS framework utilizing differentiated instruction, mathematics vocabulary development, flexible instructional groups, and ongoing progress monitoring for students requiring additional instructional support.

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.

Atlantic Montessori Charter School was identified as an **Additional Targeted Support and Improvement (ATSI)** school based on the academic performance of the English Language Learner (ELL) subgroup. Analysis of the 2025–2026 Federal Index data identified English Language Arts achievement as the primary area requiring improvement for this subgroup.

To improve outcomes for English Language Learners, the school will strengthen language-rich instruction across all content areas by integrating explicit academic vocabulary instruction, structured oral language development, differentiated instruction, small-group intervention, and ongoing progress monitoring. Teachers will intentionally embed language objectives within daily lessons while providing instructional scaffolds that increase access to grade-level curriculum and improve academic language proficiency.

Instructional decisions will be guided through continuous analysis of FAST, AMIRA, classroom formative assessments, benchmark assessments, WIDA ACCESS data, and MTSS progress monitoring to ensure English Language Learners receive timely interventions and appropriate instructional 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.

By the end of the 2026–2027 school year, the percentage of English Language Learners demonstrating proficiency by scoring Level 3 or higher on the PM3 FAST English Language Arts assessment will increase from 27% in 2025–2026 to 35% in 2026–2027.

Progress toward this goal will be monitored throughout the school year using FAST Progress Monitoring, AMIRA assessments, HMH benchmark assessments, classroom formative assessments, WIDA ACCESS data, and monthly PLC and MTSS data reviews.

Monitoring

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

Implementation will be monitored through:

- Monthly ELL data reviews
- Monthly MTSS meetings
- Professional Learning Communities
- Classroom walkthroughs

- Lesson plan reviews
- FAST Progress Monitoring
- AMIRA reports
- WIDA ACCESS data
- Benchmark assessments
- Classroom formative assessments
- Quarterly Federal Index subgroup reviews

The Leadership Team will review subgroup data after each assessment cycle to evaluate instructional effectiveness, identify students requiring additional intervention, monitor implementation fidelity, and make adjustments necessary to improve subgroup performance.

Person responsible for monitoring outcome
Dr. Monica Dueñas, Executive Director/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:
Implement explicit language development strategies across all content areas through: • Academic vocabulary instruction • Language objectives aligned to content objectives • Structured student discourse • Collaborative learning • Visual supports • Sentence frames • Comprehensible input • Frequent opportunities for reading, writing, listening, and speaking

Rationale:
The selected instructional practices align with Florida's B.E.S.T. Standards and the school's Comprehensive Evidence-Based Reading Plan. Research supports integrating language development within daily content instruction while providing targeted interventions based on student performance data. These practices strengthen academic vocabulary, reading comprehension, oral language development, and written expression while improving access to rigorous grade-level instruction for multilingual learners.

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

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

Description of Intervention #2:
Provide targeted Tier II and Tier III interventions for English Language Learners utilizing: • Read 180 • AMIRA • Small-group literacy instruction • MTSS intervention framework • Progress monitoring • Academic vocabulary intervention • Reading comprehension support

Rationale:
The selected instructional practices align with Florida's B.E.S.T. Standards and the school's Comprehensive Evidence-Based Reading Plan. Research supports integrating language development within daily content instruction while providing targeted interventions based on student

performance data. These practices strengthen academic vocabulary, reading comprehension, oral language development, and written expression while improving access to rigorous grade-level instruction for multilingual learners.

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
Instruction within the Classroom

Person Monitoring:
Elsa Gonzalez

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement explicit academic vocabulary instruction and language objectives across Reading, Mathematics, Science, and Social Studies to increase access to grade-level curriculum for English Language Learners.

Action Step #2
PLC & MTSS

Person Monitoring:
Elsa Gonzalez, Abryell Saunders, Brittany Scanlon

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct monthly PLC and MTSS meetings to review FAST, AMIRA, classroom assessment, benchmark assessment, and WIDA ACCESS data to monitor subgroup performance, identify students requiring additional intervention, and adjust instructional supports.

Action Step #3
Intervention

Person Monitoring:
Elsa Gonzalez, Brittany Scanlon, Classroom Teachers

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide targeted Tier II and Tier III interventions for English Language Learners through differentiated small-group instruction, academic vocabulary development, reading comprehension support, and continuous progress monitoring within the MTSS framework.

IV. Positive Learning Environment

Area of Focus #1

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.

Atlantic Montessori Charter School recognizes that highly effective classroom instruction is the greatest school-based influence on student achievement. Following a period of organizational transition, the school has established a stable leadership structure and implemented comprehensive instructional systems designed to improve curriculum implementation, instructional consistency, and student outcomes.

During the 2026–2027 school year, the school will continue strengthening teacher effectiveness through instructional coaching, collaborative Professional Learning Communities (PLCs), targeted professional development, classroom observations, lesson plan reviews, mentoring, and ongoing instructional support. These systems will ensure consistent implementation of evidence-based instructional practices, increase curriculum fidelity, strengthen data-driven instructional decision-making, and improve student achievement across all grade levels.

Measurable Outcome

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

By the end of the 2026–2027 school year, Atlantic Montessori Charter School will:

- Maintain a **90% or higher teacher retention rate.**
- Achieve **100% participation** in required Professional Learning Communities and school-based professional development.
- Complete instructional walkthroughs and coaching cycles for every instructional employee throughout the school year.
- Increase instructional fidelity as measured through classroom observations, lesson plan reviews, and implementation monitoring of HMH Into Reading and Savvas Mathematics.

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.

Implementation will be monitored through:

- Weekly instructional walkthroughs
- Formal and informal classroom observations
- Professional development attendance records
- PLC documentation
- Lesson plan reviews

- Teacher coaching cycles
- New teacher mentoring documentation
- Staff climate surveys
- Curriculum implementation checklists
- Leadership Team meetings

The Leadership Team will review implementation data throughout the school year to identify professional learning needs, provide targeted coaching, celebrate instructional successes, and ensure continuous improvement in instructional effectiveness.

Person responsible for monitoring outcome
Dr. Monica Dueñas, Executive Director/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:
Implement a comprehensive instructional coaching model focused on: • Standards-based instruction • Curriculum implementation • Differentiated instruction • Student engagement • Classroom management • Data-driven instructional decision-making

Rationale:
Research demonstrates that sustained instructional coaching, collaborative professional learning, and continuous feedback improve instructional effectiveness and student achievement. Through ongoing coaching, collaborative planning, and data analysis, teachers strengthen instructional practices, increase curriculum fidelity, and develop consistent instructional expectations across grade levels. These supports promote continuous professional growth while improving overall student performance.

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

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

Description of Intervention #2:
Implement collaborative Professional Learning Communities that utilize assessment data, student work analysis, classroom observations, and progress monitoring results to improve instructional practices and student achievement.

Rationale:
Research demonstrates that sustained instructional coaching, collaborative professional learning, and continuous feedback improve instructional effectiveness and student achievement. Through ongoing coaching, collaborative planning, and data analysis, teachers strengthen instructional practices, increase curriculum fidelity, and develop consistent instructional expectations across grade levels. These supports promote continuous professional growth while improving overall student performance.

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
Walkthroughs & Coaching

Person Monitoring:
Dr. Monica Dueñas

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct weekly instructional walkthroughs followed by coaching conversations focused on standards-based instruction, differentiation, curriculum implementation, and student engagement.

Action Step #2
PLC

Person Monitoring:
Elsa Gonzalez

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Facilitate monthly Professional Learning Communities focused on analyzing FAST, AMIRA, benchmark assessments, classroom formative assessments, and student work to improve instructional planning and intervention effectiveness.

Action Step #3
Professional Learning

Person Monitoring:
Dr. Monica Dueñas & Elsa Gonzalez

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide ongoing professional learning aligned to school improvement priorities, including curriculum implementation, differentiated instruction, MTSS, assessment literacy, instructional technology, classroom management, and support for multilingual learners.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Atlantic Montessori Charter School collaborates with Broward County Public Schools Charter Schools Management/Support Department to review school performance data, Federal Index reports, subgroup performance, and instructional resources to ensure alignment with state and federal accountability requirements.

The Leadership Team regularly reviews FAST assessment data, benchmark assessments, classroom formative assessments, MTSS progress-monitoring data, and other available instructional data to identify areas requiring additional support and to evaluate the effectiveness of instructional programs and intervention services.

Professional Learning Communities (PLCs), MTSS meetings, leadership meetings, and collaborative planning sessions are used throughout the school year to evaluate curriculum implementation, instructional effectiveness, intervention fidelity, and professional learning needs. Resources are reviewed on an ongoing basis and adjusted as needed to ensure they support continuous improvement and increased student achievement.

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 analysis of the 2025–2026 accountability data, Atlantic Montessori Charter School will continue implementing evidence-based instructional resources designed to strengthen student achievement in English Language Arts and Mathematics.

Resources include:

- HMH Into Reading
- Savvas enVision Mathematics
- Heggerty Phonemic Awareness
- AMIRA
- FAST Progress Monitoring
- MTSS Tier II and Tier III interventions
- Professional Learning Communities (PLCs)
- Instructional coaching

- Collaborative planning
- Differentiated small-group instruction
- Classroom formative assessments

Student progress will be monitored through FAST Progress Monitoring, benchmark assessments, classroom formative assessments, MTSS data reviews, PLC meetings, and quarterly leadership reviews. The Leadership Team will evaluate the effectiveness of instructional resources throughout the school year and make adjustments based on student performance data to ensure continuous academic growth and improved outcomes for all students.

VII. Budget to Support Areas of Focus

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

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

Broward County Public Schools

BEN GAMLA CHARTER SCHOOL

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 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 50

V. Title I Requirements (optional) 55

VI. ATSI, TSI and CSI Resource Review 58

VII. Budget to Support Areas of Focus 60

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

Ben Gamla Charter School provides a safe environment for innovative instructional practices that continuously light the path toward maximum student achievement and personal growth. As the first English-Hebrew Charter School in the United States, Ben Gamla Charter School integrates Hebrew instruction giving our students a useful tool in our global society.

Provide the school's vision statement

Ben Gamla Charter School is a community of learners that honors individual student needs, varied modalities of instruction, and nurtures character traits that help to develop good citizenship.

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

Heather Confer

hconfer@bengamlacharter.org

Position Title

Principal

Job Duties and Responsibilities

Instructional leader, Compliance leader, Professional Development leader, Teacher accountability, PLC administrator

Leadership Team Member #2

Employee's Name
Lindsay Pollack

lpollack@bengamlacharter.org

Position Title
Dean of Students

Job Duties and Responsibilities

Student Behavior, PBIS, School Based Threat Management Team

Leadership Team Member #3

Employee's Name
Leticia Durso

ldurso@bengamlacharter.org

Position Title
Curriculum Coach

Job Duties and Responsibilities

Instructional practices coach, curriculum development and progress, new teacher induction, testing coordinator.

Leadership Team Member #4

Employee's Name
Anamarie Schoonover

aschoonover@bengamlacharter.org

Position Title
ESE Specialist

Job Duties and Responsibilities

Exceptional Student Education compliance and MTSS coordination.

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 improvement and student achievement are the highest priorities at Ben Gamla Charter School. The School Improvement Plan (SIP) is developed through a collaborative process that actively engages a broad range of stakeholders, including the school leadership team, teachers, support staff, parents, families, School Advisory Council (SAC) members, and community representatives. Although Ben Gamla serves grades K–5 and is not required to include student input as a mandatory component, the school utilizes student engagement and climate surveys once per year. The school also considers student needs and perspectives through behavior, attendance, climate, and engagement data.

The development process begins with a comprehensive needs assessment conducted by the school leadership team. Multiple sources of quantitative and qualitative data are analyzed, including:

- Florida FAST and STAR assessment results
- Progress monitoring data (PM1, PM2, PM3)
- Learning gains and subgroup performance
- Attendance and chronic absenteeism data
- Behavior and discipline referral trends
- Early Warning System indicators
- Classroom walkthroughs and observation data
- Professional Learning Community (PLC) reflections
- Parent, student, and employee survey feedback and school climate information

Data are disaggregated by grade level and student subgroup—including Students with Disabilities (SWD), English Language Learners (ELLs), economically disadvantaged students, and racial/ethnic subgroups—to identify achievement gaps and prioritize areas requiring targeted support.

The School Advisory Council (SAC), comprised of parents, teachers, administrators, support staff, and community members, reviews the needs assessment and provides recommendations for school improvement priorities. SAC members discuss student achievement trends, review proposed goals, and offer feedback on strategies, interventions, and resource allocation. Throughout the school year, SAC meetings include progress updates on SIP implementation, allowing stakeholders to monitor effectiveness and recommend adjustments as needed.

Teachers and instructional staff play a significant role through weekly Professional Learning Communities (PLCs). During these collaborative meetings, teachers and administrators analyze student performance data, review intervention effectiveness, identify instructional needs, and develop action plans to improve student outcomes. Academic performance, attendance, behavior, and social-emotional needs are routinely discussed, ensuring that instructional decisions are data-driven and responsive to student needs.

The school leadership team synthesizes feedback from SAC, PLCs, parent input, and schoolwide data to develop measurable school improvement goals and action steps. For the 2026–2027 School Improvement Plan, analysis of FAST achievement data, PLC reflections, and discipline referral trends led to priorities focused on strengthening classroom management through consistent PBIS implementation, increasing reading achievement and learning gains, and improving outcomes for Students with Disabilities through differentiated instruction, targeted interventions, and ongoing progress monitoring.

Parents and families contribute through SAC participation, surveys, school communications, conferences, and ongoing opportunities to provide feedback throughout the year.

This continuous cycle of collaboration, data analysis, implementation, monitoring, and stakeholder feedback ensures that the School Improvement Plan remains a living document focused on improving instruction, addressing identified needs, and increasing student achievement for all learners.

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)).

Ben Gamla Charter School utilizes a continuous improvement process to regularly monitor the implementation and effectiveness of the School Improvement Plan (SIP) and its impact on student achievement. Student performance data are collected, reviewed, and analyzed throughout the school year to ensure instructional practices and interventions are effectively supporting all students, with a particular focus on students demonstrating the greatest achievement gaps, including Students with Disabilities (SWD), English Language Learners (ELLs), and economically disadvantaged students.

The primary structure for monitoring implementation is the school's weekly Professional Learning Communities (PLCs). During PLC meetings, teachers and administrators analyze classroom assessments, FAST and STAR progress monitoring results, intervention data, attendance, and behavior trends to identify student strengths and areas of need. Teachers collaboratively develop instructional responses, adjust pacing, implement differentiated strategies, and monitor the effectiveness of interventions. PLC discussions also include reviewing the implementation of schoolwide initiatives such as PBIS, literacy strategies, and differentiated instruction to ensure fidelity.

Students identified as academically or behaviorally at risk receive support through the school's Multi-Tiered System of Supports (MTSS). Students demonstrating insufficient progress are referred to the Collaborative Problem Solving Team (CPST), which meets monthly to review Response to Intervention (RtI) data, attendance, behavior, and academic progress. Based on data analysis, the team develops or revises intervention plans, adjusts instructional supports, and monitors student

progress to determine the effectiveness of interventions.

The school monitors student achievement using multiple assessment measures throughout the year, including:

- Florida FAST Progress Monitoring (PM1, PM2, PM3)
- STAR Early Literacy, STAR Reading, and STAR Math assessments
- Classroom and curriculum-based assessments
- Science benchmark assessments and Grade 5 statewide science assessment
- Kindergarten literacy progress monitoring
- Ongoing formative assessments and teacher-created common assessments

Data are disaggregated by grade level and student subgroup to monitor progress toward closing achievement gaps. ESE teachers, ESOL staff, interventionists, counselors, and administrators collaborate with classroom teachers to analyze subgroup performance and recommend instructional adjustments. Students with disabilities receive services outlined in their Individual Education Plans (IEPs), and IEP goals are monitored regularly by both general education and ESE teachers. English Language Learners are monitored through classroom performance, progress monitoring assessments, and language acquisition data to ensure appropriate supports are implemented.

The school leadership team reviews schoolwide data following each progress monitoring window and compares results to the measurable goals established in the School Improvement Plan. Leadership also conducts classroom walkthroughs, instructional observations, and implementation checks to monitor the fidelity of instructional practices, intervention programs, and professional development initiatives.

Progress toward SIP goals is shared with the School Advisory Council (SAC) throughout the school year. SAC members—including parents, teachers, school staff, administrators, and community representatives—review schoolwide progress data and provide recommendations regarding priorities, resources, and strategies. Parent feedback collected through conferences, surveys, and school communication also informs continuous improvement efforts.

When monitoring data indicate that expected progress is not being achieved, the school revises its action plans through collaboration among the leadership team, PLCs, MTSS/CPST teams, and the School Advisory Council. Instructional strategies, interventions, professional learning opportunities, and resource allocation are adjusted based on evidence of student need and implementation effectiveness. This ongoing cycle of data analysis, stakeholder collaboration, implementation, monitoring, and refinement ensures that the School Improvement Plan remains responsive to student needs and focused on increasing achievement for all students while closing performance gaps among identified subgroups.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**36.8%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: A** **2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	100	101	99	124	125	100				649
Absent 10% or more school days	13	13	16	27	29	28				126
One or more suspensions	4	0	4	11	10	9				38
Course failure in English Language Arts (ELA)	0	0	0	0	3	0				3
Course failure in Math	0	0	0	0	2	0				2
Level 1 on statewide ELA assessment	8	6	11	8	14	7				54
Level 1 on statewide Math assessment	3	2	10	7	9	3				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	5	11	8	11	6				41
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 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	6	11	14	4				37

Current Year 2026-27

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										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

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	73	67	64	76	66	61	78	60	58
Grade 3 ELA Achievement	76	68	64	63	65	62	77	62	59
ELA Learning Gains	63	63	62	74	64	61	79	61	59
ELA Lowest 25th Percentile	49	56	55	71	60	55	74	56	54
Math Achievement*	83	66	64	82	64	62	83	60	59
Math Learning Gains	82	60	61	78	61	60	87	62	61
Math Lowest 25th Percentile	65	53	52	57	56	53	74	60	56
Science Achievement	70	61	60	76	60	57	80	55	54
Social Studies Achievement*		77	77		75	74		73	72
Graduation Rate		74	77		68	72		68	71
Middle School Acceleration		80	79		77	75		73	71
College and Career Acceleration		59	61		53	56		49	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					60	61		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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	561
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
70%	73%	78%	76%	66%	57%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	39%	Yes	1	
English Language Learners	65%	No		
Hispanic Students	72%	No		
White Students	69%	No		
Economically Disadvantaged Students	62%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	73%	76%	63%	49%	83%	82%	65%	70%					
Students With Disabilities	33%	56%	38%	39%	40%	58%	40%	9%					
English Language Learners	66%	71%	62%	48%	77%	75%	58%	62%					
Hispanic Students	77%	74%	67%	43%	85%	88%	68%	76%					
White Students	70%	77%	60%	53%	82%	79%	63%	65%					
Economically Disadvantaged Students	61%	64%	55%	45%	72%	77%	64%	60%					

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	76%	63%	74%	71%	82%	78%	57%	76%					81%
Students With Disabilities	33%				58%								
English Language Learners	73%	60%	68%	75%	80%	78%	60%	64%					81%
Hispanic Students	78%	61%	75%	73%	84%	75%	50%	73%					83%
White Students	73%	60%	73%	69%	81%	80%	61%	79%					79%
Economically Disadvantaged Students	62%	50%	73%	69%	71%	71%	47%	64%					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	78%	77%	79%	74%	83%	87%	74%	80%					73%
Students With Disabilities	50%				50%								
English Language Learners	75%	74%	76%	75%	78%	87%	75%	84%					73%
Hispanic Students	76%	71%	75%	76%	84%	85%	62%	83%					79%
White Students	80%	81%	82%	71%	82%	88%	81%	77%					69%
Economically Disadvantaged Students	69%	60%	71%	73%	73%	78%	65%	71%					68%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	75%	64%	11%	60%	15%
ELA	4	66%	65%	1%	60%	6%
ELA	5	76%	67%	9%	61%	15%
Math	3	81%	73%	8%	66%	15%
Math	4	79%	72%	7%	65%	14%
Math	5	88%	69%	19%	62%	26%
Science	5	69%	63%	6%	60%	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?

Math demonstrated the school's greatest overall improvement during the 2025–2026 school year. Overall math achievement increased from 82% to 83%, while overall Math Learning Gains increased from 78% to 82% (+4 percentage points) and Lowest Quartile (LQ) Math Learning Gains increased from 57% to 65% (+8 percentage points). Several student subgroups also showed significant improvement, including Hispanic students, whose Math Learning Gains increased from 75% to 88% and Lowest Quartile Learning Gains increased from 50% to 68%. Economically Disadvantaged (Low SES) students improved from 71% to 77% in Math Learning Gains, with Lowest Quartile Learning Gains increasing from 47% to 64%. Female students also demonstrated strong growth, with Math Learning Gains increasing from 74% to 82% and Lowest Quartile Learning Gains from 53% to 67%. Grade-level results reflected this positive trend as well, with 4th Grade Math Learning Gains increasing from 70% to 73% and Lowest Quartile Learning Gains from 33% to 45%. The most significant improvement occurred in 5th Grade, where Math Learning Gains increased from 84% to 94%, while Lowest Quartile Learning Gains rose dramatically from 71% to 91%.
To achieve these gains, the school implemented several new actions focused on strengthening mathematics instruction and intervention. Weekly Professional Learning Communities (PLCs) analyzed student assessment data to identify skill deficits, plan targeted instruction, and adjust instruction based on student performance. Teachers implemented more intentional differentiated small-group instruction and flexible grouping using ongoing progress monitoring data. The school also strengthened its Multi-Tiered System of Supports (MTSS) by increasing targeted interventions for students demonstrating learning gaps and providing more frequent progress monitoring to ensure interventions were effective. In addition, teachers participated in professional development focused on data-driven instruction, effective mathematics teaching strategies, standards-based planning, and using assessment data to guide instructional decisions. These combined efforts resulted in meaningful increases in overall math achievement and learning gains, with particularly noteworthy growth among the school's lowest-performing students and historically underperforming subgroups.

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 Students with Disabilities (SWD) subgroup demonstrated the school's lowest overall performance during the 2025–2026 school year and was the only subgroup to receive a grade below an "A." While all other reported subgroups earned an A based on state accountability measures, the SWD subgroup received an overall Federal Index rating of D (39%), declining from a C (46%) in the previous year. SWD achievement remained an area of concern across multiple content areas. In ELA, SWD Achievement remained at 33%, with 38% Learning Gains and 39% Lowest Quartile Learning Gains. In Mathematics, SWD Achievement declined from 58% to 41%, although the subgroup demonstrated encouraging progress with 58% Math Learning Gains and 40% Lowest Quartile Math Learning Gains. Science performance also highlighted the need for continued improvement, with 9% of SWD students achieving proficiency in Science during 2025–2026.

Several factors contributed to the lower performance of the SWD subgroup. The school serves a relatively small SWD population, meaning the performance of only a few students can have a significant impact on accountability outcomes. Additionally, many SWD students entered the school performing well below grade level and required intensive remediation while simultaneously accessing grade-level standards. The increased rigor of Florida's FAST assessments, particularly in reading and mathematics, along with the complexity of the Grade 5 Science assessment, presented additional challenges for students with significant academic skill deficits. Although overall achievement remains below desired levels, the availability of learning gains data for 2025–2026 indicates that many SWD students are making measurable academic progress, particularly in mathematics, suggesting that current intervention efforts are beginning to produce positive results.

The school's trend data indicate that while overall achievement remains the lowest among all subgroups, students with disabilities are beginning to demonstrate improved growth as targeted interventions become more systematic. The school has identified improving outcomes for Students with Disabilities as a primary School Improvement Plan priority for the 2026–2027 school year. To address this need, the school is making significant investments in specialized instructional support. In addition to its current part-time ESE teacher, the school is adding a second full-time ESE teacher/ interventionist to provide more intensive academic intervention, increase inclusion support, reduce student-to-teacher ratios for specialized instruction, and strengthen implementation of students' Individualized Education Programs (IEPs). The school is also increasing Speech-Language Pathology (SLP) services from three days per week to four days per week in response to the growing number of IEPs identifying speech and language services as an area of need. This additional staffing will allow students to receive more timely and consistent speech-language interventions, which are critical to improving literacy, communication, and overall academic achievement.

These staffing enhancements will be coupled with expanded MTSS interventions, increased collaboration among general education teachers, ESE teachers, interventionists, related service providers, and families, as well as more frequent progress monitoring through weekly PLCs and monthly Collaborative Problem Solving Team (CPST) meetings. Professional development will continue to focus on differentiated instruction, evidence-based interventions, specially designed

instruction, effective implementation of accommodations, and data-driven instructional planning to ensure SWD students receive the support necessary to improve achievement and learning gains across all content areas. These efforts are intended to reverse the current trend, improve the SWD Federal Index, and increase student achievement while maintaining the strong performance demonstrated by all other student subgroups.

Greatest Decline

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

The area showing the greatest decline from the previous year was English Language Arts (ELA) performance among English Language Learners (ELLs). ELL ELA Achievement decreased from 73% in 2024–2025 to 66% in 2025–2026 (-7 percentage points). ELL ELA Learning Gains also declined from 68% to 62% (-6 percentage points), while ELL Lowest Quartile (LQ) Learning Gains decreased significantly from 75% to 48% (-27 percentage points). Additionally, Female ELA Achievement declined from 78% to 64% (-14 percentage points), although Female Learning Gains remained relatively stable, decreasing only slightly from 67% to 65%, and Lowest Quartile Learning Gains improved from 46% to 50%. Grade-level data reflected similar trends. Fourth Grade ELA Learning Gains decreased from 72% to 56%, while Fourth Grade Lowest Quartile Learning Gains declined from 54% to 44%. Fifth Grade ELA Learning Gains decreased from 75% to 71%, with Fifth Grade Lowest Quartile Learning Gains experiencing a more substantial decline from 82% to 57%.

Several factors contributed to the decline in ELL ELA performance. During the 2025–2026 school year, the school experienced an increase in the number of newly enrolled English Language Learners who entered with limited English proficiency and significant instructional gaps. These students required intensive language acquisition support while simultaneously mastering grade-level academic content. In addition, Florida's FAST Reading assessment places a strong emphasis on academic vocabulary, reading comprehension, and written responses, creating additional challenges for students who are still developing English language proficiency. The decline in fourth- and fifth-grade learning gains also reflects the increased rigor of the upper elementary ELA standards, which require students to analyze complex texts, cite textual evidence, and demonstrate higher-order comprehension skills.

In response to these results, the school has implemented several targeted actions for the 2026–2027 school year. These include strengthening small-group literacy instruction for ELL students, increasing progress monitoring through weekly PLC data reviews, expanding the use of evidence-based language development strategies across all content areas, providing professional development focused on sheltered instruction, academic vocabulary, and close reading strategies, and increasing collaboration between classroom teachers, interventionists, and ESOL staff to ensure language supports are embedded throughout daily instruction. The school will also continue to utilize targeted intervention groups and frequent progress monitoring to identify students in need of additional support

earlier in the school year. These actions are designed to accelerate language acquisition while improving reading proficiency and learning gains for English Language Learners and all students performing below grade level.

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 Lowest Quartile (LQ) Learning Gains represented the school's greatest performance gap when compared to both the state and district averages during the 2025–2026 school year, particularly in English Language Arts. Overall, the school's ELA Lowest Quartile Learning Gains were 49%, compared to the state average of 55% and the district average of 58%, representing a gap of 6 percentage points below the state and 9 percentage points below the district. Several subgroups demonstrated similar gaps, including Hispanic students (43% compared to the state at 55% and district at 58%), Low Socioeconomic Status students (45% compared to the state at 54% and district at 57%), English Language Learners (48% compared to the state at 54% and district at 57%), and Students with Disabilities (39% compared to the state at 49% and district at 53%).

Although the school's overall achievement remains strong and all accountability subgroups except Students with Disabilities earned an "A", the data indicate that the school's lowest-performing students are not accelerating at the rate necessary to close achievement gaps. Analysis of student performance suggests that while Tier 2 interventions have been effective for many students, the intensity and effectiveness of Tier 3 interventions require improvement. Many students in the lowest quartile entered the school significantly below grade level and continue to require more individualized, intensive interventions, increased instructional time, and more frequent progress monitoring to achieve accelerated growth. Additionally, the increasing rigor of the FAST assessments has widened the gap for students with the greatest academic needs, particularly in reading comprehension, vocabulary development, and written responses.

Improving outcomes for the school's lowest-performing students will be a major focus of the 2026–2027 School Improvement Plan. The school will strengthen the effectiveness of its Tier 3 intervention program by increasing the frequency and intensity of individualized interventions, implementing more consistent progress monitoring, and using weekly PLC data meetings to evaluate student response to interventions and make timely instructional adjustments. The addition of a second full-time ESE teacher/interventionist, increased collaboration among classroom teachers, interventionists, and support staff, and expanded specialized services will allow students requiring the most intensive support to receive more targeted instruction. The school will also continue to refine intervention scheduling, monitor intervention fidelity, and provide professional development focused on evidence-based intervention strategies to ensure that students in the lowest quartile demonstrate accelerated learning gains and narrow the gap between school, district, and state performance.

EWS Areas of Concern

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

Analysis of the school's Early Warning System data identified chronic absenteeism and low academic performance among Students with Disabilities (SWD) as interconnected areas requiring additional attention. Of the school's 649 students, 126 students, or approximately 19%, were absent for 10% or more of the school year. A data analysis indicates that approximately 36% of SWD met the attendance concern threshold, compared with 19% of students overall. Because 74 students are identified as SWD, this represents approximately 27 SWD students.

The attendance disparity was most pronounced in fifth grade, where 81% of SWD met the attendance threshold compared with 66% of all fifth-grade students. Additional differences were identified in third grade, with 39% of SWD compared with 26% overall; second grade, with 31% compared with 26%; kindergarten, with 20% compared with 17%; and fourth grade, with 31% compared with 29%. First grade was the only grade in which the SWD rate, 9%, was lower than the overall rate of 16%. These findings indicate that attendance concerns among SWD are concentrated most significantly in grades three and five.

The attendance and academic data demonstrate a subgroup-level relationship between increased absenteeism and lower student performance. The PM3 data show that SWD continued to experience substantial reading deficiencies at the same time that they demonstrated an elevated rate of absenteeism. Regular attendance is especially important for SWD because these students receive specialized instruction, intervention, related services, and progress monitoring that are difficult to replicate when instructional time is missed.

Further analysis of the PM3 K-5 reading data by reporting category identified specific skill gaps within the SWD subgroup. Among SWD in kindergarten through second grade, the percentage performing below grade level at PM3 was highest in vocabulary and informational text, both at 63%. Other areas of concern included overall comprehension at 53%, literature at 47%, phonics and high-frequency words at 42% each, and phonological awareness at 32%. Although the subgroup demonstrated improvement from PM1 to PM3 in every reporting category, at least 32% of students remained below grade level across all assessed reading domains.

Among SWD in grades three through five, the most significant deficiencies were in literature, with 75% performing below grade level, and in overall comprehension and informational text, both at 72%. Vocabulary was also an area of concern, with 59% performing below grade level. Of particular concern, performance declined from PM1 to PM3 in overall comprehension, increasing from 69% to 72% below grade level; literature, increasing from 71% to 75%; and informational text, increasing from 67% to 72%. These trends indicate that older SWD need more intensive instruction in determining theme and central idea, identifying relevant supporting details, analyzing literary elements and character perspective, interpreting informational text, making inferences, summarizing and paraphrasing, and applying academic vocabulary in context.

Based on this analysis, the school will add an attendance-focused action step to the School Improvement Plan. The Dean of Students, ESE Specialist, and classroom teachers will review SWD

attendance and performance data at least monthly through CPST/MTSS meetings. SWD approaching or exceeding the 10% absence threshold will receive early parent outreach, documented attendance interventions, and individualized attendance improvement plans when appropriate. For students demonstrating both attendance and academic concerns, the team will coordinate make-up instruction, intervention services, IEP support, and progress monitoring to reduce the instructional impact of missed school.

Instructional interventions will also be targeted according to the identified reporting-category needs. K–2 SWD will receive explicit, systematic instruction in vocabulary, informational-text comprehension, phonics, and high-frequency words. SWD in grades 3–5 will receive increased-frequency small-group or individualized instruction in literature, informational text, vocabulary, and comprehension using Benchmark Advance intervention resources, i-Ready teacher-led instruction, Reading Horizons, Phonics for Reading, and Great Leaps, as appropriate. Progress will be monitored through weekly PLC data reviews, monthly CPST/MTSS reviews, curriculum-based assessments, intervention work samples, and IEP goal data. Intervention intensity and instructional groupings will be adjusted when students do not demonstrate adequate progress.

Highest Priorities

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

Based on the academic performance, subgroup analysis, Early Warning System (EWS) data, and identified trends, the school's highest priorities for improvement for the 2026–2027 school year are:

1. Increase Reading Achievement and Learning Gains, with an Emphasis on Lowest Quartile Students
    - Strengthen Tier 2 and Tier 3 interventions to improve ELA achievement and accelerate learning gains for students performing below grade level, particularly those in the Lowest Quartile. Focus on evidence-based literacy instruction, frequent progress monitoring, and data-driven instructional adjustments to close the gap with district and state performance.
2. Improve Achievement and Growth for Students with Disabilities (SWD)
    - Increase academic outcomes for SWD through expanded staffing, including the addition of a second full-time ESE teacher/interventionist and increased Speech-Language Pathology services from three to four days per week. Strengthen differentiated instruction, specially designed instruction, inclusion supports, MTSS implementation, and collaboration between general education and ESE staff to improve the SWD Federal Index and overall achievement.
3. Strengthen Early Literacy and Reduce the Number of Students with Substantial Reading Deficiencies
    - Implement intensive reading interventions for students in kindergarten through third

grade identified with substantial reading deficiencies through the Florida RAISE initiative. Provide systematic phonics, fluency, vocabulary, and comprehension instruction while closely monitoring student progress to ensure students achieve grade-level reading proficiency.

4. Increase the Effectiveness of Tier 3 Interventions and Multi-Tiered System of Supports (MTSS)
    - Enhance the intensity, fidelity, and monitoring of Tier 3 interventions to better support the school's most academically at-risk students. Utilize weekly PLC data reviews, monthly CPST meetings, individualized intervention plans, and frequent progress monitoring to accelerate learning for students demonstrating multiple Early Warning System indicators.
5. Reduce Chronic Absenteeism and Improve Student Engagement
    - Reduce the percentage of students missing 10% or more of instructional days by strengthening attendance monitoring, increasing family communication, implementing attendance intervention plans, and recognizing positive attendance. Improved attendance will support higher academic achievement, reduce the number of students identified through the Early Warning System, and increase student success across all accountability measures.

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.

Ben Gamla Charter School identified English Language Arts achievement among Students with Disabilities as a primary Area of Focus based on analysis of the 2025–2026 accountability and progress-monitoring data. Although the school earned an "A" rating for all other accountability subgroups, the SWD subgroup earned a Federal Index score of 39%, a decline from 46% during the previous year.

In ELA, SWD proficiency remained at 33%, while only 38% of SWD demonstrated ELA Learning Gains and 39% of SWD in the Lowest Quartile demonstrated ELA Learning Gains. These results remain below school expectations and reflect a substantial performance gap between SWD and their non-disabled peers.

Reporting-category analysis identified additional areas of need. Among SWD in kindergarten through second grade, the highest percentages of students performing below grade level at PM3 were in vocabulary and informational text, both at 63%, followed by overall comprehension at 53% and literature at 47%. Among SWD in grades three through five, 75% performed below grade level in literature, while 72% performed below grade level in both overall comprehension and informational text. Vocabulary was also an area of concern, with 59% performing below grade level.

The school's SWD population includes 74 students across kindergarten through fifth grade: kindergarten, 5 students; first grade, 11; second grade, 13; third grade, 18; fourth grade, 16; and fifth grade, 11. Many SWD entered the school performing below grade level and require intensive foundational remediation while simultaneously accessing grade-level B.E.S.T. ELA standards. Increased assessment rigor and the language demands associated with literary and informational texts create additional challenges for these students.

Early Warning System data also identified increases in Level 1 performance and chronic absenteeism, particularly in grades three through five and within the SWD population. Missed instructional time reduces access to core ELA instruction, specially designed instruction, intervention, and related services. The data demonstrate a need for increased instructional intensity, explicit reading instruction, specialized supports, and frequent progress monitoring.

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 2026–2027 school year, the percentage of Students with Disabilities demonstrating learning gains on the PM3 ELA FAST assessment will increase from 38% to 48%.

Monitoring

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

Implementation of the SWD ELA Area of Focus will be monitored through ongoing ELA data analysis, collaborative instructional planning, intervention reviews, and fidelity checks. The administration, ESE Specialist, ESE teachers, interventionist, curriculum coach, classroom teachers, and Speech-Language Pathologist will monitor whether SWD receive the specially designed instruction, reading interventions, accommodations, and related services identified in their IEPs and intervention plans. During weekly PLC meetings, staff will analyze FAST/STAR progress-monitoring results, i-Ready Reading data, Benchmark Advance assessments, classroom assessments, reading intervention data, student work, and IEP reading and language goal progress. Data will be disaggregated by grade level, assessment reporting category, intervention tier, and individual student.

Particular attention will be given to the following identified skill gaps:

- K–2: vocabulary, informational text, overall comprehension, literature, phonics, and high-frequency words.
- Grades 3–5: literature, informational text, overall comprehension, and vocabulary.

Monthly CPST/MTSS meetings will be used to evaluate students' responses to Tier 2 and Tier 3 reading interventions. The team will review intervention frequency, duration, group size, student attendance, fidelity of implementation, and rate of progress. Intervention plans will be continued, adjusted, or intensified when students do not demonstrate adequate progress.

School leaders will conduct classroom observations and instructional walkthroughs to monitor explicit and systematic reading instruction, specially designed instruction, differentiated small groups, accommodations, scaffolding, and implementation of intervention programs. Professional development and coaching will be monitored through participation records, lesson plans, classroom observations, PLC documentation, and evidence of strategy implementation.

The impact of this Area of Focus will be measured against the following 2026–2027 outcomes:

- Increase SWD ELA Learning Gains from 38% to at least 48%.
- Increase SWD ELA proficiency from 33% to at least 43%.
- Increase SWD Lowest Quartile ELA Learning Gains from 39% to at least 49%.
- Ensure at least 70% of SWD in grades K–2 receiving reading intervention meet or exceed expected annual growth on i-Ready Reading.

Progress toward these outcomes will be reviewed after FAST/STAR PM1, PM2, and PM3 and after

each i-Ready diagnostic. Intervention and IEP progress-monitoring data will be reviewed weekly and monthly to allow timely instructional adjustments.

Person responsible for monitoring outcome
Principal and ESE Specialist, with support from the Curriculum Coach, ESE teachers, interventionist, classroom teachers, and Speech-Language Pathologist.

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:
Ben Gamla Charter School will implement a continuum of Tier 1 and Tier 2 evidence-based reading practices to improve ELA achievement and learning gains for SWD in kindergarten through fifth grade. Tier 1 ELA instruction will provide SWD access to grade-level B.E.S.T. Standards through explicit and systematic instruction, specially designed instruction, differentiated small groups, flexible grouping, modeling, guided practice, scaffolded questioning, graphic organizers, academic vocabulary instruction, repeated reading, immediate corrective feedback, and consistent implementation of IEP accommodations. Instruction will be targeted according to grade-level needs: In grades K–2, instruction will emphasize phonological awareness, phonics, high-frequency words, vocabulary, reading fluency, informational text, literature, and overall comprehension. In grades 3–5, instruction will emphasize academic vocabulary, literary elements, theme, character perspective, central idea, relevant supporting details, inferencing, summarizing, paraphrasing, and comprehension of literary and informational texts. SWD who do not demonstrate adequate progress through Tier 1 instruction will receive Tier 2 targeted reading intervention during the designated intervention block. Intervention will be delivered in small groups using Benchmark Advance intervention resources, i-Ready teacher-led instruction/Magnetic Reading, Reading Horizons, Phonics for Reading, or Great Leaps, as appropriate to the student's diagnostic data, IEP goals, and identified skill deficits. Implementation will be monitored through weekly PLC meetings, monthly CPST/MTSS meetings, classroom observations, lesson-plan reviews, intervention logs, student work samples, and review of FAST/STAR, i-Ready Reading, Benchmark Advance, classroom assessment, intervention, and IEP goal data.

Rationale:
The selection of Tier 1 and Tier 2 reading interventions is based on the school's 2025–2026 accountability and progress-monitoring data, which identified SWD as the school's highest-priority subgroup for improvement. The SWD subgroup earned a Federal Index score of 39%, with 33% ELA proficiency, 38% ELA Learning Gains, and 39% Lowest Quartile ELA Learning Gains. Reporting-category data identified significant literacy gaps. At PM3, 63% of K–2 SWD performed below grade level in vocabulary and informational text, 53% in overall comprehension, and 47% in literature. Among SWD in grades 3–5, 75% performed below grade level in literature, 72% in overall comprehension and informational text, and 59% in vocabulary. Explicit and systematic instruction, differentiated small-group instruction, specially designed instruction, immediate feedback, scaffolded practice, and ongoing progress monitoring provide SWD with targeted support while maintaining access to grade-level standards. Strengthening Tier 1 instruction and providing timely Tier 2 intervention will address specific reading deficits before they become more significant. These practices are intended to increase SWD ELA Learning Gains from 38% to at least 48%, increase ELA proficiency from 33% to at least 43%, and increase Lowest Quartile ELA Learning Gains from 39% to

at least 49%.

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:
SWD who do not demonstrate adequate progress after receiving Tier 1 core ELA instruction and Tier 2 targeted reading intervention will receive Tier 3 intensive, individualized reading intervention. Placement and instructional decisions will be based on diagnostic assessment results, intervention data, classroom performance, and IEP goals. Tier 3 instruction will be provided individually or in very small groups and will address each student's specific literacy deficits. Instruction will include increased instructional time and frequency, smaller instructional groups, explicit modeling, systematic skill sequences, repeated guided practice, immediate error correction, multisensory techniques, scaffolded text, cumulative review, and frequent opportunities to demonstrate mastery. Interventions may include Reading Horizons Discovery for students in grades K–3, Reading Horizons Elevate for students in grades 4–5, Benchmark Advance intervention resources, i-Ready teacher-led instruction/ Magnetic Reading, Phonics for Reading, and Great Leaps. Programs and instructional strategies will be selected according to the student's age, diagnostic results, skill deficits, intervention history, and IEP goals. The second full-time ESE teacher/interventionist will provide intensive reading intervention in collaboration with classroom teachers, the ESE Specialist, curriculum coach, and Speech-Language Pathologist. SLP support will be coordinated when language, vocabulary, or comprehension needs are connected to the student's IEP. Each student receiving Tier 3 intervention will have a documented intervention plan and regular progress monitoring. Student response will be reviewed at least monthly through CPST/MTSS to determine whether instructional frequency, duration, group size, methodology, or program placement should be adjusted.

Rationale:
Tier 3 intensive reading intervention is necessary because a significant percentage of SWD continue to perform below grade level despite access to core instruction and supplemental support. The SWD subgroup demonstrated only 38% ELA Learning Gains and 39% Lowest Quartile ELA Learning Gains during 2025–2026. The reporting-category data demonstrate persistent needs in vocabulary, comprehension, literature, and informational text. Some students also continue to require intensive foundational instruction in phonological awareness, phonics, high-frequency words, decoding, and fluency. These deficits require instruction that is more individualized, frequent, intensive, and responsive than can be provided through core instruction alone. Tier 3 intervention will be integrated with the school's MTSS framework, weekly PLC collaboration, monthly CPST reviews, and IEP progress monitoring. This process will ensure interventions are matched to identified ELA skill deficits, implemented with fidelity, and adjusted according to student response.

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: Analyze SWD ELA Data and Adjust Instruction

Person Monitoring:
Principal, ESE Specialist, Curriculum Coach, ESE Teachers, and Classroom Teachers

By When/Frequency:
Weekly PLC reviews; monthly CPST/MTSS reviews; after FAST/STAR PM1, PM2, and PM3 and each i-Ready diagnostic

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The leadership team, ESE staff, curriculum coach, interventionist, and classroom teachers will collaboratively analyze FAST/STAR, i-Ready Reading, Benchmark Advance, classroom assessment, intervention, student work, and IEP goal data. Data will be disaggregated by grade level, reporting category, intervention tier, and individual student.
Staff will use the data to identify specific literacy deficits, establish flexible instructional groups, determine appropriate interventions, and adjust instructional strategies. K–2 reviews will emphasize foundational reading, vocabulary, informational text, literature, and comprehension. Grades 3–5 reviews will emphasize vocabulary, literature, informational text, and overall comprehension.
The impact will be monitored through documented PLC and CPST/MTSS data reviews, changes in intervention groups, progress-monitoring graphs, IEP goal progress, and movement toward the established ELA proficiency and learning-gain targets.

Action Step #2
Action Step #2: Implement Evidence-Based SWD Reading Interventions

Person Monitoring:
ESE Specialist, ESE Teachers, Interventionist, Speech-Language Pathologist, and Classroom Teachers

By When/Frequency:
Reading interventions provided according to each student's intervention plan; progress reviewed weekly and monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will provide SWD with evidence-based reading instruction through explicit and systematic teaching, specially designed instruction, differentiated small groups, scaffolded practice, academic vocabulary instruction, repeated reading, immediate corrective feedback, and mastery-based learning.
Students will receive targeted interventions using Benchmark Advance intervention resources, i-Ready teacher-led instruction/Magnetic Reading, Reading Horizons Discovery or Elevate, Phonics for Reading, and Great Leaps, as appropriate. The additional ESE teacher/interventionist will increase the availability and intensity of small-group and individualized reading intervention. The SLP will collaborate with instructional staff when language, vocabulary, or comprehension needs are addressed through the student's IEP.
Implementation and impact will be monitored through intervention schedules, attendance records, lesson plans, intervention logs, student work samples, program-based measures, IEP data, and FAST/STAR and i-Ready Reading results. Interventions will be revised or intensified when progress-monitoring data show an inadequate response.

Action Step #3
Action Step #3: Monitor Reading Instructional Fidelity and Student Progress

Person Monitoring:
Principal, Curriculum Coach, ESE Specialist, and ESE Teachers

By When/Frequency:
Classroom walkthroughs and coaching at least monthly; student progress reviewed weekly and after each progress-monitoring window

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

step:
The school will provide professional development, instructional coaching, and collaborative planning focused on explicit reading instruction, specially designed instruction, differentiated small groups, academic vocabulary, literary and informational-text comprehension, accommodations, and evidence-based reading interventions for SWD.
School leaders will use classroom observations, instructional walkthroughs, lesson-plan reviews, intervention logs, and PLC documentation to determine whether practices are implemented consistently and with fidelity. Feedback and coaching will be provided when implementation gaps are identified.
Student outcomes will be reviewed alongside implementation evidence to determine whether instructional practices are producing adequate progress. Professional development, coaching, intervention intensity, and instructional supports will be adjusted based on student results and fidelity data. Success will be measured by progress toward the SWD ELA targets of 48% Learning Gains, 43% proficiency, and 49% Lowest Quartile Learning Gains.

Area of Focus #2

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.

Grades: Kindergarten–Grade 5
Ben Gamla Charter School has identified English Language Arts (ELA) as a primary instructional focus for the 2026–2027 school year based on analysis of the 2025–2026 state accountability and school performance data. Although the school maintained an overall A school grade, analysis of subgroup and grade-level performance identified opportunities to strengthen literacy instruction, particularly in accelerating learning gains for the school's lowest-performing students and improving outcomes for English Language Learners (ELLs).
The most significant decline occurred within the ELL subgroup. ELA achievement declined from 73% to 66%, ELA Learning Gains decreased from 68% to 62%, and Lowest Quartile Learning Gains dropped substantially from 75% to 48%. Female student achievement also declined, with proficiency decreasing from 78% to 64%, while learning gains remained relatively flat at 65%. Grade-level analysis identified Grade 4 as an area of concern, with ELA Learning Gains declining from 72% to 56% and Lowest Quartile Learning Gains decreasing from 54% to 44%. Grade 5 also experienced a decline in Learning Gains from 75% to 71% and Lowest Quartile Learning Gains from 82% to 57%. Schoolwide data also identified a persistent achievement gap among the Lowest Quartile. Overall Lowest Quartile Learning Gains in ELA (49%) remain below state and district performance levels, indicating that while core instruction is meeting the needs of many students, the school's most academically at-risk learners require more intensive intervention and acceleration. Early Warning

System data further support this need, showing an increase in the number of students performing at Level 1 in ELA, an increase in students with substantial reading deficiencies in kindergarten through third grade, and an increase in chronic absenteeism, all of which negatively impact literacy development and long-term academic success.
The school attributes these results to several factors, including increased assessment rigor, the complex language demands of Florida's ELA standards, the growing instructional needs of English Language Learners, and the need for greater intensity in Tier 2 and Tier 3 literacy interventions. To address these needs, the school will strengthen evidence-based literacy instruction through explicit teaching of the five components of reading, systematic vocabulary development, writing across the curriculum, differentiated small-group instruction, and increased intervention opportunities. Weekly Professional Learning Community (PLC) meetings will focus on collaborative lesson planning, data analysis, and identifying prerequisite skills to ensure interventions are targeted to students' specific needs. Additionally, teachers will receive ongoing professional development in high-quality literacy instruction, Benchmark Advance implementation, differentiated instruction, and evidence-based practices designed to improve reading proficiency, accelerate learning gains, and close achievement gaps for all 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 2026–2027 school year, the percentage of Students with Disabilities scoring Level 3 or higher on the PM3 ELA FAST assessment will increase from 33% to 38%.

By the end of the 2026–2027 school year, the percentage of Students with Disabilities demonstrating learning gains on the PM3 ELA FAST assessment will increase from 38% to 50%.

Monitoring

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

Implementation of this Area of Focus will be monitored through a comprehensive system of ongoing data analysis, instructional coaching, and collaborative planning to ensure high-quality literacy instruction and improved student outcomes. Teachers and administrators will review FAST PM1, PM2, and PM3 Reading data, Benchmark Advance unit assessments, classroom assessments, writing samples, and intervention progress-monitoring data during weekly Professional Learning Community (PLC) meetings to identify student strengths and areas of need, monitor progress toward grade-level proficiency, and make timely instructional adjustments.
Students requiring additional literacy support will be monitored through the school's Multi-Tiered System of Supports (MTSS) and discussed during monthly Collaborative Problem Solving Team (CPST) meetings to evaluate the effectiveness of interventions and revise instructional plans as

needed. School leaders will conduct regular classroom observations, instructional walkthroughs, and lesson plan reviews to monitor the implementation and fidelity of evidence-based literacy practices, including explicit instruction in the five components of reading, differentiated small-group instruction, vocabulary development, writing across the curriculum, and Benchmark Advance instructional routines.

The impact of this Area of Focus will be evaluated through ongoing analysis of student achievement and learning gains, with particular attention to FAST Reading proficiency, learning gains, Lowest Quartile Learning Gains, subgroup performance, and the number of students demonstrating substantial reading deficiencies. Student progress will be reviewed after each FAST Progress Monitoring window to determine whether students are on track to meet the measurable outcome of increasing the percentage of students scoring Level 3 or higher by at least five percentage points while ensuring at least 50% of students demonstrate learning gains. Data-driven instructional decisions and targeted professional development will be adjusted throughout the school year to maximize student achievement and ensure continuous improvement in literacy outcomes.

Person responsible for monitoring outcome

Prinicpal, Curriculum Coach, Classroom ELA Teachers

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:

Ben Gamla Charter School will strengthen Tier 1 core literacy instruction while providing Tier 2 targeted interventions for students identified through ongoing progress monitoring as performing below grade-level expectations. Core instruction in kindergarten through fifth grade will be delivered using Benchmark Advance and will emphasize explicit, systematic instruction in the five components of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers will implement evidence-based instructional practices, including teacher modeling, think-alouds, differentiated small-group instruction, guided reading, close reading, vocabulary development, writing across the curriculum, graphic organizers, scaffolding, cooperative learning, and timely, actionable feedback to ensure all students have access to rigorous, standards-based instruction. Students who do not respond adequately to Tier 1 instruction will receive Tier 2 supplemental interventions during the school's intervention block. Tier 2 instruction will provide targeted, skill-specific support using flexible small groups based on FAST Progress Monitoring, Benchmark Advance assessments, classroom assessments, and teacher observations. Intervention groups will be adjusted regularly as students demonstrate mastery or require additional support. To ensure effective implementation, teachers will participate in weekly Professional Learning Community (PLC) meetings to analyze student data, identify prerequisite skills, plan differentiated instruction, and develop targeted intervention plans. Ongoing professional development and instructional coaching will focus on high-quality literacy instruction, effective implementation of Benchmark Advance, differentiated instruction, vocabulary development, writing instruction, and evidence-based reading practices. Implementation will be monitored through classroom observations, instructional walkthroughs, lesson plan reviews,

and weekly PLC discussions. Student progress will be monitored using FAST PM1, PM2, and PM3 data, Benchmark Advance unit assessments, classroom assessments, writing samples, and intervention progress-monitoring data. School leaders and teachers will use these data to evaluate the effectiveness of Tier 1 instruction and Tier 2 interventions, make instructional adjustments, and ensure interventions are implemented with fidelity. The effectiveness of this intervention will be measured by increased FAST Reading proficiency, improved learning gains, increased Lowest Quartile Learning Gains, reduced numbers of students with substantial reading deficiencies, and improved performance among all student subgroups, particularly English Language Learners and other students identified for Tier 2 support. Continuous data analysis and collaborative planning will ensure that instructional decisions remain responsive to student needs throughout the school year.

Rationale:
The rationale for implementing strengthened Tier 1 instruction and Tier 2 targeted interventions is based on analysis of the school's 2025–2026 ELA performance data, which identified declines in overall reading achievement and learning gains among several student groups. The most significant declines occurred among English Language Learners (ELLs) and fourth-grade students, while overall Lowest Quartile Learning Gains remained below state and district performance levels. Early Warning System data also indicated an increase in students performing at Level 1 in ELA, an increase in students with substantial reading deficiencies in kindergarten through third grade, and increased chronic absenteeism, highlighting the need for stronger core literacy instruction and timely intervention. Research consistently demonstrates that high-quality Tier 1 instruction, combined with timely Tier 2 supplemental intervention, produces the greatest improvements in student achievement. Explicit, systematic instruction in the five components of reading, differentiated small-group instruction, vocabulary development, and ongoing formative assessment have been shown to improve reading proficiency and accelerate learning gains for all students, particularly those at risk for reading difficulties. Providing targeted interventions before students experience significant learning gaps allows schools to address skill deficits early while maintaining access to rigorous grade-level instruction. Weekly Professional Learning Communities (PLCs), ongoing progress monitoring, and data-driven instructional planning ensure that instructional decisions are responsive to student needs and that interventions are adjusted based on evidence of student growth. This multi-tiered approach is expected to increase reading proficiency, improve learning gains, reduce the number of students requiring intensive intervention, and close achievement gaps across all grade levels and student subgroups.

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:
Students who do not demonstrate adequate progress through Tier 1 core instruction and Tier 2 supplemental interventions will receive Tier 3 intensive reading intervention. Tier 3 instruction will provide individualized or very small-group, data-driven instruction targeting each student's specific reading deficits in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instruction will be based on diagnostic assessment results and delivered in addition to core ELA instruction by highly qualified interventionists, ESE teachers, or trained instructional staff. Students will receive increased instructional time, more frequent opportunities for guided practice, explicit corrective feedback, and ongoing progress monitoring to accelerate learning and close skill gaps. Intervention plans will be individualized based on student performance and adjusted through the school's Multi-Tiered System of Supports (MTSS). Student progress will be reviewed during weekly Professional Learning Community (PLC) meetings and monthly Collaborative Problem Solving Team (CPST)

meetings to determine intervention effectiveness and make instructional adjustments. Families will be kept informed of student progress and involved in intervention planning as appropriate.

Rationale:
The rationale for implementing Tier 3 intensive reading intervention is based on analysis of the school's 2025–2026 FAST Reading data, which identified persistent achievement gaps among the school's most academically at-risk students. Although Ben Gamla Charter School maintained an overall A school grade, the Lowest Quartile Learning Gains in ELA (49%) remained below state and district performance levels, and significant declines were observed among English Language Learners (ELLs) and Grade 4 students. Early Warning System data also identified an increase in students performing at Level 1 in ELA and an increase in students with substantial reading deficiencies in kindergarten through third grade, demonstrating that some students require interventions beyond core instruction and Tier 2 support. Research supports intensive Tier 3 interventions as an effective means of accelerating learning for students with significant reading deficits. Providing individualized, explicit, and systematic instruction with increased instructional time and frequent progress monitoring allows educators to quickly identify whether interventions are effective and make timely adjustments based on student response. This approach is designed to close persistent achievement gaps, improve reading proficiency, increase learning gains, and reduce the number of students requiring intensive intervention over time.

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: Data Analysis and Instructional Planning

Person Monitoring:
Principal, Curriculum Coach, Grade Level PLC Facilitators

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and instructional leaders will analyze FAST Reading PM1, PM2, and PM3 data, Benchmark Advance unit assessments, classroom assessments, and writing samples to identify student strengths and areas of need. During weekly Professional Learning Community (PLC) meetings, teachers will collaboratively plan differentiated instruction, identify prerequisite skills, create flexible instructional groups, and develop targeted Tier 2 intervention plans for students not meeting grade-level expectations.
The impact of this action step will be monitored through ongoing analysis of student assessment data, PLC documentation, classroom performance, and FAST Progress Monitoring results. School leaders will review data trends after each progress monitoring window to ensure instructional adjustments are producing increased reading proficiency and learning gains.

Action Step #2
Action Step #2: Implement Tier 1 Core Literacy Instruction and Tier 2 Reading Interventions

Person Monitoring:
Principal, Curriculum Coach, Classroom Teachers, Interventionist

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will implement high-quality Tier 1 literacy instruction using Benchmark Advance while providing differentiated small-group instruction that emphasizes phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students identified through FAST and classroom assessments as performing below grade level will receive Tier 2 supplemental reading interventions during the intervention block using flexible groups targeted to specific skill deficits.
The impact of this action step will be monitored through intervention progress-monitoring data, classroom assessments, Benchmark Advance assessments, and FAST Progress Monitoring results. Intervention groups will be adjusted regularly based on student performance, and classroom observations and instructional walkthroughs will be conducted to ensure interventions are implemented with fidelity.

Action Step #3
Action Step #3: Strengthen Literacy Instruction Through Professional Learning

Person Monitoring:
Principal, Curriculum Coach

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in ongoing professional development focused on evidence-based literacy practices, Benchmark Advance implementation, differentiated instruction, vocabulary development, writing instruction, and effective small-group reading instruction. Teachers will collaborate during PLCs to share best practices, analyze student work, and refine instructional strategies based on student performance.
The impact of this action step will be monitored through classroom observations, instructional walkthroughs, lesson plan reviews, PLC agendas and minutes, and teacher implementation of professional learning. Student achievement data, including FAST Progress Monitoring results, classroom assessments, and subgroup performance, will be reviewed throughout the year to evaluate the effectiveness of instructional practices and determine whether students are on track to achieve the school's goal of increasing FAST Reading proficiency by at least five percentage points while ensuring at least 70% of students demonstrate learning gains.

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.

Grades: Kindergarten–Grade 5

Ben Gamla Charter School has identified instructional intervention as a schoolwide Area of Focus

based on analysis of 2025–2026 accountability, subgroup, and Early Warning System (EWS) data. While the school maintained an overall A school grade, data analysis revealed that additional intervention is needed to accelerate learning for students performing below grade level, particularly those in the Lowest Quartile (LQ), Students with Disabilities (SWD), English Language Learners (ELLs), and students identified through the school's Multi-Tiered System of Supports (MTSS).
Schoolwide ELA data identified Lowest Quartile Learning Gains (49%) as an area requiring improvement, with performance remaining below state and district averages. Significant declines were also observed among English Language Learners, whose ELA achievement decreased from 73% to 66%, ELA Learning Gains from 68% to 62%, and Lowest Quartile Learning Gains from 75% to 48%. Fourth-grade students experienced a decline in ELA Learning Gains from 72% to 56%, while fifth-grade Lowest Quartile Learning Gains declined from 82% to 57%. Although mathematics demonstrated overall improvement, Students with Disabilities continued to demonstrate low achievement despite positive learning gains, indicating the need for more intensive and individualized interventions.
Early Warning System data further support the need to strengthen intervention practices. The school experienced an increase in the number of students performing at Level 1 in English Language Arts, an increase in students with substantial reading deficiencies in kindergarten through third grade, and an increase in chronic absenteeism, all of which place students at greater risk for academic failure and indicate the need for earlier identification and more responsive interventions.
Analysis of intervention data also demonstrates the increasing academic needs of the student population. During Spring 2025–2026, the school provided Tier 2 Reading interventions for 22 students, Tier 3 Reading interventions for 75 students, Tier 2 Mathematics interventions for 21 students, and Tier 3 Mathematics interventions for 13 students. Compared to the previous school year, the number of students requiring intensive Reading Tier 3 intervention increased substantially, reinforcing the need to strengthen both the quality and effectiveness of intervention services while ensuring students receive timely support before significant learning gaps develop.
To address these needs, the school will continue to strengthen its Multi-Tiered System of Supports (MTSS) by providing timely, data-driven interventions based on FAST Progress Monitoring, classroom assessments, and teacher observations. Weekly Professional Learning Community (PLC) meetings and monthly Collaborative Problem Solving Team (CPST) meetings will be used to review student progress, evaluate intervention effectiveness, and adjust instructional plans based on individual student needs. The addition of a second full-time ESE teacher/interventionist, expanded Speech-Language Pathology services, and continued collaboration among classroom teachers, interventionists, ESE staff, and administrators will increase the school's capacity to provide targeted interventions that accelerate learning, improve proficiency, and reduce achievement gaps across all 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 Spring 2027, the school will increase Lowest Quartile Learning Gains in English Language Arts from 49% to 59%.
By Spring 2027, the school will increase Lowest Quartile Learning Gains in Mathematics from 65% to 70%.

Monitoring

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

Implementation of the school's intervention framework will be monitored through a comprehensive Multi-Tiered System of Supports (MTSS) that emphasizes ongoing progress monitoring, collaborative data analysis, and timely instructional adjustments. Teachers, interventionists, and school leaders will review FAST PM1, PM2, and PM3 data, intervention progress-monitoring data, Benchmark Advance assessments, classroom assessments, and teacher observations during weekly Professional Learning Community (PLC) meetings to evaluate student response to interventions and identify students requiring additional support.
Students receiving Tier 2 and Tier 3 interventions will be reviewed during monthly Collaborative Problem Solving Team (CPST)/MTSS meetings, where intervention data will be analyzed to determine the effectiveness of instructional supports and whether changes in intervention intensity, instructional strategies, or group placement are needed. School leaders will conduct regular classroom observations, instructional walkthroughs, and intervention fidelity checks to ensure evidence-based intervention practices are implemented consistently and with fidelity.
The impact of this Area of Focus will be monitored through ongoing analysis of FAST Progress Monitoring results, intervention progress-monitoring data, classroom performance, and Lowest Quartile Learning Gains in both English Language Arts and Mathematics. Success will be measured by an increase in the percentage of students demonstrating learning gains, improved performance of students receiving interventions, increased Lowest Quartile Learning Gains, and documented intervention reviews for all students participating in Tier 2 and Tier 3 supports. Data will be reviewed throughout the school year to ensure interventions remain responsive to student needs and contribute to achieving the school's measurable outcome.

Person responsible for monitoring outcome

Principal, ESE Specialist, Curriculum Coach, Interventionist, and Classroom Teachers

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:
Ben Gamla Charter School will implement a comprehensive system of Tier 1 core instruction and Tier 2 targeted interventions for students in kindergarten through grade 5 who are identified as at risk of not meeting grade-level expectations. Tier 1 instruction will include high-quality, standards-aligned instruction using Benchmark Advance, explicit and systematic teaching, differentiated instruction, flexible small-group instruction, vocabulary development, close reading, writing across the curriculum, and frequent formative assessments. Universal Design for Learning (UDL), scaffolding, and appropriate accommodations will be embedded within daily instruction to ensure access for all learners. Students requiring additional support will receive Tier 2 interventions during the designated intervention block. Interventions will be targeted to specific skill deficits identified through FAST Progress Monitoring, Benchmark Advance assessments, classroom performance, and teacher observations. Instruction will include explicit, systematic instruction, increased opportunities for guided practice, immediate corrective feedback, progress monitoring, and flexible grouping that is adjusted based on student performance. Implementation will be monitored through weekly Professional Learning Community (PLC) meetings, monthly Collaborative Problem Solving Team (CPST)/MTSS meetings, classroom observations, instructional walkthroughs, lesson plan reviews, and ongoing analysis of FAST Progress Monitoring, Benchmark Advance assessments, classroom assessments, and intervention progress-monitoring data. Student intervention groups and instructional strategies will be revised as needed to ensure students respond positively to intervention and make measurable academic progress.

Rationale:
Analysis of the 2025–2026 accountability and Early Warning System data identified the need to strengthen Tier 1 instruction and Tier 2 interventions to improve outcomes for students performing below grade level. Schoolwide Lowest Quartile Learning Gains in English Language Arts were 49%, below state and district averages, while English Language Learners experienced declines in achievement and learning gains. Early Warning System data also showed increases in students performing at Level 1 in English Language Arts, students with substantial reading deficiencies, and students requiring intensive academic support. Additionally, the number of students receiving Tier 3 reading interventions increased significantly, demonstrating the need to strengthen early intervention before students require more intensive services. Research demonstrates that high-quality core instruction combined with timely, data-driven Tier 2 interventions, explicit instruction, frequent progress monitoring, flexible grouping, and collaborative data analysis through MTSS significantly improves student achievement and learning gains. Strengthening these instructional practices will reduce the number of students requiring intensive interventions, increase proficiency, improve Lowest Quartile Learning Gains, and help ensure students receive appropriate support before academic gaps become more significant.

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:
Students in kindergarten through grade 5 who demonstrate insufficient progress following Tier 1 and Tier 2 interventions will receive Tier 3 intensive, individualized interventions designed to address their specific academic deficits. Intervention plans will be developed using diagnostic assessment data, FAST Progress Monitoring results, classroom assessments, and teacher observations. Students will receive high-dosage, explicit, and systematic instruction in very small groups or one-on-one, with increased instructional time, repeated opportunities for guided practice, immediate corrective feedback, and ongoing progress monitoring. Instruction will target individual skill deficits in reading

and mathematics and may include specialized intervention programs, teacher-created interventions aligned to Florida's B.E.S.T. Standards, multisensory instructional strategies, manipulatives, and assistive technology when appropriate. The school's additional full-time ESE teacher/interventionist, expanded Speech-Language Pathology services, classroom teachers, and support personnel will collaborate to provide intensive interventions and monitor student progress. Implementation will be monitored through weekly PLC meetings, monthly CPST/MTSS meetings, classroom observations, intervention fidelity checks, and frequent progress-monitoring data reviews. Student intervention plans will be adjusted based on individual response to intervention, ensuring instructional intensity and support are modified as needed to accelerate learning.

Rationale:
The 2025–2026 school data indicate that a significant number of students continue to require intensive intervention despite receiving core instruction and supplemental supports. During the spring semester, 75 students required Tier 3 Reading interventions and 13 students required Tier 3 Mathematics interventions, demonstrating the need for individualized, intensive academic support. Additionally, schoolwide Lowest Quartile performance, increases in students identified with substantial reading deficiencies, and persistent achievement gaps among Students with Disabilities and English Language Learners indicate that some students require interventions beyond Tier 2 to achieve grade-level expectations. Research supports intensive Tier 3 interventions that provide increased instructional time, individualized instruction, explicit teaching, and frequent progress monitoring as effective practices for accelerating learning and closing achievement gaps. By strengthening Tier 3 interventions through collaborative problem-solving, ongoing data analysis, and individualized instructional planning, the school expects to improve student achievement, increase learning gains, and reduce the number of students requiring long-term intensive intervention.

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: Analyze Student Data to Guide Interventions

Person Monitoring:
Principal, ESE Specialist, Grade-Level PLC Facilitators

By When/Frequency:
Weekly and Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and school leaders will analyze FAST Progress Monitoring, Benchmark Advance assessments, classroom assessments, intervention progress-monitoring data, and teacher observations to identify students requiring Tier 2 or Tier 3 interventions. Student data will be reviewed during weekly PLC meetings and monthly CPST/MTSS meetings to evaluate intervention effectiveness, adjust instructional groups, and modify intervention plans based on individual student needs. School leaders will monitor implementation through PLC documentation, MTSS meeting notes, student progress-monitoring data, and trends in academic performance.

Action Step #2

Action Step #2: Implement Targeted Tiered Interventions

Person Monitoring:
Principal, Curriculum Coach, ESE Specialist, Interventionist

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and interventionists will provide evidence-based Tier 2 and Tier 3 interventions using explicit and systematic instruction, differentiated small-group instruction, intensive individualized support, and progress monitoring aligned to identified student needs. Students receiving interventions will participate in targeted instruction during the intervention block with adjustments made based on ongoing assessment results. School leaders will monitor intervention implementation through classroom observations, intervention schedules, progress-monitoring data, FAST assessment results, and student growth to ensure interventions are delivered with fidelity and produce measurable academic gains.

Action Step #3
Action Step #3: Strengthen Intervention Fidelity Through Coaching

Person Monitoring:
Principal, Curriculum Coach

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional development and instructional coaching will focus on evidence-based intervention practices, explicit instruction, differentiation, Universal Design for Learning (UDL), accommodations, and effective progress-monitoring strategies. Administrators and instructional leaders will conduct regular classroom observations and instructional walkthroughs to monitor the fidelity of intervention implementation and provide timely feedback. The effectiveness of this action will be measured through walkthrough data, lesson plan reviews, intervention fidelity checklists, teacher implementation, and improvements in student progress-monitoring data and FAST Learning Gains.

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.

Chronic absenteeism has increased schoolwide, with the most significant concerns occurring in grades three through five. Although this trend affects the overall student population, a more substantial increase is evident among Students with Disabilities. Prior-year attendance data indicate that 36% of SWD met the school's attendance concern threshold, compared with 30% of students overall.

Attendance concerns among SWD were highest in fifth grade at 81% (9 out of 11 SWD), followed by third grade at 39% (7 out of 18 SWD), second and fourth grades at 31% (4 out of 13 and 5 out of 16

SWD, respectively) each, kindergarten at 20% (1 out of 5 SWD), and first grade at 9% (1 out of 11 SWD). The difference between SWD and the overall student population was especially pronounced in fifth grade, where 81% of SWD met the attendance concern threshold compared with 66% of all fifth-grade students, and in third grade, where the rate was 39% for SWD compared with 26% for the grade level overall.

This area was identified as a crucial need because SWD require consistent access to core instruction, specially designed instruction, academic interventions, related services, accommodations, and support toward their IEP goals. Frequent absences reduce instructional time, interrupt the continuity of specialized services, and limit opportunities for progress monitoring, reteaching, and intervention.

The attendance concern is particularly significant when reviewed alongside PM3 data showing that SWD continued to perform below grade level in vocabulary, comprehension, literature, and informational text. Therefore, reducing chronic absenteeism—particularly among SWD in grades three through five—is essential to ensuring consistent access to instruction and improving academic achievement and progress toward IEP goals.

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 2027, the percentage of Students with Disabilities who are absent for 10% or more of the school year will decrease from 36% to 26% or lower.

Monitoring

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

Grade-level targets:
Kindergarten from 20% to 15% or lower
First grade maintain 9% to 9% or lower
Second grade from 31% to 21% or lower
Third grade from 39% to 29% or lower
Fourth grade from 31% to 21% or lower
Fifth grade from 81% to 61% or lower
100% of SWD who reach 5% absenteeism will receive documented early outreach, and 100% of SWD who reach or exceed 10% absenteeism will be reviewed through the CPST/MTSS process and receive an individualized attendance intervention plan.

The Dean of Students and ESE Specialist will review SWD attendance data at least biweekly using the FOCUS Student Information System. The review will identify students approaching or exceeding the 5% and 10% absence thresholds and disaggregate data by grade level, disability status, reason

for absence, academic performance, IEP goal progress, intervention participation, and related-service attendance.

Students with increasing absenteeism will be discussed during monthly CPST/MTSS meetings. The team will review the implementation and effectiveness of parent outreach, attendance plans, make-up instruction, specialized services, and other assigned supports. Attendance rates will be compared monthly and quarterly with the prior-year baseline and grade-level targets.

The school will also cross-reference attendance with FAST/STAR, i-Ready, classroom assessments, intervention data, and IEP progress to determine whether improved attendance is associated with increased academic growth. Interventions will be intensified or revised when a student's attendance does not improve after four to six weeks of implementation.

Person responsible for monitoring outcome

Dean of Students, with support from the ESE Specialist, Principal, classroom teachers, and CPST/MTSS team.

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 multi-tiered attendance intervention process for SWD incorporating early-warning monitoring, family engagement, individualized problem-solving, and a Check & Connect-informed mentoring approach. The intervention will include: Biweekly review of SWD attendance through FOCUS. Early family outreach when a student reaches 5% absenteeism. Identification of barriers related to health, school engagement, family circumstances, disability-related needs, or access to services. Individualized attendance intervention plans for SWD reaching 10% absenteeism. Assignment of a staff mentor or designated contact for students with persistent attendance concerns. Regular check-ins with students and families. Coordination of make-up instruction, interventions, IEP services, and related services when absences occur. Recognition of improved and consistent attendance. Referral to CPST/MTSS and appropriate school or community supports when attendance does not improve. Implementation will be monitored through FOCUS attendance reports, family-contact logs, attendance intervention plans, mentor check-in records, CPST/MTSS documentation, and monthly comparisons of student attendance and academic progress.

Rationale:

The prior-year data demonstrate that SWD had a higher overall attendance concern rate than the general student population, with particularly high rates in grades three and five. A multi-tiered approach is appropriate because it provides universal monitoring, early intervention before absenteeism becomes chronic, and individualized support for students with more intensive needs. A Check & Connect-informed approach strengthens the intervention by assigning a consistent adult to monitor attendance, engage the student and family, identify barriers, and connect them with appropriate academic, behavioral, disability-related, and community supports. This approach is particularly relevant for SWD because their attendance may affect access to specialized instruction, related services, intervention, and progress toward IEP goals.

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 Step #1: Establish SWD Attendance Early-Warning Monitoring

Person Monitoring:
Dean of Students and ESE Specialist

By When/Frequency:
Beginning August 2026; reviewed biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Dean of Students and ESE Specialist will generate and review biweekly attendance reports for all SWD. Students reaching 5% absenteeism will be identified for early parent outreach, while students reaching or exceeding 10% will be referred for CPST/MTSS review and an individualized attendance intervention plan. Data will be disaggregated by grade level and cross-referenced with academic performance, IEP progress, interventions, and related services. Implementation will be monitored through attendance reports, parent-contact logs, CPST/MTSS records, and quarterly progress toward the grade-level attendance targets.

Action Step #2
Action Step #2: Implement Individualized Attendance Plans and Family Engagement

Person Monitoring:
Dean of Students

By When/Frequency:
Within five school days of identification; reviewed every four to six weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Dean of Students, ESE Specialist, classroom teacher, and family will identify the barriers contributing to each student's absences and develop an individualized attendance intervention plan. Plans may include scheduled family communication or health-resource referrals, morning check-ins, attendance goals, positive reinforcement, counseling support, and coordination of disability-related services. The team will review each plan every four to six weeks using attendance rates, family-contact documentation, student participation, and academic progress to determine whether the intervention should be continued, revised, or intensified.

Action Step #3
Action Step #3: Provide Mentoring and Academic-Service Recovery

Person Monitoring:
ESE Specialist and assigned staff mentor

By When/Frequency:
Weekly for identified students; academic and IEP data reviewed monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Each SWD with persistent attendance concerns will be assigned a staff mentor or designated contact who will conduct regular student check-ins, monitor weekly attendance, communicate with the family, and reinforce progress toward attendance goals. The ESE Specialist will coordinate with teachers and service providers to address missed specialized instruction, intervention, assessments, and

related services. The impact will be monitored through weekly attendance data and monthly reviews of FAST/STAR, i-Ready, classroom assessments, intervention progress, service delivery, and IEP goal data.

Area of Focus #5

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.

Ben Gamla Charter School identified Mathematics achievement among Students with Disabilities as a separate Area of Focus based on analysis of the 2025–2026 accountability and progress-monitoring data. The SWD subgroup earned a Federal Index score of 39%, declining from 46% during the previous year and performing below school expectations.

SWD Mathematics proficiency declined significantly from 58% in the previous year to 41% in 2025–2026. Although 58% of SWD demonstrated Mathematics Learning Gains, only 40% of SWD in the Lowest Quartile demonstrated Mathematics Learning Gains. The difference between overall SWD learning gains and Lowest Quartile learning gains indicates that the school's most academically vulnerable SWD require more intensive, individualized, and skill-specific mathematics interventions.

The school's 74 SWD are distributed across all grade levels, with the greatest concentration in grades three through five, where academic expectations and state-assessment rigor increase. Many SWD require remediation of prerequisite skills while also receiving instruction aligned with grade-level B.E.S.T. Mathematics standards. Identified instructional needs include number sense, computational fluency, mathematical vocabulary, multi-step problem-solving, and the ability to explain and represent mathematical reasoning.

Early Warning System data also identified increased chronic absenteeism, particularly in grades three through five and within the SWD population. Frequent absences may further limit access to sequential mathematics instruction, specially designed instruction, intervention, accommodations, and IEP-related services. Although current interventions are producing measurable gains for some SWD, the decline in proficiency and low Lowest Quartile gains demonstrate the need for more intensive instruction, systematic progress monitoring, and timely adjustments to intervention plans.

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 2027, the percentage of Students with Disabilities demonstrating Mathematics Learning Gains on the Florida FAST assessment will increase by at least 10 percentage points, from 58% in

2025–2026 to 68% or higher.

Monitoring

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

Implementation of the SWD Mathematics Area of Focus will be monitored through ongoing mathematics data analysis, collaborative instructional planning, intervention reviews, and fidelity checks. The administration, ESE Specialist, curriculum coach, ESE teachers, interventionist, and classroom teachers will monitor whether SWD receive the specially designed instruction, mathematics interventions, accommodations, and supports identified in their IEPs and intervention plans.

During weekly PLC meetings, staff will analyze FAST/STAR Mathematics progress-monitoring results, i-Ready Mathematics data, Go Math! assessments, classroom assessments, intervention data, student work, and IEP mathematics goal progress. Data will be disaggregated by grade level, reporting category, intervention tier, and individual student to identify specific skill deficits and determine whether students are progressing toward grade-level B.E.S.T. Mathematics standards. Particular attention will be given to number sense, place value, computational fluency, fractions, algebraic reasoning, measurement, geometry, mathematical vocabulary, multi-step problem-solving, and the ability to represent and explain mathematical reasoning. Specific priorities will be determined by grade-level diagnostic and reporting-category data.

Monthly CPST/MTSS meetings will be used to evaluate students' responses to Tier 2 and Tier 3 mathematics interventions. The team will review intervention frequency, duration, group size, student attendance, fidelity of implementation, and rate of progress. Intervention plans will be continued, adjusted, or intensified when students do not demonstrate adequate progress.

School leaders will conduct classroom observations and instructional walkthroughs to monitor explicit and systematic mathematics instruction, specially designed instruction, differentiated small groups, use of concrete and visual representations, mathematical discourse, accommodations, scaffolding, and implementation of intervention resources.

The impact of this Area of Focus will be measured against the following 2026–2027 outcomes:

- Increase SWD Mathematics Learning Gains from 58% to at least 68%.
- Increase SWD Mathematics proficiency from 41% to at least 51%.
- Increase SWD Lowest Quartile Mathematics Learning Gains from 40% to at least 50%.
- Ensure at least 70% of SWD in grades K–2 receiving mathematics intervention meet or exceed expected annual growth on i-Ready Mathematics.

Progress toward these outcomes will be reviewed after FAST/STAR PM1, PM2, and PM3 and after each i-Ready Mathematics diagnostic. Intervention and IEP progress-monitoring data will be reviewed weekly and monthly to allow timely instructional adjustments.

Person responsible for monitoring outcome

Principal and ESE Specialist, with support from the Curriculum Coach, ESE teachers, interventionist, and classroom teachers.

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:

Ben Gamla Charter School will implement a continuum of Tier 1 and Tier 2 evidence-based mathematics practices to improve Mathematics achievement and learning gains for SWD in kindergarten through fifth grade. Tier 1 Mathematics instruction will provide SWD access to grade-level B.E.S.T. Standards through explicit and systematic instruction, specially designed instruction, differentiated small groups, flexible grouping, teacher modeling, guided practice, worked examples, mathematical discourse, immediate corrective feedback, and cumulative review. Teachers will use a concrete-representational-abstract instructional sequence to help students develop conceptual understanding before moving to symbolic and abstract procedures. Instruction will incorporate manipulatives, number lines, visual models, graphic organizers, assistive technology, academic vocabulary, and multiple opportunities for students to represent and explain their mathematical reasoning. Accommodations identified in each student's IEP will be implemented consistently. SWD who do not demonstrate adequate progress through Tier 1 instruction will receive Tier 2 targeted mathematics intervention during the designated intervention block. Intervention will be provided in small groups and aligned with diagnostic data, classroom performance, grade-level standards, and IEP goals. Resources may include Go Math! intervention materials, i-Ready teacher-led instruction/ Magnetic Math, individualized i-Ready Mathematics lessons, and teacher-developed standards-aligned intervention activities. Implementation will be monitored through weekly PLC meetings, monthly CPST/MTSS meetings, classroom observations, instructional walkthroughs, lesson-plan reviews, intervention logs, student work samples, and review of FAST/STAR, i-Ready Mathematics, classroom assessment, intervention, and IEP goal data.

Rationale:

The selection of Tier 1 and Tier 2 mathematics interventions is based on analysis of the school's 2025–2026 accountability data, which identified SWD as the school's highest-priority subgroup for improvement. The subgroup earned a Federal Index score of 39%. SWD Mathematics proficiency declined from 58% in the previous year to 41% in 2025–2026. Although 58% of SWD demonstrated Mathematics Learning Gains, only 40% of SWD in the Lowest Quartile demonstrated Mathematics Learning Gains. The difference between overall SWD learning gains and Lowest Quartile learning gains indicates that the most academically vulnerable SWD require more targeted and intensive mathematics support. Many students must remediate prerequisite skills while simultaneously accessing grade-level content and increasingly complex mathematical language and problem-solving tasks. Explicit instruction, differentiated small-group instruction, concrete and visual representations, worked examples, immediate feedback, guided practice, cumulative review, and ongoing progress monitoring support SWD in developing conceptual understanding, procedural fluency, and problem-solving skills. Strengthening Tier 1 instruction and providing timely Tier 2 intervention will address specific mathematics deficits before they become more significant. These practices are intended to increase SWD Mathematics Learning Gains from 58% to at least 68%, Mathematics proficiency from 41% to at least 51%, and Lowest Quartile Mathematics Learning Gains from 40% to at least 50%.

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:
SWD who do not demonstrate adequate progress after receiving Tier 1 core Mathematics instruction and Tier 2 targeted intervention will receive Tier 3 intensive, individualized mathematics intervention. Placement and instructional decisions will be based on diagnostic assessment results, intervention data, classroom performance, and IEP goals. Tier 3 instruction will be provided individually or in very small groups and will target each student's specific mathematics deficits. Instruction will include increased frequency and instructional time, reduced group size, explicit modeling, systematic skill sequences, think-alouds, worked examples, scaffolded problem-solving, repeated guided practice, immediate error correction, cumulative review, and frequent opportunities to demonstrate mastery. Teachers will use concrete manipulatives, visual representations, number lines, graphic organizers, mathematical vocabulary supports, assistive technology, and a concrete-representational-abstract sequence. Intervention resources may include i-Ready teacher-led instruction/Magnetic Math, individualized i-Ready Mathematics lessons, Go Math! intervention materials, and standards-aligned skill lessons selected according to diagnostic results and IEP needs. The second full-time ESE teacher/interventionist will provide intensive mathematics intervention in collaboration with classroom teachers, the ESE Specialist, and curriculum coach. Every student receiving Tier 3 intervention will have a documented intervention plan and frequent progress monitoring. Student response will be reviewed at least monthly through CPST/MTSS to determine whether the frequency, duration, group size, instructional method, or intervention resource should be adjusted.

Rationale:
Tier 3 intensive mathematics intervention is necessary because a significant percentage of SWD continue to perform below grade-level expectations despite access to core instruction and supplemental support. SWD Mathematics proficiency declined to 41%, and only 40% of SWD in the Lowest Quartile demonstrated Mathematics Learning Gains during 2025–2026. These results indicate that a subset of SWD requires more intensive and individualized intervention than can be provided through Tier 1 core instruction and Tier 2 supplemental support alone. Students with persistent mathematics difficulties benefit from smaller groups, additional instructional time, explicit modeling, systematic practice, visual representations, immediate corrective feedback, and frequent review of their response to intervention. Tier 3 intervention will be integrated with the school's MTSS framework, weekly PLC collaboration, monthly CPST reviews, and IEP progress monitoring. This process will ensure that interventions are matched to individual mathematics skill deficits, implemented with fidelity, and adjusted according to student response.

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: Analyze SWD Mathematics Data and Adjust Instruction

Person Monitoring:	**By When/Frequency:**
Principal, ESE Specialist, Curriculum Coach, ESE	Weekly PLC reviews; monthly CPST/MTSS

Teachers, and Classroom Teachers	reviews; after FAST/STAR PM1, PM2, and PM3 and each i-Ready Mathematics diagnostic

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The leadership team, ESE staff, curriculum coach, interventionist, and classroom teachers will collaboratively analyze FAST/STAR Mathematics, i-Ready Mathematics, Go Math!, classroom assessment, intervention, student work, and IEP goal data. Data will be disaggregated by grade level, reporting category, intervention tier, and individual student.
Staff will identify specific deficits in areas such as number sense, place value, computational fluency, fractions, algebraic reasoning, measurement, geometry, mathematical vocabulary, and multi-step problem-solving. The results will be used to establish flexible groups, select appropriate intervention resources, revise individualized intervention plans, and determine the accommodations and specially designed instruction needed to access grade-level standards.
The impact will be monitored through documented PLC and CPST/MTSS reviews, progress-monitoring graphs, changes in intervention groups, IEP goal progress, classroom performance, and movement toward the established Mathematics proficiency and learning-gain targets.

Action Step #2
Action Step #2: Implement Evidence-Based SWD Mathematics Interventions

Person Monitoring:	**By When/Frequency:**
ESE Specialist, ESE Teachers, Interventionist, and Classroom Teachers	Mathematics interventions provided according to each student's intervention plan; progress reviewed weekly and monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will provide SWD with evidence-based mathematics instruction through explicit and systematic teaching, specially designed instruction, differentiated small groups, concrete-representational-abstract instruction, teacher modeling, worked examples, guided practice, scaffolded problem-solving, immediate corrective feedback, cumulative review, and mastery-based learning. Students will receive targeted intervention using i-Ready teacher-led instruction/Magnetic Math, individualized i-Ready Mathematics lessons, Go Math! intervention materials, manipulatives, visual models, number lines, graphic organizers, and standards-aligned skill practice. The additional ESE teacher/interventionist will increase the availability and intensity of small-group and individualized mathematics intervention.
Implementation and impact will be monitored through intervention schedules, student attendance, lesson plans, intervention logs, student work samples, curriculum-based measures, i-Ready Mathematics results, FAST/STAR data, and IEP goal progress. Interventions will be revised or intensified when progress-monitoring data show an inadequate response.

Action Step #3
Action Step #3: Monitor Mathematics Instructional Fidelity and Student Progress

Person Monitoring:	**By When/Frequency:**
Principal, Curriculum Coach, ESE Specialist, and ESE Teachers	Classroom walkthroughs and coaching at least monthly; student progress reviewed weekly and after each progress-monitoring window

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will provide professional development, instructional coaching, and collaborative planning focused on explicit mathematics instruction, specially designed instruction, differentiated small

groups, concrete-representational-abstract instruction, mathematical vocabulary, problem-solving, accommodations, and evidence-based mathematics intervention for SWD.
School leaders will use classroom observations, instructional walkthroughs, lesson-plan reviews, intervention logs, and PLC documentation to determine whether instructional practices are implemented consistently and with fidelity. Feedback, modeling, and coaching will be provided when implementation gaps are identified.
Student results will be reviewed alongside implementation evidence to determine whether instructional practices are producing adequate progress. Professional development, coaching, intervention intensity, grouping, and instructional supports will be adjusted based on student outcomes and fidelity data. Success will be measured by progress toward the SWD Mathematics targets of 68% Learning Gains, 51% proficiency, and 50% Lowest Quartile Learning Gains.

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.

Grades: Kindergarten–Grade 5
Ben Gamla Charter School has identified Positive Behavioral Interventions and Supports (PBIS) as a schoolwide Area of Focus to strengthen classroom management, maximize instructional time, and create a safe, positive, and engaging learning environment for all students in kindergarten through grade 5. Effective implementation of PBIS promotes consistent behavioral expectations, increases student engagement, reduces disruptions to learning, and fosters a positive school climate where students are better able to achieve academic success.
Analysis of the 2025–2026 discipline referral data and Professional Learning Community (PLC) reflection data identified the need for greater consistency in implementing the school's PBIS framework and classroom management practices. While many teachers effectively utilized positive behavior strategies, data indicated variability in the implementation of schoolwide expectations, classroom procedures, and positive reinforcement systems. This inconsistency contributed to unnecessary office discipline referrals and loss of instructional time, impacting student engagement and academic achievement.
To address this need, the school will strengthen implementation of its Ben Gamla PBIS Framework (Lion Leaders) by providing ongoing professional development, instructional coaching, classroom walkthroughs, and data-driven feedback. Teachers will explicitly teach and reinforce the school's R.O.A.R.S. expectations—Respectful, On Task, Awesome Attitude, Responsible, and Safety First—while implementing proactive classroom management strategies, positive reinforcement systems, restorative practices, and tiered behavioral supports for students requiring additional

intervention. Additional PBIS strategies will be added to school-wide expectations such as common language throughout the school and shared positive reiforcement throuhgout school staff, i.e. BG Bucks.
This Area of Focus was identified as a critical need through analysis of 2025–2026 discipline referral data, teacher PLC reflections, and the school's continuous improvement planning process. Strengthening PBIS implementation is expected to improve the consistency of classroom management practices across all grade levels, increase instructional time, reduce office discipline referrals, and foster a positive school culture that supports both academic achievement and student well-being.

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 2027, 100% of teachers will implement the Ben Gamla PBIS framework with fidelity, as measured through quarterly classroom walkthroughs using the school's PBIS observation tool, and the school will reduce office discipline referrals by 20% compared to 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.

Implementation of the Ben Gamla PBIS Framework will be monitored through quarterly classroom walkthroughs using the school's PBIS observation tool to assess the fidelity of PBIS implementation across all classrooms. Administrators and instructional leaders will observe evidence of clearly defined behavioral expectations, explicit instruction of the R.O.A.R.S. expectations, positive reinforcement strategies, consistent classroom routines, student engagement, and proactive classroom management practices. Teachers will receive timely feedback, coaching, and professional development based on walkthrough data to ensure consistent implementation of the framework. School leadership will also review behavior discipline referral data monthly to identify behavior trends by grade level, classroom, location, time of day, and student subgroup. Behavior data will be analyzed during leadership meetings, Professional Learning Communities (PLCs), and Collaborative Problem Solving Team (CPST)/MTSS meetings to evaluate the effectiveness of PBIS practices and determine whether additional classroom supports, behavioral interventions, or professional learning are needed.
Ongoing monitoring of PBIS implementation will directly support student achievement by increasing instructional time, reducing classroom disruptions, and fostering a safe, positive learning environment. As classroom management practices become more consistent and office discipline referrals decrease, students will spend more time actively engaged in high-quality instruction, resulting in improved academic performance, increased student engagement, and a positive school

climate that supports achievement for all learners.

Person responsible for monitoring outcome
Principal, Dean of Students, PBIS Leadership Team

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:
Ben Gamla Charter School will implement a schoolwide Positive Behavioral Interventions and Supports (PBIS) framework to establish consistent behavioral expectations and create positive learning environments for all students in kindergarten through grade 5. Tier 1 supports will include the explicit teaching of the school's R.O.A.R.S. expectations (Respectful, On Task, Awesome Attitude, Responsible, and Safety First), consistent classroom procedures, behavior expectation lessons, positive reinforcement through the Lion Leaders recognition system, restorative conversations, and regular acknowledgment of positive student behaviors. Teachers will use proactive classroom management strategies, relationship-building practices, and behavior-specific praise to promote student engagement and maximize instructional time. Students requiring additional behavioral support will receive Tier 2 interventions, including Check-In/Check-Out (CICO), small-group social skills instruction, behavior goal setting, mentoring, behavior contracts, parent communication, and targeted behavioral interventions developed through the Multi-Tiered System of Supports (MTSS). Student progress will be monitored through behavior tracking forms, office discipline referral (ODR) data, teacher observations, and behavior goal progress. Implementation will be monitored through quarterly PBIS classroom walkthroughs using the school's PBIS observation tool, monthly reviews of office discipline referral data, weekly Professional Learning Community (PLC) discussions, and monthly Collaborative Problem Solving Team (CPST)/MTSS meetings. School leaders will provide ongoing coaching and professional development to ensure PBIS practices are implemented consistently and with fidelity across all classrooms.

Rationale:
The 2025–2026 discipline referral data and teacher Professional Learning Community (PLC) reflections identified a need for greater consistency in classroom management and implementation of schoolwide behavioral expectations. Variability in PBIS implementation resulted in unnecessary office discipline referrals and loss of instructional time, reducing opportunities for student engagement and academic learning. Research supports schoolwide PBIS as an evidence-based framework that improves student behavior, increases instructional time, strengthens school climate, and enhances academic achievement by establishing positive behavioral expectations, providing consistent reinforcement, and implementing tiered behavioral supports. Strengthening Tier 1 universal supports while providing targeted Tier 2 behavioral interventions for students requiring additional assistance will improve the fidelity of PBIS implementation, reduce office discipline referrals, increase student engagement, and support the school's goal of ensuring 100% of teachers implement the Ben Gamla PBIS framework with fidelity while reducing office discipline referrals by 20% by May 2027.

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:
Students in kindergarten through grade 5 who demonstrate persistent behavioral concerns despite Tier 1 and Tier 2 supports will receive individualized Tier 3 behavioral interventions through the school's Multi-Tiered System of Supports (MTSS). The Collaborative Problem Solving Team (CPST) will conduct a comprehensive review of behavioral data to develop individualized Behavior Intervention Plans (BIPs) and targeted interventions based on each student's specific needs. Tier 3 interventions may include Functional Behavior Assessments (FBAs), individualized Behavior Intervention Plans (BIPs), individualized behavior goals, daily Check-In/Check-Out, mentoring, restorative practices, behavior contracts, counseling services, frequent home-school communication, and wraparound supports coordinated with families and community agencies when appropriate. Students receiving Tier 3 interventions will receive intensive behavioral instruction, increased adult support, and frequent opportunities to practice and reinforce replacement behaviors in multiple school settings. Implementation will be monitored through daily behavior tracking, behavior point sheets, office discipline referral data, classroom observations, and regular progress reviews during CPST/ MTSS meetings. Intervention plans will be revised based on student response to intervention, and school leadership will monitor fidelity through classroom observations, behavior documentation, and ongoing collaboration among teachers, the Dean of Students, the school counselor, and administrators.

Rationale:
The 2025–2026 discipline referral data identified a small group of students whose behavioral needs exceeded the supports provided through universal and targeted interventions. These students require intensive, individualized behavioral supports to reduce disruptive behaviors, improve self-regulation, and increase instructional engagement. Without individualized interventions, these students are more likely to experience repeated office discipline referrals, loss of instructional time, and decreased academic achievement. Research supports the use of Functional Behavior Assessments (FBAs), Behavior Intervention Plans (BIPs), individualized behavior coaching, restorative practices, and frequent progress monitoring as effective evidence-based Tier 3 interventions for students with significant behavioral needs. Providing intensive, individualized behavioral supports while continuously monitoring student progress will improve behavioral outcomes, reduce office discipline referrals, increase time engaged in instruction, and contribute to the school's goal of achieving 100% teacher implementation of the Ben Gamla PBIS framework with fidelity and reducing office discipline referrals by 20% by May 2027.

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
Implement Schoolwide PBIS Expectations

Person Monitoring:
Principal, Dean of Students

By When/Frequency:
Daily and Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will explicitly teach, model, and reinforce the Ben Gamla R.O.A.R.S. expectations

(Respectful, On Task, Awesome Attitude, Responsible, and Safety First) throughout the school year. Classroom behavior expectations, routines, and the Lion Leaders recognition system will be implemented consistently across all classrooms to promote positive behavior and maximize instructional time. Administrators will conduct quarterly classroom walkthroughs using the school's PBIS observation tool to monitor implementation fidelity, provide feedback, and identify areas requiring additional coaching or support.

Action Step #2
Provide Tiered Behavioral Interventions

Person Monitoring:
Dean of Students, Principal, School Counselor, MTSS Coordinator

By When/Frequency:
Daily and Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students requiring additional behavioral support will receive evidence-based Tier 2 and Tier 3 interventions based on individual student needs. Tier 2 supports may include Check-In/Check-Out (CICO), social skills instruction, mentoring, behavior contracts, restorative practices, and parent communication. Students who do not respond adequately to Tier 2 interventions will receive Tier 3 individualized supports, including Functional Behavior Assessments (FBAs), Behavior Intervention Plans (BIPs), individualized behavior goals, counseling services, and intensive progress monitoring through the MTSS/CPST process. Student progress will be monitored using behavior tracking forms, behavior discipline referral data, teacher observations, and intervention documentation, with intervention plans adjusted based on student response.

Action Step #3
Monitor Behavioral Data and Strengthen PBIS Practices

Person Monitoring:
Principal, Dean of Students, PBIS Leadership Team

By When/Frequency:
Monthly and Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School leadership will review behavior discipline referrals, behavior trend reports, classroom walkthrough data, attendance, and intervention outcomes to evaluate the effectiveness of the PBIS framework and tiered behavioral supports. Data will be analyzed during leadership meetings, PLCs, and MTSS/CPST meetings to identify trends, determine professional development needs, and ensure behavioral interventions are implemented with fidelity. Ongoing coaching and training will be provided to staff, and behavioral data will be used to measure progress toward reducing office discipline referrals by 20% while achieving 100% teacher implementation of the Ben Gamla PBIS Framework with fidelity by May 2027.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Ben Gamla Charter School collaborates with its Local Education Agency (LEA) and Education Service Provider (ESP) to regularly review the allocation and effectiveness of resources to meet the needs of students identified through the ATSI process. School leadership analyzes academic, behavioral, attendance, and subgroup performance data to identify areas requiring additional support and to determine whether current staffing, instructional materials, intervention programs, professional learning, and student support services are effectively addressing identified needs.

Resource utilization is reviewed during School Leadership Team meetings, Professional Learning Communities (PLCs), and Collaborative Problem Solving Team (CPST)/MTSS meetings. The school works with the district and ESP to evaluate the effectiveness of federal, state, and local funding, including Title I resources, intervention personnel, instructional technology, and professional development opportunities. Based on ongoing data analysis, adjustments are made to staffing, intervention services, instructional resources, and professional learning to ensure resources remain aligned with student needs.

The impact of these resources is continuously monitored through FAST Progress Monitoring, classroom assessments, walkthrough observations, behavior and attendance data, and subgroup performance. This collaborative review process ensures that available resources are strategically allocated to improve student outcomes, close achievement gaps, and support continuous school improvement.

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 identified needs of students, Ben Gamla Charter School will strategically allocate instructional, behavioral, and personnel resources to strengthen academic achievement and student support services throughout the 2026–2027 school year.

For academic intervention, the school will utilize Benchmark Advance as the core English Language Arts curriculum, supplemented with Reading Horizons Elevate to provide explicit, systematic reading intervention for students with foundational literacy deficits. i-Ready intervention resources will be used to provide targeted, differentiated instruction in reading and mathematics based on individual student diagnostic and progress-monitoring data. These evidence-based resources will support Tier 2 and Tier 3 interventions and will be implemented throughout the school year, with student progress

reviewed during weekly Professional Learning Community (PLC) meetings and monthly Collaborative Problem Solving Team (CPST)/MTSS meetings.

To improve school climate and reduce behavioral barriers to learning, the school will continue implementing its Ben Gamla PBIS (Lion Leaders) Framework, including explicit instruction of behavioral expectations, positive reinforcement systems, restorative practices, and tiered behavioral interventions. PBIS implementation will be monitored through quarterly classroom walkthroughs, monthly analysis of office discipline referrals, and ongoing instructional coaching.

To increase support for students with disabilities and other at-risk learners, the school has added a second full-time ESE teacher/interventionist, allowing for increased intervention intensity, smaller instructional groups, and more individualized academic support. In addition, Speech-Language Pathology services have been expanded from three days to four days per week, increasing access to speech and language services that support communication, literacy, and academic success.

The school counselor will conduct monthly classroom guidance lessons focused on social-emotional learning, self-regulation, conflict resolution, and positive decision-making. These proactive lessons will reinforce the school's PBIS expectations while supporting students' behavioral, social, and emotional development.

The effectiveness of these resources will be continuously monitored through FAST Progress Monitoring, i-Ready progress monitoring, classroom assessments, intervention data, IEP progress monitoring, behavior and attendance data, classroom walkthroughs, and behavior discipline referral trends. School leadership will review implementation and student outcomes throughout the year to ensure resources remain aligned with student needs and contribute to improved academic achievement, positive student behavior, and overall school success.

VII. Budget to Support Areas of Focus

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

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

Broward County Public Schools

CHARTER SCHOOL OF EXCELLENCE AT DAVIE

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 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) 30

VI. ATSI, TSI and CSI Resource Review 33

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

The mission of the Charter School of Excellence is for each child to develop a love of learning through exposure to a diverse, core knowledge of content that will enhance their ability to succeed at a level of Excellence in their secondary education.

Provide the school's vision statement

The vision of the Charter School of Excellence is to create a community of learning where all students are respected, encouraged, and challenged to reach 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

Josetta Destin Washington

j.washington@charterschool.com

Position Title

Principal

Job Duties and Responsibilities

Academic leader, curriculum ordering, parent communication, hiring, informal and formal evaluations, data analysis, PLC scheduling and facilitation, professional learning, master scheduling, report card reviews, MTSS
team member, IEP team member, enrichment program

Leadership Team Member #2

Employee's Name
Robert Haag

r.haag@charterschool.com

Position Title
Superintendent

Job Duties and Responsibilities

Mission and vision, school policies and procedures, budget, and finance, facilities

Leadership Team Member #3

Employee's Name
Kristine Wells

k.wells@charterschool.com

Position Title
Lead Teacher

Job Duties and Responsibilities

Professional learning, data analysis support, curriculum and instructional support

Leadership Team Member #4

Employee's Name
Kimara Malcolm

k.malcolm@charterschool.com

Position Title
ESOL Contact

Job Duties and Responsibilities

Monitoring and oversight of ESOL processes, procedures, compliance, and ELL Plans and instruction

Leadership Team Member #5

Employee's Name
Nathan Sparrow

n.sparrow@charterschool.com

Position Title
Chief of Staff

Job Duties and Responsibilities

Treasurer, Staff

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 worked with the Summer Teacher Committee during June and July to analyze student assessment data to identify trends, gaps, and areas for improvement or continued growth. The school leaders also sought input from other staff members and parents to determine areas to target for the School Improvement Plan. All stakeholders were given the opportunity to provide input throughout the year through surveys or parent/family meetings and events. The school used all input and recommendations to assist in developing the School Improvement Plan goals as well as strategies for achieving those 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 Improvement Plan (SIP) will be actively monitored throughout the year to ensure effective implementation and alignment with student achievement goals. The school leader meets with each grade level at the beginning of the year to initiate individual Teacher Action Plans based on the performance of students assigned to each teacher and the goals stated in the School Improvement Plan. The leader conducts bi-monthly data chats with teachers to review individual classroom data and adjust instruction or student groupings as needed to achieve target goals. As assessment data becomes available throughout the year, it will be reviewed to evaluate progress toward proficiency, learning gains, and performance of students in the lowest quartile and within specific student subgroups. Following Progress Monitoring Assessment 2 (PM2), the SIP will be formally reviewed and revised if data indicate insufficient progress. Any necessary revisions will result from

collaborative, data-driven problem-solving sessions. These revisions will ensure the SIP remains responsive to student needs and instructional effectiveness. Parent and family feedback will be collected through surveys and during parent engagement events throughout the year. This input will be considered in any plan revisions, reinforcing the importance of stakeholder input in the school improvement process. The SIP will guide all instructional planning, professional development, and leadership discussions to support continuous student growth and schoolwide improvement.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**82.2%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **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.*	**2025-26: A** **2024-25: B** **2023-24: A** **2022-23: A** **2021-22: A**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	41	38	34	33	29	36				211
Absent 10% or more school days	8	9	7	11	9	9				53
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	0	0	0	1	1				2
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	0	0	0	0	3	6				9
Level 1 on statewide Math assessment	0	0	0	0	1	3				4
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
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 2026-27

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

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

Current Year 2026-27

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										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

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	70	67	62	71	64	59	68	61	57
Grade 3 ELA Achievement	72	65	61	66	63	59	61	60	58
ELA Learning Gains	70	66	63	62	65	60	66	64	60
ELA Lowest 25th Percentile	83	63	58	52	60	56	50	60	57
Math Achievement*	72	73	66	69	70	64	65	66	62
Math Learning Gains	71	69	64	69	68	63	74	66	62
Math Lowest 25th Percentile	67	53	50	50	55	51	63	55	52
Science Achievement	69	65	62	42	60	58	68	56	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					63	63		59	61

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	574
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
72%	58%	65%	69%	62%	55%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	38%	Yes	1	
English Language Learners	75%	No		
Black/African American Students	67%	No		
Hispanic Students	78%	No		
Economically Disadvantaged Students	70%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	70%	72%	70%	83%	72%	71%	67%	69%					
Students With Disabilities	19%				56%								
English Language Learners	64%		71%	73%	84%	81%							
Black/African American Students	66%	79%	63%		57%	66%	85%	53%					
Hispanic Students	74%	74%	73%	85%	82%	75%		80%					
Economically Disadvantaged Students	70%	75%	71%	81%	68%	66%	61%	66%					

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	71%	66%	62%	52%	69%	69%	50%	42%					40%
English Language Learners	39%	50%	45%		61%	82%							40%
Black/African American Students	76%		62%		57%	59%		60%					
Hispanic Students	65%	67%	59%	50%	75%	76%	60%	23%					36%
Economically Disadvantaged Students	63%	60%	55%	40%	63%	67%	47%	40%					40%

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	68%	61%	66%	50%	65%	74%	63%	68%					69%
English Language Learners	36%				71%								69%
Black/African American Students	68%	63%	68%		61%	76%							
Hispanic Students	70%	63%	63%		66%	78%		82%					73%
Economically Disadvantaged Students	68%	63%	64%	50%	66%	77%		79%					

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	73%	64%	9%	60%	13%
ELA	4	60%	65%	-5%	60%	0%
ELA	5	73%	67%	6%	61%	12%
Math	3	86%	73%	13%	66%	20%
Math	4	62%	72%	-10%	65%	-3%
Math	5	64%	69%	-5%	62%	2%
Science	5	66%	63%	3%	60%	6%

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 Charter school of Excellence at Davie demonstrated significant increases during the 2025–2026 school year in seven out of eight school grading components and within many of our student subgroups, as summarized below:

State Assessment Results

English Language Arts

- ELA Learning Gains – 8-point gain (62% in 2025 to 70% in 2026)
- ELA Grade 3 Achievement – 20-point gain (62% in 2025 to 70% in 2026)
- ELA Lowest 25 th Percentile – 17-point gain (66% in 2025 to 83% in 2026)

Mathematics

- Math Achievement – 3-point gain (69% in 2025 to 72% in 2026)
- Math Learning Gains – 2-point gain (69% in 2025 to 71% in 2026)
- Math Lowest 25 th Percentile – 17-point gain (50% in 2025 to 67% in 2026)

Science (Grade 5)

- Science Achievement – 27-point gain (42% in 2025 to 69% in 2026)

Student Subgroups

English Language Learners

- ELA Achievement – 29-point gain (35% in 2025 to 64% in 2026)
- Math Achievement – 38-point gain (46% in 2025 to 84% in 2026)

Students with Disabilities

- Math Achievement – 22-point gain (34% in 2025 to 56% in 2026)

Charter School of Excellence at Davie – 2026-27 SIP

Black Students

- ELA Achievement – 21-point gain (45% in 2025 to 66% in 2026)
- ELA Learning Gains – 1-point gain (62% in 2025 to 63% in 2026)
- Math Achievement – 18-point gain (40% in 2025 to 58% in 2026)
- Math Learning Gains – 7-point gain (59% in 2025 to 66% in 2026)
- Science Achievement – 7-point gain (46% in 2025 to 53% in 2026)

Hispanic Students

- ELA Achievement – 22-point gain (52% in 2025 to 74% in 2026)
- Math Achievement – 31-point gain (51% in 2025 to 82% in 2026)
- Science Achievement – 26-point gain (54% in 22025 to 80% in 2026)

Actions Taken to Improve Performance in All Areas

The 2025–2026 school year reflected meaningful academic progress across multiple areas at the Charter School of Excellence. This exceptional growth is a result of a school-wide focus on high expectations for all students, a growth mindset among all staff, and a shared commitment to help each student succeed. The school implemented several school-wide initiatives and core learning strategies in all subject areas that included the following:

1. Monitoring of instructional quality across grade levels through frequent classroom observations by the administrator, followed by reflective feedback sessions with the teachers observed
2. Monthly strategic planning sessions between the administrator and the educational consultant to analyze student data, teaching practices, lesson plans, schedules, student work, etc., to implement a plan for improvement
3. Modeling of high-yield instructional strategies by the administrator during classroom visits or co-teaching
4. Follow-up observations in all classrooms to ensure the implementation of recommended strategies
5. Scheduling of weekly PLCs with each grade level team to plan lessons, analyze student data, and discuss
best practices, and provide additional resources and professional learning
6. Scheduling administrator-teacher data chats throughout the year to analyze progress monitoring data
(e.g., i-Ready, FAST, science mini-benchmark assessments, science mock assessments, etc.) to identify areas of weakness and determine action steps for improvement
7. Monitoring of weekly lesson plans and provision of feedback to ensure high-quality lessons that are aligned to academic standards
8. Organization of classroom furniture, as appropriate, to ensure all teachers in the school have a designated area to provide small group instruction every day
9. Include small group instruction in lesson plans and in the daily classroom schedule
10. Targeted, small-group, skills-based instruction in reading and math using student data
11. Use of effective questioning strategies and other methods of checking for understanding throughout the lesson
12. Delivering explicit vocabulary instruction that requires students to apply strategies to determine the
meaning of unfamiliar words and requires students to apply academic vocabulary accurately in speaking and writing
13. Creating and using daily exit tickets in reading, math, and science aligned to standards to identify

Students who did not master the lesson objective should receive next-day remediation
14. Assigning group and partner learning activities to engage ALL students in the lesson regardless of the student's academic level or language proficiency
15. Increased "student talk" and decreased "teacher talk" during whole-group instruction
16. Increased opportunities for students to explain their thinking or demonstrate their reasoning skills -Avoiding yes/no or one-word responses by encouraging complete sentence answers
17. Use of effective guided reading strategies instead of the "Round Robin" method to read passages or stories with students
18. Previewing text before reading, break readings into manageable chunks, and ask purposeful questions
19. Use of anchor charts, graphic organizers, and visual representations in math, science, and ELA classrooms to illustrate concepts or skills currently being learned in class
20. Placement of teachers in appropriate grade levels based on their previous performance

Charter School of Excellence at Davie – 2026-27 SIP

21. Scheduling of daily Academy Hour to group students by level to provide remediation (with classroom teacher) or reinforcement/enrichment (pull-out teacher)
22. Scheduling of a daily intervention block at the end of the day in grade 5 to provide push-in or pull-out instruction in math or science
23. Providing an after-school structured Enrichment Program for all students to reinforce academic standards being taught during the regular school day in reading(Monday and Tuesday), math (Wednesday and Thursday), and science (Friday).

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 Charter School of Excellence at Davie demonstrated the lowest performance in ELA Achievement for Students with Disabilities (19%) and Math Achievement (58%).
Contributing Factors
The performance of students with Disabilities in both reading and math was significantly lower than the overall performance of students at the school, indicating a lack of monitoring of student learning and teacher effectiveness. Although classroom teachers were continuously observed, there was very limited monitoring of the ESE teacher's teaching practices and the performance of ESE students.

Greatest Decline

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

The Charter School of Excellence at Davie demonstrated the greatest decline in the performance of

Students with Disabilities in ELA Achievement (29% in 2025 to 19% in 2026).
Contributing Factors
The ESE teacher did not collaborate with classroom teachers to identify specific areas of need for assigned students. The ESE teacher and administrator did not consistently track the performance of ESE students using current data to adjust instruction as needed.

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 Charter School of Excellence at Davie performed significantly better than the state in the following areas:3rd grade ELA, 5 th grade ELA, 3rd, 4th, and 5 th grade math, and science. The school achieved the same proficiency score as the state in 4 th grade ELA.
Contributing Factors
There were no scores at the school that were below the state scores. Reflecting on the EWS data from Part I, identify one or two potential areas of concern. The greatest area of concern is the percentage of students in grades K-5 with attendance below 90%.
Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.
1. ELA Achievement for Students with Disabilities
2. Math Achievement for Students with Disabilities and Black Students
3. Attendance for Students in grades K-5

EWS Areas of Concern

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

The Charter School of Excellence has identified ELA Achievement for Students with Disabilities as Area of Focus #1 is based on the performance of these students on the ELA FAST in 2026.
◈ The school will create a master tracking form with a list of all ESE students, their areas of need, and specific data points that will be used by the administrator, classroom teacher, and ESE teacher to monitor the performance of ESE students every three weeks.
◈ A weekly PLC will be scheduled with the administrator and individual classroom teacher to discuss individual student performance and plan skill-based lessons as needed.
◈ The administrator will review the weekly lesson plans of the ESE teacher to ensure appropriate strategies are being used to plan data-driven lessons that are scaffolded and designed to lead students toward mastery of state standards.
◈ The administrator will observe the instruction provided by the ESE teacher and the strategies used by the classroom teacher to address the needs of ESE students during Tier 1 and small-group instruction.
◈ All teachers, including the ESE teacher, will be required to complete a Teacher Action Plan at the beginning of the year with measurable goals and strategies and update the plan at intervals throughout the year during scheduled administrator-teacher data chats.

◈ The ESE teacher will deliver structured reading lessons grounded in the Science of Reading and focused on providing instruction in phonics, phonemic awareness, and fluency to promote

Highest Priorities

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

Students With Disabilities
Collaborative Planning
Differentiation (ELA, Intervention)
Professional Learning Communities
Small Group instruction (student engagement)

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 Charter School of Excellence has identified ELA Achievement for Students with Disabilities as Area of Focus #1 based on the performance of these students on the ELA FAST in 2026.

◈ The school will create a master tracking form with a list of all ESE students, their areas of need, and
specific data points that will be used by the administrator, classroom teacher, and ESE teacher to monitor the performance of ESE students every three weeks.

◈ A weekly PLC will be scheduled with the administrator, individual classroom teacher, and administrator to discuss individual student performance, and plan skill-based lessons as needed.

◈ The administrator will review the weekly lesson plans of the ESE teacher to ensure appropriate strategies are being used to plan data-driven lessons that are scaffolded and designed to lead students toward mastery of state standards.

◈ The administrator will observe the instruction provided by the ESE teacher and the strategies used by the classroom teacher to address the needs of ESE students during Tier 1 and small group instruction.

◈ All teachers, including the ESE teacher, will be required to complete a Teacher Action Plan at the beginning of the year with measurable goals and strategies, and update the plan at interval times throughout the year during scheduled administrator-teacher data chats.

◈ The ESE teacher will deliver structured reading lessons grounded in the Science of Reading and focused on providing instruction in phonics, phonemic awareness, and fluency to promote

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 percentage of Student with Disabilities achieving proficiency in the ELA FAST will increase from 19% in 2026 to at least 30% in 2027.

Monitoring

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

The school will use the following steps to ensure monitoring of student progress:
1. Weekly Professional Learning Community (PLC) Meetings led by the administrator for collaborative planning, discussion of student progress, identification of student deficits, modeling of best practices, and review of additional teaching resources and materials that can be used
2. Progress Monitoring of student learning throughout the year using specific data points and recording
performance on ESE tracking form
3. Data Reviews by administrator and teachers every three weeks to track student performance on Teacher Action Plans
4. Observations of teaching practices used by classroom teacher and ESE teacher by the administrator
during classroom walkthroughs
5. Use of effective reading strategies, explicit vocabulary instruction, phonics instruction, and appropriate scaffolding techniques by ESE teacher during push-in or pull-out instruction, in accordance with the student's IEP and alignment with state standards

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:

The Charter School of Excellence will use the following strategies to improve the performance of students with disabilities on the FAST ELA assessment: 1. Provide explicit, systematic reading instruction in foundational reading skills, including phonemic awareness, phonics, decoding, and word recognition for students who demonstrate deficits in these areas. 2. Provide explicit instruction of academic vocabulary using student-friendly definitions, multiple exposures, visuals, examples/non-examples, and opportunities to use new words in context. 3. Provide explicit instruction in reading comprehension including the following: identifying the central idea, determining key details, making inferences, summarizing, analyzing text structure, and using textual evidence. Teachers should explicitly model the thinking process before students practice independently. 4. Provide repeated, supported reading opportunities using appropriately leveled texts to improve accuracy, automaticity, rate, and prosody, thereby increasing students' ability to focus on comprehension. 5. Provide frequent small-group instruction based on individual student skill deficits identified through FAST data, progress monitoring, diagnostics, and classroom assessments. 6. Provide more intensive intervention through increased instructional time, smaller groups, Charter School of Excellence at Davie –

2026-27 SIP more opportunities to respond, and frequent corrective feedback. 7. Align intervention with each student's IEP goals and present levels of performance so that instruction addresses the specific reading, language, writing, or comprehension skills affecting the student's performance.

Rationale:
The selected interventions are based on research demonstrating that students with disabilities benefit from explicit, systematic, intensive, and targeted instruction in reading. These strategies directly address the foundational reading, vocabulary, fluency, comprehension, and written- response skills necessary for success in English Language Arts. Instruction will be differentiated based on individual student needs and aligned with students' IEP goals and present levels of performance. The use of explicit modeling, guided practice, frequent opportunities to respond, corrective feedback, small-group instruction, and increased instructional intensity provides students with disabilities additional opportunities to learn, practice, and demonstrate targeted skills. Progress- monitoring and FAST assessment data will be used to identify specific skill deficits and adjust instruction and intervention as needed. Aligning interventions with individual IEP goals ensures that instruction is appropriately designed to address each student's identified academic needs. These strategies were selected because improving students' foundational reading skills, vocabulary, fluency, comprehension, and ability to use textual evidence increases their access to grade-level instruction and supports their ability to demonstrate mastery of the Florida ELA standards assessed through FAST. Ongoing progress monitoring will allow the school to determine whether students are making adequate progress and to increase, decrease, or modify intervention intensity based on student response.

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
1. Analyze mathematics assessment data to identify specific skill deficits and use the results to develop targeted small-group instructional plans who are not yet proficient. Person Responsible Math Teachers and ESE Teacher Charter School of Excellence at Davie – 2026-27 SIP 2. Implement targeted and intensive mathematics interventions aligned with identified student needs and IEP goals, including explicit instruction, problem-solving strategies, concrete/visual representations, mathematical vocabulary, and frequent opportunities for practice and feedback. Person Responsible Math Teachers, ESE Teacher, and Interventionists 3. Monitor student progress and adjust instruction based on data through regular progress monitoring and PLC data reviews. Student grouping, instructional strategies, and intervention intensity will be adjusted when students do not demonstrate adequate growth. Person Responsible Dr. Josetta Destin-Washington, Math Teacher, ESE Teacher

Person Monitoring:
Principal, Teachers, Interventionists

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Identify and address mathematics skill gaps by analyzing FAST, diagnostic, formative, and progress-
monitoring data to determine the specific needs of Students with Disabilities and Black students.

2. Provide targeted, explicit mathematics instruction through small-group and intensive interventions focused on identified skill deficits, problem-solving, mathematical vocabulary, and conceptual understanding, with instruction aligned to students' IEP goals and accommodations.
3. Use ongoing progress monitoring to adjust instruction by reviewing student performance regularly and modifying instructional strategies, student groupings, and intervention intensity to ensure students are making adequate progress toward the 2027 proficiency goals.

Action Step #2
2. Implement targeted and intensive mathematics interventions aligned with identified student needs and IEP goals, including explicit instruction, problem-solving strategies, concrete/visual representations, mathematical vocabulary, and frequent opportunities for practice and feedback.

Person Monitoring:
Math Teacher, ESE Teacher, Interventionists

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Identify and address mathematics skill gaps by analyzing FAST, diagnostic, formative, and progress-
monitoring data to determine the specific needs of Students with Disabilities and Black students.
2. Provide targeted, explicit mathematics instruction through small-group and intensive interventions focused on identified skill deficits, problem-solving, mathematical vocabulary, and conceptual understanding, with instruction aligned to students' IEP goals and accommodations.
3. Use ongoing progress monitoring to adjust instruction by reviewing student performance regularly and modifying instructional strategies, student groupings, and intervention intensity to ensure students are making adequate progress toward the 2027 proficiency goals.

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.

The Charter School of Excellence is committed to reducing the percentage of students with an attendance rate below 90% for the school year. For the 2025-2026 school year, the school identified that 53 out of 211 students (25% of our student population) fell into this chronic absenteeism category (Attendance below 90%). Every grade level (K-5) fell into this category. Because poor attendance is a major contributing factor to students' academic struggles, addressing this gap is critical to ensuring our students' long-term academic success.

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, 25% of our student population exhibited below 90% attendance. For the 2026-2027 school year, our goal is to reduce this number to 15% or lower.

Monitoring

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

Student attendance will be monitored daily through the school's student information system, with attendance data reviewed weekly by school leadership and designated staff. The school will monitor daily attendance rates, absences, tardies, chronic absenteeism, and individual student attendance patterns. Students demonstrating attendance concerns will be identified through an early-warning system and assigned appropriate Tier 1, Tier 2, or Tier 3 interventions based on the frequency and underlying causes of their absences. The effectiveness of attendance interventions will be monitored through student-level attendance data and documented family and student contacts. Grade-level and schoolwide attendance trends will be reviewed monthly to identify patterns, determine whether strategies are producing the desired results, and make adjustments as needed.

Person responsible for monitoring outcome

Prinicipal

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 Charter Schools of Excellence will implement the following evidence-based strategies to reduce chronic absenteeism among our student population: 1. Consistent Attendance Expectations – Ensure that teachers, administrators, and staff communicate consistent expectations regarding attendance, tardiness, and the importance of being at school every day. 2. Daily Attendance Monitoring – Review attendance every day and identify students who are absent, repeatedly tardy, or beginning to show attendance concerns. 3. Early-Warning System – Establish attendance thresholds (such as 5%, 10%, and 15% absence) to identify students before they become chronically absent. 4. Personalized Parent Notifications – Send same-day absence notifications and periodic attendance updates to families so parents know how many days their child has missed. 5. Attendance Recognition Program – Recognize students and classes for excellent attendance, improved attendance, and meeting individual attendance goals. 6. Family Attendance Conferences – Meet with families of students with persistent absences to understand the underlying reasons for absences and develop a collaborative plan. Provide simple information explaining how absences accumulate and how frequent absences—even when occasional—can affect academic progress. 7. MTSS – The MTSS Team will review students with significant attendance concerns, determine interventions, assigns responsibility, and monitors outcomes and effectiveness of interventions.

Rationale:

The Institute of Education Science IES) site discusses research findings and research-based tools from across IES that educators and policymakers can use to improve student attendance and

engagement. Research findings that support the research-based approaches listed above are included in the study, which may be found here: Chronic Absenteeism | IES Extensive educational research demonstrates a direct, compounding link between early school attendance and long-term academic success. Studies from organizations like Attendance Works and the U.S. Department of Education show that chronic absenteeism (missing 10% or more of the school year) in kindergarten and first grade strongly predicts lower reading and math proficiency by the third grade. Because early elementary education focuses heavily on sequential, foundational skills, missing consecutive days creates learning gaps that are highly difficult to close. Furthermore, longitudinal data indicate that poor attendance patterns established in elementary school often persist in middle and high school, serving as a primary early warning indicator for student disengagement and lower high school 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
Action Step 1: Implement a Schoolwide Attendance Monitoring and Early-Warning System – Review attendance data daily and weekly to identify students with repeated absences or tardies. Students approaching attendance-risk thresholds will be identified for targeted intervention. Person Responsible Dr. Josetta Destin-Washington and Classroom Teachers Action Step 2: Implement Targeted Student and Family Attendance Interventions – Contact families of students with attendance concerns, identify barriers to regular attendance, and establish individualized attendance goals, and provide appropriate supports such as attendance mentoring, family conferences, and community resources. Person Responsible Dr. Josetta Destin-Washington and Classroom Teachers Action Step 3: Implement a Positive Attendance Recognition Program – Recognize students and classrooms for consistent attendance and meaningful improvements in attendance. Attendance data will be reviewed monthly to determine the effectiveness of recognition efforts and identify areas requiring additional intervention. Dr. Josetta Destin-Washington and MTSS Team

Person Monitoring:
Principal, Teacher, MTSS

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Establish a schoolwide attendance monitoring and early-warning system that uses daily attendance data to identify students with frequent absences or tardies. Establish clear attendance thresholds and protocols for initiating interventions before students become chronically absent.
2. Provide targeted interventions for students identified as at risk for chronic absenteeism.
3. Implement a positive attendance recognition initiative that celebrates consistent attendance and student improvement.

Action Step #2
Action Step 2: Implement Targeted Student and Family Attendance Interventions – Contact Families of students with attendance concerns identify barriers to regular attendance, establish individualized attendance goals, and provide appropriate supports such as attendance mentoring, family conferences, and community resources.

Person Monitoring:
Principal

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Establish a schoolwide attendance monitoring and early-warning system that uses daily attendance data to identify students with frequent absences or tardies. Establish clear attendance thresholds and protocols for initiating interventions before students become chronically absent.
2. Provide targeted interventions for students identified as at risk for chronic absenteeism.
3. Implement a positive attendance recognition initiative that celebrates consistent attendance and student improvement.

Action Step #3
Action Step 2: Implement Targeted Student and Family Attendance Interventions – Contact families of students with attendance concerns, identify barriers to regular attendance, establish Individualized attendance goals, and provide appropriate supports such as attendance mentoring, family conferences, and community resources.

Person Monitoring:
Principal, Classroom Teacher

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Establish a schoolwide attendance monitoring and early-warning system that uses daily attendance data to identify students with frequent absences or tardies. Establish clear attendance thresholds and protocols for initiating interventions before students become chronically absent.
2. Provide targeted interventions for students identified as at risk for chronic absenteeism.
3. Implement a positive attendance recognition initiative that celebrates consistent attendance and student improvement.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The school will collaborate with the district to review student achievement data, resource needs, and the
effectiveness of current instructional supports as part of the ATSI improvement process. School leadership
and district personnel will review FAST, diagnostic, progress-monitoring, and subgroup data to identify gaps
in achievement and determine whether existing personnel, instructional materials, intervention programs,
professional learning, and other resources are adequately addressing identified student needs. Resource
allocation will be reviewed throughout the school year, and adjustments will be made based on student
performance and the effectiveness of implemented interventions.

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 school's 2026 FAST results and ATSI identification, the school will prioritize resources that provide targeted, standards-aligned intervention and progress monitoring for the identified student groups.

The school will provide standards-aligned intervention resources and dedicated small-group instructional time
in ELA and mathematics, with instruction based on individual skill deficits, IEP goals, and assessment data. The need is supported by the identified performance gap for Students with Disabilities and Black students compared with the overall school population.
Mathematics intervention resources, including explicit instruction, problem-solving strategies, manipulatives/visual models, and targeted small-group instruction, will be provided based on identified skill deficits. Frequent progress monitoring will be used to address identified areas of low performance. Instruction will focus on prerequisite skills and grade-level standards identified through FAST, i-Ready, and classroom assessment data. PLCs will use student data to identify skill gaps, plan

targeted instruction, and monitor the effectiveness of interventions.

Timeline: Resources and interventions will be implemented beginning in Quarter 1 of the 2026–2027 school year, with progress reviewed monthly through PLCs and administrator-teacher data chats. Adjustments will be made throughout the year based on student performance data, with the goal of reducing the identified achievement gaps and increasing proficiency on the 2027 FAST assessments.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Broward County Public Schools

RENAISSANCE CHARTER SCHOOLS AT PINES

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 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 25

V. Title I Requirements (optional) 27

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

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

Sheriffee Humphrey

shumphrey@recspines.org

Position Title

Prinicpal

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 Prinicpal

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

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**65.6%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **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.*	**2025-26: B** **2024-25: C** **2023-24: B** **2022-23: B** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	79	106	105	127	97	135	156	132	160	1,097
Absent 10% or more school days	11	15	14	12	16	9	10	13	2	102
One or more suspensions	12	9	6	6	4	7	29	34	25	132
Course failure in English Language Arts (ELA)	5	9	7	19	11	9	16	31	24	131
Course failure in Math	5	9	7	19	11	9	27	24	28	139
Level 1 on statewide ELA assessment				19	16	22				57
Level 1 on statewide Math assessment				14	23	18				55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	17	43	46	64	41	46	30	32	29	348
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	4	4	3	1	8	1	2	0	24

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	5	8	6	4	3				33

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	6	11	10	3	3	2	2	2	41
Students retained two or more times					1	3	1	2	1	8

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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		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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	11	7	9	7	6	6				46

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	8	14	9	3	3	2	1		41
Students retained two or more times				1	2			1	2	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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	56	67	64	56	66	61	47	60	58
Grade 3 ELA Achievement	60	68	64	56	65	62	49	62	59
ELA Learning Gains	57	63	62	62	64	61	64	61	59
ELA Lowest 25th Percentile	54	56	55	59	60	55	75	56	54
Math Achievement*	60	66	64	54	64	62	54	60	59
Math Learning Gains	62	60	61	51	61	60	64	62	61
Math Lowest 25th Percentile	55	53	52	30	56	53	66	60	56
Science Achievement	56	61	60	52	60	57	39	55	54
Social Studies Achievement*		77	77		75	74		73	72
Graduation Rate		74	77		68	72		68	71
Middle School Acceleration		80	79		77	75		73	71
College and Career Acceleration		59	61		53	56		49	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					60	61		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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	460
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
58%	55%	57%	53%	50%	36%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	38%	Yes	2	
English Language Learners	59%	No		
Black/African American Students	54%	No		
Hispanic Students	60%	No		
White Students	57%	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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	56%	60%	57%	54%	60%	62%	55%	56%					
Students With Disabilities	24%	33%	35%	38%	45%	53%	47%	25%					
English Language Learners	49%	43%	60%	53%	61%	72%	86%	50%					
Black/African American Students	56%	61%	54%	55%	53%	57%	45%	51%					
Hispanic Students	56%	62%	60%	54%	63%	64%	59%	58%					
White Students	45%		47%		70%	65%		60%					
Economically Disadvantaged Students	53%	57%	54%	54%	58%	61%	50%	53%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	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%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	60%	64%	-4%	60%	0%
ELA	4	53%	65%	-12%	60%	-7%
ELA	5	55%	67%	-12%	61%	-6%
Math	3	63%	73%	-10%	66%	-3%
Math	4	62%	72%	-10%	65%	-3%
Math	5	53%	69%	-16%	62%	-9%
Science	5	55%	63%	-8%	60%	-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?

Overall, ELA fall to Spring growth for grades 3-5. Targeted Science of Reading instruction and monitoring walkthorughs.
All Sub Groups greatest improvement 3rd-5th 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 on 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 showed the lowerst performance. Adjustment to 4th grade math standards in fractions also contributed which requied adjustments in instructional support.
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
* Reduced walkthroughs occurred and were logged in the walkthorugh tool 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.

4th Grade math was an area of concen. 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
* Reduced walkthroughs occurred and were logged in walkthrough tool during the Math block

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

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. 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 2026-2027 school year, the percentage of Students with Disabilities meeting proficency/scoring a Level 3 or higher on the PM3 Math FAST assessment will increase from 45% to 49%. The measurable outcomes Renaissance Charter School at Pines wants to achieve is an increase in the achievement in Math with students with disabilities specifically targeting those students that are not making learning gains in the Lowest 25%. Renaissance Charter School at Pines will raise the proficiency percentage of the lowest 25% in Math by 3%.

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
* Lead ESE Teacher will conduct and participate in Data Chats where they will own their student data and track the students data and progress

* Lead ESE Teacher will take Professional Development that will help focus on how to improve in their practices
* Classroom Teacher will take Professional Development on how to implement ESE accommodations for students
* 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

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 2 – Moderate 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 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
Walkthrough in SFS and Lesson Plans

Person Monitoring:
Sheriffee Humphrey

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.

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. 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 2026-2027 school year, the percentage of Students with Disabilities meeting proficiency/scoring a Level 3 or higher on the PM3 ELA FAST assessmentt will increase from 24% to 30%. The measureable outcomes Renaissance Charter School at Pines wants to achieve is an increase in the acheivement levels in ELA. targeting students not making learning gains and learning gains for students in the lowest 25%. Renaissance Charter School at Pines will raise the proficiency percentage by 6%.

Monitoring

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

Th area of focus will be monitored by the following individuals/processes:
* Curriculum Resource Teachers (Conduct weekly walkthroughs and documented in the SFS system Tool for observations focusing on the ESE indicators to ensure studentsiwth disabilities are receiving the proper accommodations to make growth in ELA).
*Curriculum Reaource Teachers monitoring lesson plans and review for emphasis on details on how support will be given to students with disabilities.
*Lead ESE Teacher will conduct and participate in Data Chats where they will own their student data and track the students data and progress.
*Lead ESE Teacher will take Professional DEvelopment that will help focus on how to improve in their practices.
*Classroom Teacher will take Professional Development on how to implement ESE accommodations for students.
*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 anaylze and monitor growth of the subgroup on tthe NWE, Progress Learning, F.A.S.T., IReady, and any additional 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 missing.

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

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

Description of Intervention #2:
Goalbook

Rationale:
Provide 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 reports provided in the F.A.S.T. Platform to help identity and address the students specific gaps.

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
Walkthrough in SFS System and Lesson Plans

Person Monitoring:
Sheriffee Humphrey

By When/Frequency:
Bi-Weely

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Following up on 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 Resources Teachers, Classroom Teachers and ESE Lead Teachers to ensures data is being monitored visually. Based on lesson plans or professional development is made.

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 continued focus for grades K-5. There is an average of around 9-13 students per grade level that have missed at least 7-10% 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

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 Karina Madrigal

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 Broward Schools 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.

www.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 www.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)).

N/A

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)).

N/A

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)).

N/A

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 ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

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

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 2026-27 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

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 7

D. Early Warning Systems 8

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) 35

VI. ATSI, TSI and CSI Resource Review 38

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

Renaissance Charter School at Coral Springs is committed to developing our students of today into our leaders of tomorrow.

Provide the school's vision statement

Renaissance Charter School at Coral Springs empowers our students by providing:

> **E**ducational excellence every time**M**otivation to learn**P**artnerships between school, family and community**O**pportunities for growth and development**W**isdom to challenge, inspire and encourage**E**nvironment that is safe, orderly and nurturing**R**igorous curriculum and instruction that is data driven

Acronym

Responsible **C**aring **S**tudents **C**ommitted to **S**uccess

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

Aliyah Shortsleeve

ashortsleeve@recscoralsprings.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal works collaboratively with the departments on campus to ensure academic

achievement, operational effectiveness, student well-being, and a culture of excellence by providing leadership, support, and accountability across all aspects of the school environment. She tracks the data to ensure grade levels, intervention, and special populations have a plan for student achievement and gains.

Leadership Team Member #2

Employee's Name
Lynette Self

lself@recscoralsprings.org

Position Title
Principal

Job Duties and Responsibilities

To ensure all instructional practices are handled with fidelity and monitoring of progress with the Leadership Team.

Leadership Team Member #3

Employee's Name
Bernadette Ortiz-Grbic

bortizgrbic@recscoralsprings.org

Position Title
Dean of Curriculum

Job Duties and Responsibilities

To ensure that all instructional practices, coaching of teachers, curriculum standards based instruction, and monitoring of progress is conducted according to our Strategic Initiatives.

Leadership Team Member #4

Employee's Name
Leonardo Calderon

leonardo.calderon@recscoralsprings.org

Position Title
Assistant Principal

Job Duties and Responsibilities

To ensure all instructional practices are being monitored with fidelity as well as assisting the curriculum coaches.

Leadership Team Member #5

Employee's Name
Fabricia Maroclo

fabric.santosmaroclo@recscoralsprings.org

Position Title
ESE/Student Services Coordinator

Job Duties and Responsibilities

The Special Education Director oversees the planning, implementation, and compliance of all special education programs and services. This role ensures that students with disabilities receive appropriate educational support in accordance with federal, state, and local regulations. Key responsibilities include supervising special education staff, managing budgets and resources, monitoring Individualized Education Programs (IEPs), providing professional development, analyzing student performance data, collaborating with families and stakeholders, and ensuring compliance with IDEA, Section 504, and other applicable laws. The director works closely with school leaders to promote student achievement, inclusive practices, and equitable access to educational opportunities for all 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.

The School Improvement Plan (SIP) was developed through a collaborative process that actively engaged a broad range of stakeholders, including the School Leadership Team, teachers, staff, families, community members, and CSUSA Leadership Teams. This inclusive approach ensured that the priorities, goals, and strategies outlined in the SIP reflect the needs of the entire school community.
The School Leadership Team facilitated the SIP development process by reviewing multiple sources of data, including state assessment results, district benchmark assessments, attendance trends, discipline data, stakeholder survey results, and progress monitoring information. Team members met during Strategic Initiative Professional Development sessions to analyze school performance, identify areas of strength and need, and establish measurable goals aligned with district and state priorities.

Teachers and instructional staff contributed through grade-level and department meetings, professional learning communities (PLCs), faculty meetings, and data chats. Their feedback regarding instructional practices, student learning needs, intervention supports, and professional development priorities was used to inform the strategies and action steps included in the SIP. Support staff, including counselors, interventionists, Exceptional Student Education (ESE) personnel, and other service providers, also provided input regarding student support systems and school climate initiatives.

Parent and family stakeholders were actively involved in the SIP process through monthly School Advisory Council (SAC) meetings, where school performance data, improvement goals, and progress toward implementation were reviewed and discussed. Families were provided opportunities to offer feedback, share concerns, and contribute recommendations regarding academic achievement, school culture, and student supports. Additional input was gathered through parent workshops, educational trainings, family engagement events, and stakeholder surveys conducted throughout the school year. This ongoing collaboration ensures that family perspectives are incorporated into school improvement efforts and decision-making processes.

CSUSA Leadership Teams were consulted and involved in collaborative meetings with the school once relevant data became available. Their feedback contributed to strategies focused on mentoring, enrichment opportunities, career awareness, family engagement, and community support for students and families.

This collaborative process demonstrates the school's commitment to engaging all stakeholders in continuous improvement efforts, fostering meaningful partnerships with families, and ensuring that the SIP reflects a shared vision for student success and achievement.

3. SIP Monitoring

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

The School Improvement Plan (SIP) will be monitored regularly to ensure effective implementation and measurable impact on student achievement, with a particular focus on students demonstrating the greatest achievement gaps. Our school utilizes a continuous improvement model that emphasizes collaborative planning, ongoing data analysis, and shared accountability for student success. School leaders, teachers, and support staff meet daily through grade-level collaborative planning sessions to review instructional practices, student performance data, and the effectiveness of Tier 1

instruction. These meetings include active participation from Exceptional Student Education (ESE), intervention, and English Language Learner (ELL) specialists to ensure that the needs of all learners are considered when planning instruction and designing supports. This collaborative approach allows teams to address academic, behavioral, social-emotional, and language acquisition needs while maintaining high expectations for all students.

Throughout the year, progress toward SIP goals is monitored using multiple data sources, including state and district assessments, progress monitoring results, intervention data, attendance, behavior trends, and classroom-based assessments. Grade-level teams analyze student performance data to identify areas of strength and need, adjust instructional strategies, and provide targeted support for students who require additional interventions. Particular attention is given to students in identified subgroups to ensure equitable access to high-quality instruction and learning opportunities.

The leadership team conducts regular classroom walkthroughs, instructional rounds, and data reviews to monitor the implementation of evidence-based strategies identified in the SIP. Feedback from these observations is used to provide coaching, professional learning, and additional resources to support teachers in strengthening Tier 1 instruction and creating engaging learning environments that address the needs of the whole child.

Stakeholder feedback is continuously gathered through School Advisory Council (SAC) meetings, faculty meetings, parent engagement events, surveys, and ongoing communication with families and community partners. Input from teachers, staff, parents, students, and community stakeholders is reviewed regularly alongside student achievement data to determine the effectiveness of current strategies and identify opportunities for improvement.

As needed, the SIP will be revised based on data trends, implementation evidence, and stakeholder feedback. Adjustments may include refining action steps, reallocating resources, enhancing intervention supports, or providing additional professional learning opportunities. This ongoing cycle of monitoring, reflection, and revision ensures that the SIP remains responsive to student needs, supports continuous improvement, and advances the school's commitment to increasing achievement for all students while closing performance gaps among student subgroups.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**59.2%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: B** **2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	177	183	179	175	166	172	156	153	135	1,496
Absent 10% or more school days	2	40	29	30	26	38	33	27	18	243
One or more suspensions	6	1	4	4	7	15	25	24	31	117
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	1	1	2
Course failure in Math	0	0	0	0	0	0	0	4	2	6
Level 1 on statewide ELA assessment	0	0	0	0	21	22	16	16	16	91
Level 1 on statewide Math assessment	0	0	0	2	9	19	21	24	12	87
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 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	6	37	56	62	69	62	292

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	6	9	4	7	6	1	0	1	0	34
Students retained two or more times	0	0	0	0	1	2	2	1	0	6

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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		3	7	4	5	8	11	13	15	66
Course failure in English Language Arts (ELA)					1		1	1	1	4
Course failure in Math					1		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
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	11	10	8	10	11	14	11	11	87

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	9	8	6	10	11	14	11		71
Students retained two or more times				1	2	1				4

2. Grades 9-12 (optional)

Current Year (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2026-27)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2025-26) 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 (2025-26) 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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	66	67	64	65	66	61	65	60	58
Grade 3 ELA Achievement	60	68	64	62	65	62	60	62	59
ELA Learning Gains	62	63	62	60	64	61	64	61	59
ELA Lowest 25th Percentile	56	56	55	55	60	55	67	56	54
Math Achievement*	70	66	64	69	64	62	73	60	59
Math Learning Gains	60	60	61	62	61	60	66	62	61
Math Lowest 25th Percentile	55	53	52	50	56	53	59	60	56
Science Achievement	59	61	60	62	60	57	57	55	54
Social Studies Achievement*	89	77	77	78	75	74	88	73	72
Graduation Rate		74	77		68	72		68	71
Middle School Acceleration	67	80	79	83	77	75	79	73	71
College and Career Acceleration		59	61		53	56		49	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					60	61		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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	644
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
64%	65%	67%	69%	66%	53%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	38%	Yes	2	
English Language Learners	54%	No		
Asian Students	78%	No		
Black/African American Students	60%	No		
Hispanic Students	65%	No		
Multiracial Students	71%	No		
White Students	69%	No		
Economically Disadvantaged Students	62%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	66%	60%	62%	56%	70%	60%	55%	59%	89%	67%			
Students With Disabilities	22%	18%	45%	48%	29%	49%	57%	21%	50%				
English Language Learners	54%	51%	54%	44%	59%	57%	51%	41%	81%	45%			
Asian Students	76%	88%	62%		84%	76%		69%		90%			
Black/African American Students	58%	54%	59%	55%	63%	57%	52%	50%	80%	68%			
Hispanic Students	68%	58%	65%	54%	70%	60%	55%	59%	94%	67%			
Multiracial Students	78%		63%		74%	67%							
White Students	72%	58%	64%	66%	77%	62%	59%	70%	95%	65%			
Economically Disadvantaged Students	62%	54%	64%	60%	66%	56%	47%	53%	88%	68%			

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%

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

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

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

		2025-26 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	59%	64%	-5%	60%	-1%
ELA	4	60%	65%	-5%	60%	0%
ELA	5	64%	67%	-3%	61%	3%
ELA	6	69%	68%	1%	62%	7%
ELA	7	72%	67%	5%	62%	10%
ELA	8	72%	63%	9%	60%	12%
Math	3	75%	73%	2%	66%	9%
Math	4	62%	72%	-10%	65%	-3%
Math	5	57%	69%	-12%	62%	-5%
Math	6	50%	63%	-13%	60%	-10%
Math	7	85%	66%	19%	53%	32%
Math	8	68%	47%	21%	61%	7%
Science	5	60%	63%	-3%	60%	0%
Science	8	34%	49%	-15%	52%	-18%
Civics	7	89%	78%	11%	77%	12%
Biology	8	91%	92%	-1%	91%	0%
Algebra	7	92%	96%	-4%	96%	-4%
Algebra	8	91%	83%	8%	84%	7%
Geometry	8	100%	93%	7%	95%	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?

Based on the data provided, **Mathematics showed the most significant improvement and strongest overall performance**, particularly in middle school grades. Grade 7 Mathematics achieved **85% proficiency**, outperforming the district by **19 percentage points** and the state by **32 percentage points**. Grade 8 Mathematics also demonstrated strong performance at **68% proficiency**, exceeding the district by **21 percentage points** and the state by **7 percentage points**. Additionally, Civics showed notable success with **89% proficiency**, outperforming the district by **11 percentage points** and the state by **12 percentage points**.

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 was Grade 8 Science**, with **34% proficiency**, performing **15 percentage points below the district average (49%)** and **18 percentage points below the state average (52%)**. Additionally, lower performance was also evident in **Grades 5 and 6 Mathematics**, where proficiency rates were 57% and 50%, respectively, both falling below district and state benchmarks.

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 observed in Grade 8 Science**, which demonstrated the lowest overall performance at **34% proficiency** and continued to perform significantly below both district and state averages. Analysis of school data indicates that Grade 8 Science experienced the most significant challenge in maintaining student achievement compared to previous performance trends.

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 between school performance and the state average was in Grade 7**

Mathematics, where the school achieved **85% proficiency compared to the state average of 53%, resulting in a positive gap of 32 percentage points**. This exceptional performance reflects a significant strength for the school and demonstrates the effectiveness of the instructional practices and support systems implemented throughout the year.
Several factors contributed to this strong performance. The school maintained a consistent focus on strengthening Tier 1 instruction through daily collaborative planning meetings involving general education teachers, ESE teachers, ELL specialists, interventionists, and instructional leaders. These collaborative teams regularly analyzed student data, identified learning needs, and planned targeted instructional strategies to ensure all students had access to rigorous, standards-aligned instruction.

EWS Areas of Concern

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

Based on the Early Warning System (EWS) data, the primary area of concern is **academic performance among students requiring additional support, including ESE students, English Language Learners (ELLs), and students performing below grade level**.
While the school has demonstrated strong performance in several content areas, data analysis indicates that some student subgroups continue to experience achievement gaps, particularly in areas requiring higher-order thinking, academic vocabulary development, and mastery of complex grade-level standards. These challenges are most evident in content areas such as Science and select grade-level Mathematics courses, where students may require additional scaffolds and targeted interventions to achieve proficiency.
To address this concern, the school utilizes a collaborative approach that includes daily grade-level planning meetings with general education teachers, ESE specialists, ELL staff, interventionists, and administrators. Teams regularly analyze student achievement data, monitor progress, identify learning gaps, and develop targeted instructional supports to ensure all students have access to rigorous Tier 1 instruction. Through ongoing progress monitoring, differentiated instruction, and strategic interventions, the school remains committed to closing achievement gaps and ensuring academic success for every student.

Highest Priorities

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

Increase Student Achievement in Science

- Strengthen Tier 1 science instruction through standards-based planning, hands-on learning experiences, and frequent progress monitoring.
- Focus on improving student performance in Grade 8 Science and closing achievement gaps among student subgroups.

Strengthen Core Tier 1 Instruction Across All Content Areas

- Continue daily collaborative planning among grade-level teachers, ESE staff, ELL specialists, interventionists, and administrators to ensure rigorous, engaging, and differentiated instruction

for all learners.

- Utilize data-driven instructional decisions to address learning gaps and accelerate student achievement.

Close Achievement Gaps for ESE, ELL, and Low-Performing Students

- Provide targeted interventions, differentiated supports, and progress monitoring to ensure equitable access to grade-level standards and academic success.
- Increase collaboration among general education, ESE, and ELL teams to support the needs of the whole child.

Improve Student Proficiency in Mathematics and Maintain High Levels of Performance

- Build upon the strong successes demonstrated in Grades 7 and 8 Mathematics by continuing effective instructional practices, small-group instruction, and data-driven interventions.
- Replicate successful strategies across grade levels where performance remains below desired benchmarks.

Enhance Data Analysis and Progress Monitoring Systems

- Strengthen the use of common assessments, data chats, and ongoing progress monitoring to identify learning needs early and respond with timely instructional adjustments.
- Ensure all stakeholders maintain a shared responsibility for monitoring student growth and achieving SIP 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.

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.

A primary area of focus for the upcoming school year is improving academic achievement for **Students with Disabilities (SWD)** across all grade levels. Review of ESSA data revealed that the SWD subgroup demonstrated the school's most significant area of need, with proficiency decreasing by approximately **38 percentage points from the previous year**, resulting in the largest achievement gap among student subgroups. This decline has a significant impact on overall student achievement and highlights the need for increased support to ensure SWD students successfully access and master grade-level standards.

To address this need, the school will strengthen Tier 1 instruction through daily collaborative planning involving general education teachers, ESE staff, ELL specialists, interventionists, and administrators. The school will focus on consistent implementation of accommodations, targeted interventions, progress monitoring, and data-driven instructional practices to ensure SWD students receive the academic support necessary to improve achievement and close performance 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 2027, the percentage of Students with Disabilities meeting proficiency of a level 3 or higher on the PM3 ELA FAST assessment will increase from 22% to 30%.

During the 2025-2026 school year, the **Students with Disabilities (SWD)** subgroup demonstrated a significant decline in proficiency, decreasing by approximately **38 percentage points** compared to the previous year. This decline resulted in the largest achievement gap among all student subgroups and identified SWD achievement as a critical area for improvement.

By the end of the 2026-2027 school year, the school will increase overall proficiency for the SWD subgroup by **at least 5 percentage points** as measured by state assessments and progress-monitoring data. In addition, each grade level will demonstrate measurable growth toward grade-level

proficiency through quarterly progress monitoring, targeted interventions, and strengthened Tier 1 instruction. Success will be monitored through state assessment results, FAST progress-monitoring data, classroom assessments, and ongoing data reviews conducted by grade-level teams, ESE staff, and school leadership.

Monitoring

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

The school's focus on improving achievement for Students with Disabilities (SWD) will be monitored through ongoing data analysis, collaborative planning, and progress-monitoring cycles throughout the school year. Grade-level teams, ESE teachers, interventionists, and administrators will meet regularly to review FAST data, classroom assessments, state assessment benchmarks, and intervention progress to ensure students are making adequate growth toward proficiency. Special attention will be given to monitoring the implementation of accommodations, differentiated instruction, and targeted supports within the Tier 1 classroom environment.

The leadership team will conduct classroom walkthroughs, data chats, and quarterly data reviews to monitor the effectiveness of instructional practices and interventions. Student performance data will be analyzed to determine the impact of strategies on SWD achievement, and adjustments will be made as needed. Success will be measured by increased proficiency rates, demonstrated student growth on progress-monitoring assessments, and a reduction in the achievement gap between SWD students and their non-disabled peers.

Person responsible for monitoring outcome

Leadership Team

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 combination of evidence-based practices designed to improve academic outcomes for Students with Disabilities (SWD) across all grade levels. These interventions will focus on strengthening Tier 1 instruction, providing targeted support, and ensuring consistent access to grade-level standards. Intervention 1: Collaborative Planning and Inclusive Instruction Teachers, ESE staff, interventionists, and instructional leaders will engage in daily collaborative planning to analyze student data, identify learning gaps, and design differentiated instruction that incorporates accommodations, scaffolds, and specially designed instruction. Research supports collaborative planning and inclusive instructional practices as effective strategies for increasing achievement among students with disabilities.

Rationale:

Analysis of ESSA and school-level achievement data identified Students with Disabilities (SWD) as

the subgroup with the largest achievement gap, demonstrating a significant decline in proficiency from the previous year. A review of classroom performance, progress-monitoring data, and assessment results indicated a need for stronger alignment between general education and ESE instructional practices to ensure SWD students consistently receive grade-level, standards-based instruction with appropriate accommodations and supports. Daily collaborative planning among general education teachers, ESE teachers, interventionists, and instructional leaders was selected as an evidence-based intervention because it promotes shared ownership of student achievement, strengthens differentiated instruction, and ensures instructional decisions are driven by student data. This collaborative approach allows educators to identify learning gaps, plan targeted supports, monitor student progress, and implement effective instructional strategies that increase access to rigorous Tier 1 instruction. As a result, SWD students are better supported academically and provided equitable opportunities to achieve proficiency and close achievement gaps.

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

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

Description of Intervention #2:

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
Collaborative planning

Person Monitoring:
Assistant Principal, ESE Specialist, and Grade-Level Team Leaders

By When/Frequency:
monthly/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action: Conduct daily collaborative planning meetings with grade-level teachers, ESE teachers, ELL specialists, and intervention staff to analyze student performance data, identify learning gaps, and plan differentiated instruction with appropriate accommodations and supports for Students with Disabilities (SWD).

Action Step #2
Monitor implementation

Person Monitoring:
Principal, Assistant Principal, and Instructional Coach

By When/Frequency:
weekly and monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action: Monitor the implementation of inclusive instructional practices through regular classroom

walkthroughs, lesson plan reviews, and data chats to ensure SWD students are receiving rigorous, standards-based Tier 1 instruction and appropriate accommodations.

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.

An area of focus for all grade levels is the implementation of **benchmark-aligned instruction for Students with Disabilities (SWD)** to increase proficiency, learning gains, and access to grade-level standards in English Language Arts (ELA) and Mathematics. Benchmark-aligned instruction ensures that students with disabilities receive rigorous, standards-based instruction aligned to the Florida B.E.S.T. Standards while also receiving the accommodations, modifications, and specially designed instruction outlined in their Individualized Education Programs (IEPs). This approach promotes equitable access to the curriculum and supports students in meeting grade-level expectations.

This area of focus was identified through the analysis of state assessment data, FAST progress monitoring results, classroom assessment data, IEP goal progress, and subgroup performance trends. The data indicated that students with disabilities performed below schoolwide proficiency levels in ELA and Mathematics and demonstrated a need for stronger learning gains across multiple benchmark areas. Further analysis revealed the need for greater consistency in the implementation of standards-based instruction, differentiated learning opportunities, and progress monitoring practices to ensure students receive targeted support while engaging with grade-level content.

To address this need, teachers will implement benchmark-aligned instructional practices that prioritize grade-level standards while utilizing accommodations, scaffolds, and evidence-based instructional strategies designed to meet the diverse learning needs of students with disabilities. Teachers will unpack standards to identify essential learning targets, develop accessible learning experiences, and provide explicit instruction, guided practice, multisensory learning opportunities, and frequent checks for understanding. Lessons will incorporate differentiated instruction, small-group support, assistive technology when appropriate, and opportunities for students to engage in rigorous learning tasks aligned to state assessment expectations.

Exceptional Student Education (ESE) teachers, interventionists, and general education teachers will collaborate during Professional Learning Communities (PLCs), data chats, and planning meetings to review student performance data, monitor IEP goal progress, and adjust instructional supports based on student needs. Progress monitoring tools, common formative assessments, and benchmark assessments will be used to identify learning gaps, provide timely interventions, and measure student growth. Instructional leaders will support implementation through classroom walkthroughs, coaching,

professional development, and ongoing monitoring of accommodations and instructional practices. By strengthening benchmark-aligned instruction for students with disabilities, the school aims to increase academic achievement, improve proficiency and learning gains, support progress toward IEP goals, and ensure that all students have meaningful access to high-quality, standards-based instruction that prepares them for long-term academic success.

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 **2025-2026 school year**, Students with Disabilities (SWD) achieved a proficiency rate of **22% in English Language Arts (ELA)** and **29% in Mathematics** as measured by statewide assessment data. Analysis of assessment results indicated a need for increased access to rigorous, benchmark-aligned instruction and targeted interventions to support mastery of grade-level standards and improve academic outcomes for students with disabilities.

As a result of implementing benchmark-aligned instructional practices, collaborative planning between general education and ESE teachers, differentiated instruction, targeted interventions, and ongoing progress monitoring, the school will improve academic achievement for Students with Disabilities during the **2026-2027 school year**.

Specific Measurable Outcomes:

- Increase SWD proficiency in **ELA from 22% to 30%** as measured by statewide assessment results.
- Increase SWD proficiency in **Mathematics from 29% to 35%** as measured by statewide assessment results.
- Increase the percentage of SWD students demonstrating learning gains in ELA and Mathematics through the implementation of standards-based instruction, progress monitoring, and targeted intervention supports.
- Increase the percentage of SWD students meeting or exceeding their annual IEP goals as measured through quarterly progress monitoring reviews and annual IEP data.

Progress toward these goals will be monitored through FAST Progress Monitoring assessments, district and school-based benchmark assessments, common formative assessments, classroom performance data, and IEP progress reports. School leaders, ESE staff, and instructional teams will review data regularly to evaluate the effectiveness of instructional practices, adjust interventions, and ensure students with disabilities are making progress toward proficiency and grade-level benchmark mastery.

Monitoring

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

Implementation and impact of benchmark-aligned instructional practices for Students with Disabilities

(SWD) will be monitored through classroom walkthroughs, instructional observations, lesson plan reviews, and collaborative planning sessions. School administrators, instructional coaches, and ESE leaders will ensure that teachers are providing standards-aligned instruction, implementing required accommodations, and utilizing differentiated strategies to support student learning.
Student progress will be reviewed regularly during Professional Learning Communities (PLCs), data chats, and leadership meetings using FAST Progress Monitoring assessments, benchmark assessments, common formative assessments, classroom performance data, and IEP progress reports. Data will be used to identify student needs, adjust instructional practices, and provide targeted interventions.
The School Leadership Team will review SWD achievement data monthly to monitor progress toward increasing ELA proficiency from **22% to 30%** and Mathematics proficiency from **29% to 35%**. Based on results, instructional supports, interventions, and professional learning opportunities will be adjusted to ensure continuous im

Person responsible for monitoring outcome
ESE teachers, Curriculum coaches, 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:
To improve achievement outcomes for Students with Disabilities (SWD), the school will implement three evidence-based strategies: benchmark-aligned core instruction, differentiated small-group instruction and targeted interventions, and collaborative planning and data analysis. Teachers will provide rigorous, standards-based instruction aligned to the Florida B.E.S.T. Standards while incorporating accommodations, scaffolds, and explicit instructional practices to ensure access to grade-level content. SWD students will receive targeted, data-driven intervention in small-group settings to address identified skill deficits in reading and mathematics through evidence-based strategies such as explicit instruction, guided practice, and progress monitoring. Additionally, general education teachers, ESE teachers, instructional coaches, and administrators will collaborate through Professional Learning Communities (PLCs), data chats, and planning sessions to analyze student performance data, monitor IEP progress, adjust instructional supports, and ensure interventions effectively meet the academic needs of students with disabilities.

Rationale:
This area of focus was identified through the analysis of 2025-2026 statewide assessment data, which indicated that Students with Disabilities (SWD) achieved proficiency rates of only 22% in English Language Arts and 29% in Mathematics. These results demonstrate a significant need to strengthen access to rigorous, grade-level instruction and targeted academic support for SWD students. Data reviews also revealed the need for greater consistency in benchmark-aligned instruction, differentiated learning opportunities, and collaborative planning between general education and ESE teachers to ensure students receive appropriate supports while engaging with grade-level standards. Implementing benchmark-aligned instruction, targeted interventions, and data-

driven collaboration will help address identified learning gaps, improve student achievement, increase proficiency rates in ELA and Mathematics, and support students in making meaningful progress toward academic and IEP goals.

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
Benchmark-Aligned Instructional Planning for SWD

Person Monitoring:	**By When/Frequency:**
Principal, Assistant Principal, ESE Specialist, Instructional Coach	Weekly planning meetings; monthly administrative reviews

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action Step Description:
General education and ESE teachers will collaboratively plan and deliver benchmark-aligned lessons that provide Students with Disabilities (SWD) access to grade-level standards through accommodations, scaffolds, and differentiated instructional strategies. Teachers will utilize student performance data, IEP requirements, and curriculum resources to develop lessons that address identified areas of need while maintaining instructional rigor.
Monitoring of Impact:
School leaders will monitor implementation through lesson plan reviews, classroom walkthroughs, and observations focused on standards alignment and accommodation implementation. The impact of this action step will be measured through classroom assessment data, FAST Progress Monitoring results, benchmark assessments, and student work samples to determine whether SWD students are demonstrating increased mastery of grade-level benchmarks.

Action Step #2
Targeted Small-Group Intervention and Data Monitoring

Person Monitoring:	**By When/Frequency:**
Assistant Principals, ESE Specialist, MTSS Coordinator, Interventionists	Intervention sessions 3-5 times per week; data reviews monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action Step Description:
Students with Disabilities identified through assessment and progress monitoring data will participate in targeted small-group interventions focused on priority ELA and Mathematics skills. Interventions will utilize evidence-based instructional strategies, explicit instruction, guided practice, and ongoing progress monitoring to address individual learning deficits and accelerate student achievement.
Monitoring of Impact:
Teachers and interventionists will track student progress using intervention data, formative assessments, benchmark assessments, FAST Progress Monitoring results, and IEP goal progress reports. The School Leadership Team will review data monthly to evaluate student growth, determine

the effectiveness of interventions, and make adjustments to instructional supports as needed to ensure progress toward the school's proficiency goals of 30% in ELA and 35% in Mathematics for SWD students.

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.

Our school utilizes the **ClassBank PBIS program** as a schoolwide framework to promote positive behavior, increase student engagement, and support academic success across all grade levels. Students earn ClassBank points for demonstrating school expectations, positive character traits, attendance, academic effort, and responsible behavior. Teachers reinforce these behaviors daily through classroom incentives, while students can redeem points for classroom rewards, PBIS celebrations, recognition events, and schoolwide incentives.

This area of focus was identified through the review of prior-year behavior, attendance, and academic data, which indicated a need to increase student engagement, improve consistency in behavior expectations, and maximize instructional time. By providing positive reinforcement and recognition for desired behaviors, ClassBank supports a safe and productive learning environment, reduces disruptions, and encourages students to take ownership of their academic and behavioral success.

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 review of 2025-2026 behavior and attendance data, the school will strengthen implementation of the ClassBank PBIS program to increase positive student behavior and engagement across all grade levels. During the 2026-2027 school year, the school will **reduce Office Discipline Referrals (ODRs) by 15% and increase the percentage of students earning PBIS/ ClassBank incentives by 10% compared to the 2025-2026 school year**. Additionally, the school will increase the percentage of students with 95% or higher attendance by **5 percentage points** through the use of consistent positive reinforcement and schoolwide incentives.

These outcomes will be monitored through ClassBank reports, discipline referral data, attendance records, and PBIS participation data collected 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.

The ClassBank PBIS program will be monitored through daily classroom implementation and monthly schoolwide incentive reviews. Teachers will consistently award ClassBank points for demonstrating schoolwide expectations, positive behavior, academic effort, attendance, and engagement. Administrators and PBIS team members will review ClassBank usage reports, discipline referral data, attendance data, and participation in monthly PBIS incentive events to ensure consistent implementation across all grade levels.

Ongoing monitoring will occur through weekly and monthly data reviews to identify trends in student behavior, attendance, and engagement. Teachers and school leaders will use this data to provide additional supports, recognize student successes, and adjust interventions as needed. By consistently reinforcing positive behaviors and tracking student participation, the school will increase student engagement, reduce behavioral disruptions, maximize instructional time, and create a positive learning environment that supports improved academic achievement and overall student success.

Person responsible for monitoring outcome

Leadership Team

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 implements a Positive Behavioral Interventions and Supports (PBIS) framework through the ClassBank program as an evidence-based intervention to improve student behavior, engagement, attendance, and academic outcomes across all grade levels. PBIS is a multi-tiered system of support that establishes clear behavioral expectations, teaches appropriate behaviors, and provides consistent positive reinforcement when students meet expectations. Through ClassBank, students earn points daily for demonstrating schoolwide expectations, positive citizenship, academic effort, participation, attendance, and responsible behavior. Points may be redeemed for classroom rewards and monthly schoolwide PBIS incentives, creating a consistent system of recognition that promotes a positive school culture and encourages student accountability. Implementation will be monitored through: Daily teacher use of the ClassBank platform to provide positive reinforcement. Weekly reviews of ClassBank participation and point distribution. Monthly analysis of behavior, attendance, and PBIS incentive data by administration and the PBIS team. Monitoring Office Discipline Referrals (ODRs), attendance rates, and student participation in incentive programs. Classroom walkthroughs and teacher feedback to ensure fidelity of implementation. Ongoing monitoring will allow school leaders to identify trends, provide targeted support, and celebrate successes. Data collected through ClassBank, attendance records, and discipline reports will be used to evaluate the effectiveness of the intervention and make adjustments as needed to ensure progress toward the school's measurable outcomes of increased student engagement, improved attendance, reduced behavioral incidents, and enhanced academic achievement.

Rationale:
The implementation of the ClassBank PBIS program was identified as a critical need through the review of prior-year discipline, attendance, and student engagement data. Analysis indicated that increasing positive reinforcement and providing consistent schoolwide expectations would support improved student behavior, reduce disruptions to instruction, and strengthen student engagement in learning. Research supports Positive Behavioral Interventions and Supports (PBIS) as an effective framework for improving school climate, increasing instructional time, and promoting positive academic and behavioral outcomes. By utilizing ClassBank as a daily classroom reinforcement tool and a monthly schoolwide incentive program, the school provides students with immediate and consistent recognition for meeting behavioral and academic expectations. This proactive approach encourages students to take ownership of their choices, fosters a positive school culture, and creates an environment conducive to learning. The consistent implementation of ClassBank across all grade levels supports the school's goal of improving attendance, increasing student motivation and engagement, reducing discipline referrals, and ultimately enhancing student achievement. Provide your feedback on BizChat You said: 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. Add Action Step Briefly Title the Action (details can be added in the box below): Copilot said: Copilot Action Step 1 Title: Implement Daily ClassBank Reinforcement System Description: Teachers will consistently utilize ClassBank during daily instruction to reinforce positive behavior, academic effort, participation, attendance, and adherence to schoolwide expectations. Person(s) Responsible: Classroom Teachers, Instructional Staff Action Step 2 Title: Conduct Monthly Schoolwide PBIS Incentive Celebrations Description: The PBIS Team and Administration will organize and implement monthly incentive events and recognition activities for students who meet established behavior, attendance, and academic goals through the ClassBank program. Person(s) Responsible: PBIS Team, Assistant Principal, Principal Action Step 3 Title: Monitor and Analyze ClassBank, Behavior, and Attendance Data Description: Administration and the PBIS Team will review ClassBank participation reports, discipline referral data, and attendance data monthly to monitor program effectiveness, identify trends, and provide support and recognition as needed. Person(s) Responsible: Principal, Assistant Principal, PBIS Team** Provide your feedback on BizChat You said: Describe the Action to Be Taken and Explain how the school will monitor the impact of this action step: Copilot said: Copilot Action Step 1: Implement Daily ClassBank Reinforcement System Describe the Action to Be Taken and Explain How the School Will Monitor the Impact of This Action Step: Teachers will utilize the ClassBank platform daily to recognize and reinforce positive behaviors, academic effort, participation, attendance, and adherence to schoolwide expectations. Students will earn points throughout the instructional day and have opportunities to redeem points for classroom and schoolwide incentives. The school will monitor implementation through ClassBank usage reports, classroom walkthroughs, and regular reviews of student participation. The impact of this action step will be measured by increases in student engagement, decreases in discipline referrals, improved attendance rates, and increased participation in the ClassBank incentive 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

Implement Daily ClassBank Reinforcement System - Teachers will consistently utilize ClassBank during daily instruction to reinforce positive behavior, academic effort, participation, attendance, and adherence to schoolwide expectations.

Person Monitoring:
Leadership Team

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize the ClassBank platform daily to recognize and reinforce positive behaviors, academic effort, participation, attendance, and adherence to schoolwide expectations. Students will earn points throughout the instructional day and have opportunities to redeem points for classroom and schoolwide incentives.
The school will monitor implementation through ClassBank usage reports, classroom walkthroughs, and regular reviews of student participation. The impact of this action step will be measured by increases in student engagement, decreases in discipline referrals, improved attendance rates, and increased participation in the ClassBank incentive program.

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.

Not applicable

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)).

Not applicable

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)).

Not applicable

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)).

Not applicable

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)).

Not applicable

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)).

Not applicable

Strategies to Assist Preschool Children

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

Not applicable

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

The school engages in a continuous process to review the use of resources and ensure they are aligned to the academic, social-emotional, and instructional needs of students. This process is driven by ongoing analysis of student achievement data, progress-monitoring results, intervention effectiveness, and schoolwide performance goals outlined in the School Improvement Plan (SIP).
School leadership collaborates closely with **Charter Schools USA (CSUSA)** through monthly principal meetings, leadership development sessions, and ongoing professional learning opportunities focused on data analysis, instructional effectiveness, and student outcomes. These collaborative meetings provide school leaders with opportunities to review performance data, share best practices, examine trends, and identify areas requiring additional support or strategic resource allocation.
In addition, the school's leadership team works regularly with CSUSA Deputy Directors and school-based instructional leaders to evaluate the effectiveness of current programs, personnel, interventions, and instructional resources. Through these collaborative discussions, the team analyzes schoolwide and subgroup data to ensure resources are being utilized efficiently to support student achievement and close learning gaps.
At the school level, daily collaborative planning meetings bring together classroom teachers, ESE specialists, ELL staff, interventionists, instructional coaches, and administrators to review student performance data and determine the effectiveness of instructional supports. This ongoing collaboration ensures that resources are targeted toward strengthening Tier 1 instruction, providing appropriate interventions, and meeting the needs of the whole child.
The school also utilizes classroom walkthroughs, common assessments, progress-monitoring data, and stakeholder feedback to evaluate the impact of instructional resources and professional development initiatives. Findings from these reviews inform decisions regarding staffing, instructional materials, intervention supports, and professional learning opportunities.
Through the strong partnership with CSUSA, ongoing professional development, monthly principal meetings, collaboration with Deputy Directors, and continuous leadership team reviews, the school ensures that resources remain strategically aligned to student needs and are effectively leveraged to improve student achievement and support continuous school improvement.

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 school's data analysis, the primary areas of need include increasing achievement in **Science**, closing achievement gaps among **ESE, ELL, and below-grade-level students**, and strengthening the effectiveness of **Tier 1 instruction** across all grade levels and content areas. To address these needs, the school will utilize several key resources throughout the 2026-2027 school year:

1. **Daily Collaborative Planning Meetings (Ongoing)**
    - Grade-level teams, instructional coaches, ESE specialists, ELL staff, interventionists, and administrators will meet daily to analyze student data, identify standards-based learning gaps, and plan targeted instruction.
    - Rationale: Assessment and progress-monitoring data indicate that consistent, data-driven collaboration is necessary to improve student outcomes and ensure all learners have access to rigorous Tier 1 instruction.
2. **CSUSA Professional Development and Instructional Support (Monthly and Ongoing)**
    - School leaders and teachers will participate in professional learning opportunities provided by Charter Schools USA (CSUSA), including monthly principal meetings, leadership development sessions, instructional coaching, and data review processes.
    - Rationale: Data analysis identified the need for continued refinement of instructional practices, differentiation strategies, and student-centered learning experiences to increase achievement and close performance gaps.
3. **Progress Monitoring and Common Assessments (Every 3-4 Weeks)**
    - Teachers will utilize district and school-based assessments, classroom data, and progress-monitoring tools to regularly evaluate student growth and adjust instruction accordingly.
    - Rationale: Frequent monitoring allows instructional teams to identify learning gaps early and implement timely interventions before students fall further behind.
4. **Targeted Intervention and Support Services (Ongoing)**
    - Small-group instruction, intervention programs, ESE services, and ELL supports will be strategically scheduled based on student performance data.
    - Rationale: Subgroup and achievement data indicate that additional support is necessary to accelerate learning and increase proficiency for students performing below grade level.
5. **Leadership Team Data Reviews and Classroom Walkthroughs (Biweekly and Monthly)**
    - The administrative team, instructional coaches, and Deputy Directors will conduct regular data reviews and classroom walkthroughs to monitor implementation of instructional strategies and ensure alignment with SIP goals.
    - Rationale: Monitoring instructional practices and student outcomes provides evidence of effectiveness and allows for timely adjustments to resources and supports.

Timeline: These resources will be implemented and monitored throughout the school year, beginning in August and continuing through quarterly data reviews, mid-year evaluations, and end-of-year analyses. The effectiveness of each resource will be measured through student achievement data, progress-monitoring results, classroom observations, and ongoing stakeholder feedback to ensure continuous improvement and positive student outcomes.

VII. Budget to Support Areas of Focus

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

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

Broward County Public Schools

AVANT GARDE ACADEMY K-5
BROWARD

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 8

D. Early Warning Systems 9

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 28

V. Title I Requirements (optional) 31

VI. ATSI, TSI and CSI Resource Review 34

VII. Budget to Support Areas of Focus 36

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

Stephanya Renauld

srenauld@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 #2

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.

Leadership Team Member #3

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.

Leadership Team Member #4

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
Collaborate with general education teachers to promote inclusive practices and LRE (LeastRestrictive 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
Communicate effectively with families to explain ESE services, procedural rights, and available supports under Florida law.

Leadership Team Member #5

Employee's Name
Ashlea Vice

avice@agabroward.org

Position Title
School Counselor

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
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
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.

Leadership Team Member #6

Employee's Name
Nabile Hernandez

nhernandez@agabroward.org

Position Title
School 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

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) was developed through a collaborative process that included input from the school leadership team, teachers, school staff, parents and families, the School Advisory Council (SAC), and community representatives.
School performance data, including student achievement, attendance, behavior, and school climate information, was shared with stakeholders to identify strengths and areas for improvement.
Stakeholders had the opportunity to review the proposed goals, strategies, and action steps, provide feedback, and recommend revisions. Their input was considered and incorporated, as appropriate, into the final School Improvement Plan.
The School Advisory Council reviewed the revised plan prior to its final approval. Throughout the school year, stakeholders will continue to monitor implementation, review progress toward goals, and provide recommendations to support continuous school 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)).

The School Improvement Plan (SIP) will be monitored regularly through data chats, classroom walkthroughs, and collaborative planning to ensure strategies are being implemented effectively and are supporting student growth.

Student progress will be monitored using FAST progress monitoring, i-Ready data, formative asessments, and other progress-monitoring tools. Teachers will meet through Professional Learning Communities (PLCs) to review student data, identify areas of need, and adjust instruction and interventions to better support student learning.

School leaders will monitor classroom implementation through walkthroughs and observations focused on SIP priorities. Feedback from these observations will be used to provide support, coaching, and professional development as needed.

Stakeholder feedback will be collected through SAC meetings, staff discussions, family surveys, and engagement opportunities. The leadership team will review SIP progress throughout the year and make adjustments based on data and stakeholder feedback to ensure continuous improvement and support student achievement.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**76.1%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **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.*	**2025-26: C** **2024-25: C** **2023-24: B** **2022-23: C** **2021-22: A**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	73	119	165	185	171	156				869
Absent 10% or more school days	21	30	42	46	42	51				232
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	0	0	4	33	18				55
Course failure in Math	0	0	0	3	23	18				44
Level 1 on statewide ELA assessment	0	0	0	53	51	35				139
Level 1 on statewide Math assessment	0	0	0	13	47	35				95
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	29	41	57	51	38				228
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 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	11	16	28	48	37				147

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	1	11	11	2	4				29
Students retained two or more times	0	0	1	5	4	4				14

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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				2					3
Course failure in English Language Arts (ELA)				40	36	45				121
Course failure in Math				43	34	39				116
Level 1 on statewide ELA assessment		28	33	58	31	38				188
Level 1 on statewide Math assessment		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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		3	5	54	38	38				138

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		8	4	11	5	2				30
Students retained two or more times			1	2	2	1				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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	53	67	62	53	64	59	57	61	57
Grade 3 ELA Achievement	50	65	61	50	63	59	52	60	58
ELA Learning Gains	65	66	63	54	65	60	70	64	60
ELA Lowest 25th Percentile	58	63	58	47	60	56	74	60	57
Math Achievement*	58	73	66	61	70	64	64	66	62
Math Learning Gains	43	69	64	46	68	63	68	66	62
Math Lowest 25th Percentile	43	53	50	35	55	51	70	55	52
Science Achievement	55	65	62	55	60	58	34	56	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					63	63		59	61

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	53%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	425
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
53%	51%	62%	48%	64%	49%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	2	
English Language Learners	50%	No		
Black/African American Students	46%	No		
Hispanic Students	54%	No		
White Students	53%	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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	53%	50%	65%	58%	58%	43%	43%	55%					
Students With Disabilities	24%	27%	47%	50%	36%	38%	35%	31%					
English Language Learners	43%	40%	65%	59%	57%	45%	47%	46%					
Black/African American Students	56%	64%	51%		47%	23%	20%	61%					
Hispanic Students	52%	49%	66%	67%	58%	46%	50%	45%					
White Students	52%	42%	67%	52%	64%	45%	35%	70%					
Economically Disadvantaged Students	51%	46%	61%	47%	52%	35%	24%	54%					

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%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	47%	64%	-17%	60%	-13%
ELA	4	47%	65%	-18%	60%	-13%
ELA	5	54%	67%	-13%	61%	-7%
Math	3	73%	73%	0%	66%	7%
Math	4	49%	72%	-23%	65%	-16%
Math	5	44%	69%	-25%	62%	-18%
Science	5	51%	63%	-12%	60%	-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?

From May 2024 to May 2026, 3rd grade ELA achievement showed the most improvement within the Students with Disabilities subgroup. Specifically from PM3 SY23-24 to PM3 25-26, SWD students increased percent proficiency from 15% to 27%. For the Math subject, comparing 2024-2025 school year to the 2025-2026 school year, the data component that showed the most improvement for Students with Disabilities was the Math learning gains for students in the Lowest 25 percentile. This showed significant growth goring from 0% to 35%. To support this improvement, the school focused on collaboration between general education and ESE teachers to provide targeted instruction and support based on student needs. The school provided professional learning on data analysis, held weekly PLCs to analyze data and share effective instructional strategies. Teachers provided targeted remediation for identified skill gaps. Administrators also conducted walkthroughs to monitor instruction and provide feedback to support consistent implementation of effective practices.

Lowest Performance

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

Overall, the schoolwide data components with the lowest performance during both the 2024–2025 and 2025–2026 school years were Math Learning Gains for All Students and Math Learning Gains for the Lowest 25 Percentile. In the 2024–2025 school year, the school earned 38% in Math Learning Gains for All Students and 0% in Math Learning Gains for the Lowest 25 Percentile, compared to the state averages of 63% and 51%, respectively. In the 2025–2026 school year, the school improved to 43% in both categories. However, these results remain below the state averages of 64% for Math Learning Gains for All Students and 50% for Math Learning Gains for the Lowest 25 Percentile. Regarding Students with Disabilities, the data component with the lowest performance during the 2025–2026 school year was ELA Proficiency, with only 24% of students achieving proficiency. Although this subgroup demonstrated a 2-percentage-point increase compared to the previous school year, it remains the lowest-performing category for the 2025–2026 school year. Additionally, ELA Proficiency has consistently been among the lowest-performing areas for this subgroup over the past

three school years, with 22% proficiency in 2024–2025, 24% in 2025–2026, and 27% in 2023–2024. Contributing factors to these trends include inconsistent instructional practices. For the SWD subgroup specifically, a high rate of chronic absenteeism has also contributed to the low performance.

Greatest Decline

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

From the 2023–2024 through the 2025–2026 school year, the data component that has steadily declined is Math Proficiency, decreasing from 64% in 2023–2024 to 61% in 2024–2025 and 58% in 2025–2026.
Specifically for our Students with Disabilities students, the greatest decline from the 2024-2025 school year to the 2025-2026 school year was the Math learning gains as it decreased from 38% to 32%. A contributing factor to this decline was the transition to new Math teachers in 4th and 5th grade, which impacted consistency in instructional practices, pacing, and student support. However, the factor we feel had the greatest impact on the SWD population is Chronic Absenteeism.

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 schoolwide gaps when compared to the state average were in ELA and Math Learning Gains, both performing 11% below the state average. This was followed by ELA Achievement, which was 9% below the state average. At the grade level, the largest gap was identified in 5th grade Math proficiency, with 44% proficiency, which was 18% below the state average.
A contributing factor to the 5th grade Math achievement gap was the transition to new Math teachers, which impacted consistency in instructional practices, pacing, and targeted student support. For Students with Disabilities a contributing factor to the performance gap was chronic absenteeism, which limited students' access to consistent instruction, interventions, and academic support.

EWS Areas of Concern

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

During the 2025–2026 school year, 139 students in grades 3–5 were absent 10% or more of the school year, which represents 27% of students in those grades. For Students with Disabilities (SWD), 35% of K–5 SWD students were chronically absent, and 38% of SWD students in grades 3–5 missed more than 10% of the school year. Based on the EWS data, one area of concern is the student attendance as 27% of our students were absent 10% or more school days. Needless to say, a lack of attendance was a major contributing factor to low student performance on standardized testing. Based on this information, our primary area of concern is: Chronic Absenteeism within our SWD subgroup.

Highest Priorities

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

As related to Students with Disabilities, our priorities for school improvement are:

1. Decrease chronic absenteeism for SWD. The data shows an alarming percentage of chronic absenteeism for Students with Disabilities

2. Improve ELA proficiency for SWD by increasing the pedagogical capacity of teachers by providing focused professional development related to effective instructional practices, especially concerning SWD.

3. Increase Math proficiency for SWD by increasing the pedagogical capacity of teachers by providing focused professional development related to effective instructional practices, especially concerning SWD.

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.

For the 2026–2027 school year, Avant Garde Academy has identified Students with Disabilities (SWD) in grades 3-5 as a critical area of focus for ELA achievement. Based on prior year's data, SWD students had the lowest performance among the eight accountability components, with 24% of students achieving ELA proficiency.

This area of focus was identified through the review of FAST assessment data and subgroup performance trends. The data showed a need to strengthen ELA instruction, provide targeted support, and increase opportunities for SWD students to access grade-level standards and improve academic 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.

Increase ELA proficiency for SWD students in grades 3-5 from 24% to 41% on the PM3 FAST assessment by May 2027.

Monitoring

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

1. ESE facilitators will provide standards-based instruction using the district-approved curriculum to support SWD students in meeting grade-level expectations.
2. ESE team will meet monthly to review student data, monitor progress, and adjust supports as needed.
3. The school will provide professional development focused on the effective implementation of accommodations aligned to the IEP and instructional strategies to support SWD student learning in Tier 1 data driven/differentiated instruction.
4. Teachers will provide data-driven, differentiated Tier 1 instruction to address the individual

needs of SWD students.

5. Administrators will conduct classroom walkthroughs to ensure instructional practices are aligned to the needs of SWD students.

Person responsible for monitoring outcome
Principal: Nabile Hernandez Assistant Principal: Stephanya Renauld Instructional Coach: Rossy Savinon ESE Specialist: Noralis Dilan

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 focus on implementing data-driven, differentiated Tier 1 instruction with fidelity to support SWD students in accessing grade-level standards and improving academic outcomes. Professional development sessions will be provided to strengthen effective Tier 1 instructional practices that address the specific learning needs of SWD students. The administrative team will monitor the implementation of strategies shared during professional development through classroom walkthroughs and observations to ensure instructional practices are effectively supporting SWD students' academic growth

Rationale:
Based on prior year data, SWD students in grades 3-5 had the lowest performance among the eight accountability components, with 24% of students achieving ELA proficiency. This area was identified as a priority through the review of FAST assessment data and subgroup performance trends. Strengthening differentiated Tier 1 instruction and ensuring consistent support will help address learning gaps and improve ELA achievement for SWD 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
The school will provide professional development focused on Tier 1 differentiated instruction to support teachers in meeting the needs of SWD students.

Person Monitoring:
Rossy Savinon

By When/Frequency:
By September 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
This action will be monitored through classroom walkthroughs, reviews of instructional practices, and analysis of student progress data. The administrative team will use walkthrough findings and student

performance results to evaluate the fidelity of differentiated instruction implementation, provide targeted feedback, and identify additional supports needed to improve outcomes for SWD students.

Action Step #2
The school will provide professional development focused on implementing accommodations aligned with IEP requirements.

Person Monitoring:
Noralis Dilan

By When/Frequency:
By September 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The action will be monitored the implementation and effectiveness of accommodations through classroom walkthroughs, lesson plan reviews, and student work reviews. Teachers will receive feedback and support to ensure accommodations are being provided with fidelity. Student performance data, including assessment results, progress monitoring data, and IEP goal progress, will be reviewed regularly to determine whether implemented accommodations are positively impacting SWD students' academic outcomes.

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.

For the 2026–2027 school year, Avant Garde Academy has identified Students with Disabilities (SWD) in grades 3-5 as a critical area of focus for Math achievement. Based on prior year data, SWD student Math achievement decreased from 38% in the 2024–2025 school year to 36% in the 2025–2026 school year.

This area of focus was identified through the review of FAST assessment data and subgroup performance trends. The data showed a need to strengthen Math instruction, provide targeted support, and increase opportunities for SWD students to access grade-level standards and improve academic 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.

Increase Math proficiency for SWD students in grades 3-5 from 36% to 60% on the PM3 FAST assessment by May 2027.

Monitoring

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

the desired outcome.

1. ESE facilitators will provide standards-based instruction using the district-approved curriculum to support SWD students in meeting grade-level expectations.
2. ESE team will meet monthly to review student data, monitor progress, and adjust supports as needed.
3. The school will provide professional development focused on the effective implementation of accommodations aligned to the IEP and instructional strategies to support SWD student learning in Tier 1 data driven/differentiated instruction.
4. Teachers will provide data-driven, differentiated Tier 1 instruction to address the individual needs of SWD students.
5. Administrators will conduct classroom walkthroughs to ensure instructional practices are aligned to the needs of SWD students.

Person responsible for monitoring outcome
Principal: Nabile Hernandez Assistant Principal: Stephanya Renauld Instructional Coach: Stephanie Sanchez ESE Specialist: Noralis Dilan

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 focus on implementing targeted small-group Math instruction to provide SWD students with additional opportunities to strengthen grade-level skills, address learning gaps, and improve academic outcomes. Instruction will be guided by student data and monitored through classroom walkthroughs to ensure student needs are being met.

Rationale:
Based on prior year data, SWD student Math achievement decreased from 38% in the 2024–2025 school year to 36% in the 2025–2026 school year. This area was identified as a priority through the review of FAST assessment data and subgroup performance trends. Providing targeted small-group Math instruction will allow teachers to address specific skill gaps, provide additional support, and increase student mastery of 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
The school will provide professional development focused on targeted differentiated instruction to support teachers in meeting the needs of SWD students.

Person Monitoring:
Stephanie Sanchez

By When/Frequency:
Bi-Weekly classroom walkthroughs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
This action will be monitored through classroom walkthroughs, reviews of instructional practices, and analysis of student progress data. The administrative team will use walkthrough findings and student performance results to evaluate the fidelity of differentiated instruction implementation, provide targeted feedback, and identify additional supports needed to improve outcomes for SWD students.

Action Step #2
The school will provide professional development focused on B.E.S.T. Standard Alignment and effective math instructional practices to strengthen Tier 1 instruction for SWD students.

Person Monitoring:
Stephanie Sanchez

By When/Frequency:
October 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The administrative team and instructional coaches will monitor implementation through classroom walkthroughs, coaching cycles, lesson plan reviews, and observations of math instruction. Feedback from coaching sessions, walkthrough data, and student performance on progress monitoring and math assessments will be used to evaluate the effectiveness of instructional practices and determine additional coaching and support needed to improve math outcomes for SWD students.

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.

For the 2026–2027 school year, Avant Garde Academy has identified chronic absenteeism as a schoolwide area of focus for SWD students in grades K-5. For Students with Disabilities (SWD), 35% of K–5 SWD students were chronically absent. Regular attendance is essential for student success and mastery of grade-level standards. This area was identified through the review of attendance data, which showed a need to improve student attendance through consistent monitoring, family communication, and schoolwide attendance supports.

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 chronic absenteeism among Students with Disabilities (SWD) from 35% to 20% by May 2027, as measured by the Early Warning System (EWS) Report.

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 toward reducing chronic absenteeism will be monitored through monthly leadership team reviews of grade-level attendance data to identify trends, monitor students at risk, and evaluate the effectiveness of attendance interventions. The school will implement schoolwide attendance initiatives, including regular parent communication, attendance incentives, and student recognition programs to promote consistent attendance. School, district, and state attendance policies will be reviewed and shared with students and families throughout the year to reinforce attendance expectations. Monitoring data will be used to adjust interventions, provide targeted support, and improve student attendance outcomes.

Person responsible for monitoring outcome

Ashlea Vice, School Counselor Stephanya Renauld: 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:

For the 2026–2027 school year, Avant Garde Academy has identified chronic absenteeism as an area of focus for SWD students in grades K-5. By focusing on consistent monitoring, family engagement, and student recognition, the school can identify attendance concerns early, partner with families to address barriers, and encourage positive attendance habits.

Rationale:

Looking at our Students with Disabilities attendnace, 35% them were chronically absent. That was 29 students out of 83. By focusing on consistent monitoring, family engagement, and student recognition, the school can identify attendance concerns early, partner with families to address barriers, and encourage positive attendance habits.

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
Monitor attendance data monthly to identify students with attendance concerns and review grade-level trends.

Person Monitoring:
Ashlea Vice

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school counselor will review weekly attendance reports to identify ESE students who are at risk of chronic absenteeism based on attendance trends.
The counselor will maintain an attendance tracker for identified ESE students and monitor attendance progress throughout the school year.
The school will implement attendance motivation incentives and recognition opportunities specifically to encourage improved attendance among identified ESE students. Students who demonstrate attendance improvement or meet attendance goals will be recognized through classroom and schoolwide incentives.
The counselor will review attendance data with the leadership team during monthly attendance meetings to monitor progress, identify trends, and adjust supports for ESE students as needed.

Action Step #2
School, district, and state attendance policies will be reviewed and shared with students and families throughout the year to reinforce attendance expectations.

Person Monitoring:
Ashlea Vice

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 share attendance policy information with families through parent newsletters, school communications, and during school events to reinforce attendance expectations and the importance of consistent attendance.
The school will hold parent meetings for families with attendance concerns to review attendance policies, discuss barriers, and provide available support resources.
Teachers will review attendance expectations and the impact of absenteeism on student learning during staff meetings to ensure consistent messaging and support for students.
The counselor, teachers, and leadership team will collaborate to identify attendance concerns and provide families with reminders, resources, and support 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 ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

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

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).

The school will use FAST assessment data, i-Ready data, classroom assessments, student work

samples, attendance reports, and progress monitoring data to address the identified areas of focus. These resources will support data-driven decision-making, help identify student needs, and guide instructional strategies and attendance supports.

The areas of focus were identified through the review of prior year data, which showed a need to improve ELA and Math achievement for Students with Disabilities (SWD) and increase student attendance. Data showed SWD students had lower performance in ELA and Math compared to other student groups, and 232 students in grades K-5 had attendance below 90%. These resources will be used to monitor progress, adjust supports, and improve student outcomes.

VII. Budget to Support Areas of Focus

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

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

Broward County Public Schools

CENTRAL CHARTER SCHOOL

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 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 36

V. Title I Requirements (optional) 42

VI. ATSI, TSI and CSI Resource Review 51

VII. Budget to Support Areas of Focus 54

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

To achieve our vision, we will prepare our students to become independent learners with the desires, the skills, and the abilities necessary for lifelong learning.

Provide the school's vision statement

Inspiring, challenging, and preparing our students for tomorrow’s global 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

John Billingsley

jbillingsley@centralcharterschool.com

Position Title

Principal

Job Duties and Responsibilities

The Principal serves as the instructional and operational leader of the school by establishing a vision for academic excellence and fostering a safe, positive, and collaborative learning environment for students, staff, and families. The Principal provides instructional leadership by monitoring curriculum implementation, classroom instruction, and professional development through classroom observations, grade-level meetings, data chats, and collaborative planning. Responsibilities include supervising and evaluating faculty and staff; assigning and directing work; interviewing, hiring, mentoring, and coaching employees; conducting performance evaluations; addressing personnel concerns; and supporting continuous professional growth. The Principal oversees all aspects of state

and district assessments, analyzes student achievement data to guide instructional decisions, develops and monitors school improvement initiatives, and ensures that instructional practices align with district, state, and federal standards.
The Principal is responsible for the overall management and daily operations of the school, ensuring compliance with all district policies, state and federal regulations, and accountability requirements. Duties include implementing and monitoring school-wide behavioral expectations and attendance initiatives; addressing student discipline, safety, and welfare concerns; investigating incidents; communicating with parents and appropriate agencies; and maintaining accurate documentation. The Principal oversees building operations, school safety procedures, emergency preparedness, transportation services, master scheduling, student classroom assignments, school projects, and the effective use of financial resources to ensure compliance with audit requirements. Additionally, the Principal participates IEP meetings, facilitates, Instructional Support Team (IST)/Multi-Tiered System of Supports (MTSS) meetings, monitors interventions for struggling students, and collaborates with district personnel to ensure all students receive appropriate support services.
The Principal builds strong partnerships with parents, community organizations, and district stakeholders to support student success and enhance school programs. By fostering a culture of collaboration, accountability, and continuous improvement, the Principal promotes high expectations for teaching, learning, and professional conduct throughout the school community. The Principal remains current on educational research, instructional strategies, curriculum standards, and emerging best practices to ensure ongoing improvement in teaching and learning. Through effective leadership, strategic planning, and a commitment to student achievement, the Principal creates an environment where all students and staff are empowered to reach their highest potential while performing other duties as assigned in support of the school's mission and goals.

Leadership Team Member #2

Employee's Name
Lakesha Jackson

ljackson@centralcharterschool.com

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal of Upper Grades and Secondary Readiness provides instructional and administrative leadership for students and staff in grades 5–8 at Central Charter School. This administrator oversees instruction in English language arts, mathematics, science, social studies, civics, electives, intervention courses, and high school credit-bearing courses. The assistant principal conducts classroom observations and walkthroughs, evaluates instructional practices, provides teachers with feedback, and supports the implementation of rigorous, standards-based instruction

that prepares students for FAST assessments, end-of-course examinations, and high school expectations.

This assistant principal monitors student achievement, course placement, promotion requirements, high school credits, intervention services, and secondary transition activities. The administrator analyzes student, classroom, grade-level, departmental, and subgroup data; facilitates professional learning communities and data meetings; and ensures that students receive appropriate academic interventions, ESE accommodations, ELL supports, and enrichment opportunities. The assistant principal also collaborates with teachers, counselors, and school leadership to support Algebra I, Geometry, Biology, Civics, dual enrollment preparation, career exploration, advanced coursework, and the transition from eighth grade into high school.

The Assistant Principal of Upper Grades and Secondary Readiness oversees student discipline, attendance, transitions, lunch, extracurricular activities, athletics, assemblies, and other operational responsibilities for grades 5–8. This administrator addresses behavioral and attendance concerns through parent conferences, behavior plans, restorative practices, mentoring, counseling referrals, and consistent enforcement of the Student Code of Conduct. The assistant principal also supports the development of the master schedule, teacher assignments, student schedules, instructional coverage, school safety procedures, and compliance with Central Charter School, Broward County Public Schools, and state requirements.

Leadership Team Member #3

Employee's Name
Janelle Alexander

jalexander@centralcharterschool.com

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal of Elementary Education and Early Learning provides instructional and administrative leadership for students and staff in grades K–4 at Central Charter School. This administrator supervises the implementation of the school’s elementary curriculum, conducts classroom observations and walkthroughs, provides instructional feedback, and supports teachers with lesson planning, differentiation, classroom management, and small-group instruction. The assistant principal works closely with instructional coaches, interventionists, ESE personnel, ELL staff, and grade-level teams to strengthen foundational literacy and mathematics skills and ensure that instruction aligns with Florida standards and the school’s academic goals.

This assistant principal monitors student achievement through FAST, i-Ready, Benchmark Advance, district assessments, classroom assessments, and other progress-monitoring tools. The administrator facilitates grade-level data meetings, identifies students who require intervention or enrichment, and

ensures that academic supports are implemented consistently. Additional responsibilities include monitoring student promotion requirements, supporting the MTSS and RtI processes, reviewing lesson plans and student work, and coordinating professional development based on student and teacher needs.

The Assistant Principal of Elementary Education and Early Learning also oversees student behavior, attendance, family concerns, arrival, dismissal, lunch, recess, and other daily operations for grades K–4. This administrator promotes a safe, nurturing, structured, and developmentally appropriate school environment while addressing disciplinary concerns through age-appropriate and restorative practices. The assistant principal communicates regularly with families, participates in parent conferences, coordinates family engagement activities, ensures compliance with school and district policies, and performs other duties assigned by the principal.

Leadership Team Member #4

Employee's Name
Dominique Jackson

djackson@centralcharterschool.com

Position Title
Dean of Academics

Job Duties and Responsibilities

The Dean of Academics provides schoolwide instructional leadership for grades K–8 and supports the implementation, monitoring, and evaluation of Central Charter School's School Improvement Plan. The Dean works closely with the principal, assistant principals, instructional coaches, teachers, interventionists, ESE staff, ELL staff, and other stakeholders to establish academic priorities, develop measurable student-achievement goals, and ensure that instructional practices align with the Florida Benchmarks for Excellent Student Thinking, state accountability requirements, and the school's mission. The Dean analyzes schoolwide, grade-level, classroom, teacher, and subgroup data from FAST, end-of-course assessments, i-Ready, Benchmark Advance, Write Score, science and civics benchmarks, classroom assessments, and other progress-monitoring tools to identify instructional strengths, achievement gaps, and areas requiring targeted improvement.

The Dean of Academics oversees curriculum implementation, instructional planning, professional learning communities, data chats, intervention systems, and professional development. The Dean conducts classroom walkthroughs and observations, reviews lesson plans and student work, provides teachers with actionable instructional feedback, and supports the consistent use of differentiated instruction, small-group instruction, standards-based instruction, gradual release, academic discourse, and research-based instructional strategies. The Dean facilitates collaborative planning and data-analysis meetings, monitors curriculum pacing and assessment calendars, supports new and developing teachers, and coordinates academic resources to ensure that all students, including

Students with Disabilities, English Language Learners, economically disadvantaged students, and students performing below grade level, receive appropriate interventions, accommodations, enrichment, and progress monitoring.
The Dean of Academics monitors the implementation and effectiveness of the School Improvement Plan throughout the school year and provides regular progress updates to school leadership and other stakeholders. The Dean maintains evidence of implemented strategies, reviews progress toward academic goals, recommends adjustments when data indicate that strategies are not producing the intended outcomes, and supports compliance with state, district, charter school, Title I, assessment, curriculum, and instructional requirements. The Dean also supports student promotion, high school course placement, advanced coursework, dual enrollment preparation, secondary transition planning, family academic engagement, and other initiatives that strengthen student achievement and prepare Central Charter School students for success in high school, college, careers, and beyond.

Leadership Team Member #5

Employee's Name
Milagros Lopez

mlopez@centralcharterschool.com

Position Title
ESE Specialist

Job Duties and Responsibilities

The Exceptional Student Education Specialist provides schoolwide leadership and support for the delivery of services to students with disabilities in grades K–8 at Central Charter School. The ESE Specialist works closely with school administrators, teachers, support staff, families, service providers, and district personnel to ensure that students receive appropriate instruction, accommodations, interventions, and related services in accordance with their Individualized Education Programs. The specialist supports the goals of the School Improvement Plan by monitoring the academic progress, attendance, behavior, and overall performance of students with disabilities and identifying strategies that improve student achievement and access to the general education curriculum.
The ESE Specialist coordinates the development, implementation, review, and monitoring of Individualized Education Programs and ensures that required meetings, evaluations, reevaluations, progress reports, service minutes, accommodations, and compliance documents are completed accurately and within established timelines. The specialist provides teachers with guidance on differentiated instruction, specially designed instruction, accommodations, modifications, progress monitoring, classroom supports, and inclusive practices. The ESE Specialist also reviews student data from FAST, i-Ready, classroom assessments, intervention programs, progress reports, and other

assessment tools to identify areas of need, support instructional planning, and ensure that ESE services align with each student's documented goals.
The ESE Specialist monitors schoolwide ESE compliance, maintains accurate student records, prepares documentation for audits and monitoring visits, and communicates regularly with families regarding student progress and services. The specialist facilitates ESE team meetings, supports the MTSS and RtI processes, collaborates with general education teachers and interventionists, and assists with professional development related to students with disabilities. The ESE Specialist provides regular updates to school leadership, recommends adjustments when student data indicate that additional supports are needed, and helps ensure that Central Charter School provides an inclusive, supportive, and legally compliant learning environment for all students with disabilities.

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.

Central Charter School developed the School Improvement Plan through a collaborative process that included the school leadership team, teachers, instructional and support staff, parents and families, students in the secondary grades, and business and community representatives. The School Advisory Council included representatives from the required stakeholder groups and participated in reviewing current and historical school data. The data reviewed included state and school-based assessment results, academic growth, subgroup performance, attendance, discipline, early warning indicators, intervention outcomes, and student progress-monitoring results. This process allowed stakeholders to identify patterns in student performance, recognize areas of strength, and determine the academic and nonacademic barriers that required attention in the plan.
Stakeholders provided input through School Advisory Council meetings, school leadership meetings, faculty and staff meetings, grade-level and departmental planning sessions, parent surveys, verbal feedback, parent-teacher conferences, workshops, academic events, and student discussions. Teachers and instructional staff shared information about curriculum implementation, standards in which students experienced difficulty, classroom performance, instructional resources, intervention needs, and professional-development priorities. Parents and families provided feedback regarding school communication, family-engagement opportunities, academic resources, student attendance, and strategies for supporting learning at home. Students shared their perspectives regarding engagement, motivation, school climate, instructional support, relationships with adults, and barriers

that affected their success. Business and community representatives offered recommendations regarding mentoring, partnerships, enrichment opportunities, family resources, incentives, and services that could strengthen student readiness and achievement.

The school leadership team reviewed stakeholder feedback alongside available schoolwide, grade-level, classroom, and subgroup data and used the information to establish the SIP's priorities, measurable goals, action steps, monitoring procedures, and expected outcomes. Common concerns and recommendations were incorporated into plans for differentiated instruction, small-group support, academic intervention, professional learning, family engagement, attendance improvement, positive behavior supports, and additional assistance for students with the greatest achievement gaps. Particular attention was given to Students with Disabilities, English Language Learners, economically disadvantaged students, students performing below grade level, students in the lowest-performing 25%, and students demonstrating multiple early warning indicators.

Throughout the implementation of the SIP, Central Charter School will continue to involve stakeholders in reviewing progress and recommending necessary changes. Teachers and staff will provide ongoing feedback during Professional Learning Communities, data chats, faculty meetings, coaching sessions, and progress-monitoring reviews. Parents and families will provide feedback through School Advisory Council meetings, Title I meetings, surveys, workshops, conferences, open houses, and other family-engagement activities. Students, particularly those in grades 5th through 8th, will participate through surveys, focus-group discussions, student data chats, counseling sessions, and leadership activities. Business and community partners will continue to recommend resources, programs, partnerships, and opportunities that will support the identified goals of the school.

The leadership team will review stakeholder feedback after major assessment periods and during scheduled SIP monitoring meetings. Feedback will be considered together with student-achievement, attendance, discipline, intervention, and implementation data to determine whether the selected strategies are producing the intended outcomes. When the data or stakeholder feedback identifies a need for improvement, the school will revise action steps, instructional supports, professional-development activities, intervention schedules, family-engagement strategies, responsible personnel, timelines, or resource allocations. Proposed revisions and progress updates will be shared with the School Advisory Council and other appropriate stakeholder groups, ensuring that the SIP will remain responsive to the needs of Central Charter School's students, families, staff, and 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)).

Central Charter School will treat the School Improvement Plan as a living document that will guide instructional decisions, professional development, student interventions, resource allocation, and family-engagement activities throughout the school year. The principal, Dean of Academics, assistant principals, instructional coaches, ESE Specialist, ELL personnel, counselors, interventionists, and teacher leaders will regularly review the implementation of the SIP during school leadership meetings, grade-level and departmental Professional Learning Communities, data chats, and instructional planning sessions. Formal reviews will occur at least every other month and after each major assessment window, including FAST PM1, PM2, and PM3. The team will also review data from i-Ready, Benchmark Advance, Write Score, science and civics benchmarks, end-of-course assessments, common formative assessments, classroom assessments, student work, report cards, attendance, discipline, and early warning indicators. These data will be compared with the measurable goals, action steps, timelines, and expected outcomes established in the SIP to determine whether the school will be making adequate progress toward increasing student mastery of Florida's academic standards.

The leadership team will monitor both the implementation and the impact of each SIP strategy. Implementation will be monitored through classroom walkthroughs, formal and informal observations, lesson-plan reviews, student-work reviews, PLC documentation, intervention logs, teacher data trackers, coaching records, professional-development participation, and evidence that required instructional programs and strategies will be used consistently. The Dean of Academics, instructional coaches, and school administrators will provide teachers with feedback, model lessons, assist with standards-based planning, develop or review formative assessments, and support the use of differentiated and small-group instruction. The team will determine whether instructional strategies will be implemented with fidelity, whether students will receive the required frequency and duration of interventions, and whether teachers will have the resources, training, and support needed to carry out the plan effectively. When implementation concerns are identified, administrators and coaches will provide additional modeling, coaching, collaborative planning, professional development, and follow-up observations.

Student-achievement data will be disaggregated by grade level, subject area, classroom, instructional standard, achievement level, and student subgroup. Particular attention will be given to Students with Disabilities, English Language Learners, economically disadvantaged students, students performing at Level 1, the lowest-performing 25%, students receiving Tier 2 or Tier 3 interventions, and students demonstrating multiple early warning indicators, including chronic absenteeism, course failure, or disciplinary concerns. Teachers will participate in student data chats and will use assessment results to identify unfinished learning, establish individual growth goals, regroup students, and select targeted instructional resources. Students who do not demonstrate adequate progress will receive increased instructional intensity, additional small-group support, individualized intervention plans, extended learning opportunities, or referrals for further problem-solving through the MTSS and RtI processes.

FAST progress-monitoring data will be reviewed three times annually, and instruction will be adjusted following PM1 and PM2 to address identified areas of weakness.

Following each review cycle, the school leadership team will determine whether the SIP strategies will be producing the intended outcomes. When progress falls below the established benchmarks, the team will conduct a root-cause analysis to determine whether the concern will result from inconsistent implementation, insufficient instructional time, gaps in teacher knowledge, attendance concerns, inappropriate student placement, limited family engagement, inadequate resources, or the need for a different evidence-based strategy. Based on the findings, the school will revise the plan by adjusting action steps, timelines, responsible personnel, intervention groups, instructional schedules, professional-development priorities, progress-monitoring tools, family supports, or resource allocations. Strategies that demonstrate positive results will be continued or expanded, while strategies that do not produce measurable improvement will be modified or replaced.

Stakeholder feedback will be included throughout the monitoring and revision process. Teachers and school staff will provide input during PLCs, faculty meetings, coaching sessions, surveys, and data-review meetings regarding the effectiveness of the curriculum, interventions, assessments, schedules, and professional learning. Parents and families will provide feedback through School Advisory Council meetings, Title I activities, surveys, parent workshops, conferences, open houses, and academic events. Students, particularly those in grades 5–8, will provide feedback through student surveys, focus-group discussions, data chats, counseling meetings, and student-leadership activities regarding engagement, school climate, academic supports, and barriers to learning. Community and business partners will contribute recommendations concerning mentoring, enrichment, family resources, student incentives, and additional opportunities that will support academic success.

Revisions and progress updates will be documented and communicated to faculty, staff, families, students, the School Advisory Council, and other appropriate stakeholders. School leaders will identify the changes made, the reasons for each change, the individuals responsible for implementation, the evidence that will be collected, and the date on which progress will be reviewed again. The updated SIP will remain available to stakeholders, and the school will continue the cycle of implementation, monitoring, feedback, revision, and evaluation throughout the year. This ongoing process will ensure that Central Charter School responds promptly to emerging student needs, addresses persistent achievement gaps, and maintains a shared commitment to continuous improvement and increased achievement for all students.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **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.*	**2025-26: C** **2024-25: B** **2023-24: B** **2022-23: C** **2021-22: B**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	120	133	126	176	159	131	172	158	171	1,346
Absent 10% or more school days	49	34	42	48	46	31	4	6	9	269
One or more suspensions	1	2	9	7	17	10	1	3	3	53
Course failure in English Language Arts (ELA)	0	0	0	37	15	4	11	9	9	85
Course failure in Math	0	0	0	37	26	22	19	7	2	113
Level 1 on statewide ELA assessment	0	0	0	56	49	25	30	18	40	218
Level 1 on statewide Math assessment	0	0	0	30	35	38	19	17	27	166
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	9	7	15	11	5	1	1	0	52
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 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	4	2	55	39	31	18	8	6	166

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	2	1	17	16	4	0	0	3	46
Students retained two or more times	0	0	0	4	9	9	7	3	4	36

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										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

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	53	67	64	53	66	61	48	60	58
Grade 3 ELA Achievement	52	68	64	47	65	62	36	62	59
ELA Learning Gains	57	63	62	61	64	61	64	61	59
ELA Lowest 25th Percentile	55	56	55	53	60	55	60	56	54
Math Achievement*	60	66	64	53	64	62	52	60	59
Math Learning Gains	62	60	61	56	61	60	71	62	61
Math Lowest 25th Percentile	65	53	52	63	56	53	74	60	56
Science Achievement	40	61	60	43	60	57	33	55	54
Social Studies Achievement*	70	77	77	70	75	74	64	73	72
Graduation Rate		74	77		68	72		68	71
Middle School Acceleration	64	80	79	74	77	75	77	73	71
College and Career Acceleration		59	61		53	56		49	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					60	61		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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	578
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
58%	59%	57%	51%	59%	28%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	37%	Yes	1	
English Language Learners	53%	No		
Black/African American Students	58%	No		
Hispanic Students	57%	No		
White Students	55%	No		
Economically Disadvantaged Students	58%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	53%	52%	57%	55%	60%	62%	65%	40%	70%	64%			
Students With Disabilities	23%	29%	43%	50%	33%	52%	50%	14%	40%				
English Language Learners	44%	39%	56%	52%	50%	62%	72%	30%	78%	44%			
Black/African American Students	54%	52%	58%	56%	60%	62%	66%	40%	70%	63%			
Hispanic Students	53%		56%		67%	67%		40%					
White Students	45%				64%								
Economically Disadvantaged Students	53%	52%	57%	55%	60%	62%	65%	40%	70%	64%			

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%	61%	53%	53%	56%	63%	43%	70%	74%			72%
Students With Disabilities	18%	13%	52%	56%	32%	48%	52%	25%	42%				77%
English Language Learners	40%	29%	60%	56%	47%	57%	61%	34%	63%	82%			72%
Black/African American Students	54%	47%	61%	54%	53%	56%	63%	43%	70%	74%			71%
Hispanic Students	44%		65%		52%	60%							
White Students	30%				60%								
Economically Disadvantaged Students	53%	47%	61%	53%	53%	56%	63%	43%	70%	74%			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	48%	36%	64%	60%	52%	71%	74%	33%	64%	77%			43%
Students With Disabilities	14%	11%	40%	36%	30%	60%	62%	13%	33%				
English Language Learners	42%	28%	61%	67%	48%	65%	59%	31%	63%	70%			43%
Black/African American Students	48%	36%	64%	60%	51%	70%	73%	33%	65%	78%			39%
Hispanic Students	48%		65%		65%	75%							47%
Economically Disadvantaged Students	48%	36%	64%	60%	52%	71%	74%	33%	64%	77%			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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	50%	64%	-14%	60%	-10%
ELA	4	45%	65%	-20%	60%	-15%
ELA	5	51%	67%	-16%	61%	-10%
ELA	6	60%	68%	-8%	62%	-2%
ELA	7	60%	67%	-7%	62%	-2%
ELA	8	47%	63%	-16%	60%	-13%
Math	3	64%	73%	-9%	66%	-2%
Math	4	55%	72%	-17%	65%	-10%
Math	5	47%	69%	-22%	62%	-15%
Math	6	71%	63%	8%	60%	11%
Math	7	67%	66%	1%	53%	14%
Math	8	41%	47%	-6%	61%	-20%
Science	5	34%	63%	-29%	60%	-26%
Science	8	33%	49%	-16%	52%	-19%
Civics	7	71%	78%	-7%	77%	-6%
Civics	8	46%	55%	-9%	75%	-29%
Biology	8	100%	92%	8%	91%	9%
Algebra	7	100%	96%	4%	96%	4%
Algebra	8	38%	83%	-45%	84%	-46%
Geometry	8	91%	93%	-2%	95%	-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?

Using the most recent year-to-year comparison, Math Achievement showed the greatest improvement, increasing from 53% in 2025 to 60% in 2026, a gain of 7 percentage points. Math Achievement also increased by 8 percentage points from 52% in 2024, demonstrating continued improvement over the three-year period. Additional mathematics data supported this positive trend: Math Learning Gains increased from 56% to 62%, and the Math Lowest 25th Percentile increased from 63% to 65%. The performance of students in the lowest 25% exceeded both the district rate of 53% and the state rate of 52%, indicating that the school's mathematics supports positively affected students with the greatest achievement gaps.

To improve mathematics performance, Central Charter School strengthened its use of assessment data to identify students' specific skill deficiencies and provide targeted instruction. Teachers and administrators reviewed FAST, i-Ready, classroom assessment, and common assessment data during grade-level meetings, Professional Learning Communities, and data chats. Teachers used the results to regroup students, adjust instruction, reteach standards, and provide differentiated small-group lessons. Tier 2 and Tier 3 students received additional mathematics interventions through push-in and pull-out support, while i-Ready, IXL, and the school's core mathematics curriculum provided individualized practice, immediate feedback, built-in support, and continued progress monitoring. These interventions were matched to students' levels of need and adjusted based on their response to instruction.

The school also increased instructional support for mathematics teachers through coaching, collaborative planning, lesson modeling, classroom walkthroughs, and feedback from the Dean of Academics, administrators, and instructional support personnel. Teachers worked collaboratively to align standards-based pacing, develop and review common assessments, analyze student work, and identify instructional strategies that addressed unfinished learning. School leaders monitored the consistency of intervention delivery and the progress of Students with Disabilities, English Language Learners, Level 1 students, and students in the lowest-performing 25%. The combination of ongoing data analysis, targeted interventions, individualized digital resources, collaborative planning, and direct instructional coaching contributed to the improvement in overall mathematics achievement and learning gains. The previous SIP identified these data-driven, diagnostic, coaching, and intervention practices as central components of the school's continuous improvement process.

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 was Science Achievement, with 40% of students demonstrating proficiency in 2026. This result was 21 percentage points below the district rate of 61% and 20 percentage points below the state rate of 60%. The performance gap indicates that many students experienced difficulty mastering grade-level science standards and applying scientific knowledge to complex assessment questions.

Contributing factors included gaps in students' foundational science knowledge, limited mastery of academic and content-specific vocabulary, and difficulty reading and interpreting informational text, charts, diagrams, tables, and scientific data. Students were also required to explain their reasoning, make inferences, and apply concepts across multiple standards, which was challenging for students with reading-comprehension weaknesses. Inconsistent retention of science concepts taught in previous grade levels also affected students' ability to connect prior knowledge to new content. These challenges had a greater impact on Students with Disabilities, English Language Learners, students performing below grade level, and students requiring intensive academic interventions. Additionally, science instruction required more consistent use of hands-on investigations, standards-based questioning, academic discourse, progress monitoring, and targeted reteaching throughout the school year.

The three-year trend shows both improvement and continued instability. Science Achievement increased from 33% in 2024 to 43% in 2025, representing a 10-percentage-point gain. However, performance decreased by 3 percentage points to 40% in 2026. Although the 2026 result remained 7 percentage points higher than the 2024 result, the decline from the previous year suggests that earlier gains were not fully sustained. Science will remain an area of focus, particularly because school performance continues to fall considerably below district and state proficiency rates.

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 Middle School Acceleration, which decreased by 10 percentage points, from 74% in 2025 to 64% in 2026. This area also declined from 77% in 2024, reflecting an overall decrease of 13 percentage points across the three-year period. During the same period, the district increased from 77% to 80%, and the state increased from 75% to 79%, causing Central Charter School's performance gap to widen. Florida calculates Middle School Acceleration based on the percentage of eligible middle school students who pass a qualifying high school-level end-of-course assessment or earn an approved industry certification.

Factors contributing to the decline likely included fewer eligible students successfully passing high

school-level end-of-course assessments or earning industry certifications during the school year. Student readiness for accelerated coursework, attendance, course placement, scheduling limitations, and the number of available acceleration and certification opportunities may also have affected the results. Because the component is based only on eligible students, changes in the size or academic readiness of the eligible student group may have caused a noticeable change in the percentage. The decline does not necessarily indicate a schoolwide decrease in mathematics achievement, as overall Math Achievement and Math Learning Gains both increased; rather, it suggests a need to strengthen the identification, preparation, enrollment, and ongoing support of students participating in accelerated middle school programs.

The continuing decline from 77% in 2024 to 74% in 2025 and then to 64% in 2026 indicates that Middle School Acceleration requires targeted attention. Central Charter School will need to examine student-level data to determine whether the decline resulted primarily from lower passage rates, fewer students enrolled in qualifying courses, limited industry-certification participation, or students not completing the required assessments. The school will also need to strengthen early identification of acceleration candidates, provide additional academic support and progress monitoring, expand access to qualifying courses and certifications, and ensure that students receive adequate preparation before completing high school-level end-of-course or industry-certification assessments.

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 with the state average was Science Achievement. In 2026, Central Charter School's science proficiency rate was 40%, compared with the state average of 60%, resulting in a 20-percentage-point gap. Middle School Acceleration had the next-largest gap at 15 percentage points, while Grade 3 ELA Achievement was 12 percentage points below the state average.

Several factors contributed to the science achievement gap. Students experienced difficulty mastering foundational science concepts and applying knowledge across multiple standards. Weaknesses in reading comprehension and academic vocabulary also affected students' ability to understand complex informational passages, interpret diagrams, charts, tables, and data, and provide evidence-based written explanations. The demands of the science assessment were particularly challenging for Students with Disabilities, English Language Learners, and students performing below grade level. In addition, inconsistent use of hands-on investigations, inquiry-based learning, academic discourse, standards-based questioning, and targeted reteaching may have limited students' opportunities to develop a deeper understanding of science concepts.

The three-year data show improvement but also continued inconsistency. Science Achievement increased from 33% in 2024 to 43% in 2025, narrowing the gap with the state from 21 percentage points to 14 percentage points. However, school performance declined to 40% in 2026 while the state

average increased to 60%, widening the gap to 20 percentage points. Although the school remained 7 percentage points above its 2024 performance, the most recent results indicate that prior gains were not fully sustained. This trend demonstrates the need for more consistent standards-based instruction, frequent progress monitoring, targeted intervention, stronger literacy integration, and increased opportunities for hands-on science learning.

EWS Areas of Concern

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

The first and most significant area of concern is student attendance. During the 2025–2026 school year, 269 of 1,346 students, or approximately 20%, were absent for 10% or more of the school year. This exceeds the 10% threshold and requires attendance to be addressed as an Area of Focus. Chronic absenteeism was especially concentrated in the elementary grades. Approximately 41% of kindergarten students, 26% of first-grade students, 33% of second-grade students, 27% of third-grade students, 29% of fourth-grade students, and 24% of fifth-grade students missed at least 10% of instructional days. Frequent absences reduce students' access to core instruction, small-group support, interventions, assessments, and consistent classroom routines. The pattern is particularly concerning in the primary grades because students are developing the foundational reading and mathematics skills needed for success in later grades.

A second area of concern is the number of students demonstrating multiple academic early warning indicators, particularly in grades 3–5. Schoolwide, 166 students, or approximately 12% of enrollment, exhibited two or more early warning indicators. Of those students, 125 were in grades 3–5, representing approximately 75% of all students with multiple indicators. Third grade had the greatest number, with 55 students, followed by fourth grade with 39 students and fifth grade with 31 students. The data also show that 218 students scored Level 1 in ELA, 166 scored Level 1 in mathematics, 85 failed an ELA course, and 113 failed a mathematics course. Additionally, 52 students were reported with a substantial reading deficiency, including 34 students in grades K–3, where this indicator is formally applied.

Retention data further demonstrate the seriousness of the academic concerns. Forty-six students were retained for the current school year, with 37 of those students in grades 3–5. An additional 36 students had been retained two or more times. These trends suggest that absenteeism, reading and mathematics deficiencies, course failures, and retention are overlapping for a significant number of students. Central Charter School will therefore prioritize early attendance intervention, foundational literacy and mathematics support, frequent progress monitoring, and coordinated Tier 2 and Tier 3 interventions, with particular attention to students in grades K–5 and students demonstrating more than one early warning indicator.

Highest Priorities

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

1. Increase Science Achievement. Science will be the school's highest priority because only 40% of

students demonstrated proficiency in 2026, compared with 60% statewide, representing the largest achievement gap of 20 percentage points. Central Charter School will strengthen standards-based science instruction, hands-on investigations, academic vocabulary, informational-text comprehension, data analysis, and written scientific explanations. Benchmark data will be reviewed regularly to identify standards requiring reteaching and targeted intervention.

2. Improve Middle School Acceleration. Middle School Acceleration will be a major focus because performance declined from 74% in 2025 to 64% in 2026, the largest year-to-year decrease among the accountability components. The school will review student eligibility, course placement, high school credit-bearing course completion, end-of-course assessment performance, and industry-certification participation. Students will be identified earlier and provided with progress monitoring, tutoring, test preparation, and additional academic support to increase successful completion of acceleration opportunities.

3. Strengthen Grade 3 ELA Achievement and Foundational Literacy. Grade 3 ELA Achievement increased from 47% to 52%, but it remained 12 percentage points below the state average of 64%. The school will prioritize foundational reading skills, vocabulary, fluency, comprehension, writing, and standards-based small-group instruction in the primary grades. Student performance will be monitored through FAST, i-Ready, Benchmark Advance, classroom assessments, and intervention data to ensure students enter third grade prepared to meet promotion and proficiency expectations.

4. Increase Overall ELA Achievement and Learning Gains. Overall ELA Achievement remained at 53%, while ELA Learning Gains decreased from 61% to 57%. The school will strengthen differentiated instruction, close reading, academic vocabulary, writing across the curriculum, and targeted support for students who are not making sufficient growth. Teachers will use PLCs and data chats to identify standards-based weaknesses, regroup students, plan reteaching, and provide enrichment or intervention based on individual needs.

5. Close Achievement Gaps for Students Requiring Additional Support. Central Charter School will prioritize the progress of Students with Disabilities, English Language Learners, students performing at Level 1, and students receiving Tier 2 or Tier 3 interventions. The school will monitor accommodations, specially designed instruction, intervention frequency, attendance, behavior, and academic growth to ensure that supports are implemented consistently. Leadership, teachers, interventionists, ESE personnel, and ELL staff will collaborate to create targeted plans and adjust services when students are not demonstrating adequate progress.

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.

Central Charter School will focus on improving ELA achievement and learning gains for Students with Disabilities (SWD) in grades K–8 through consistent specially designed instruction, standards-aligned interventions, accommodations, and progress monitoring. In grades K–2, instruction will emphasize foundational literacy skills, including phonemic awareness, phonics, fluency, and vocabulary. In grades 3–5, the focus will expand to reading comprehension, academic vocabulary, written responses, and application of grade-level standards. In grades 6–8, students will receive targeted support with complex text, inferencing, vocabulary and morphology, written responses, and content-area literacy.

Prior-year data identified ELA as a critical area of need, with SWD proficiency at 18%, declining from 21% the previous year. Data also revealed gaps in reading across genres, vocabulary, context and connotation, figurative language, morphology, author's purpose, and inferencing. These deficits limit students' ability to independently access grade-level text and demonstrate mastery on classroom and state assessments. Therefore, the school will strengthen the alignment among IEP goals, grade-level standards, targeted interventions, accommodations, and ongoing progress monitoring to improve SWD achievement 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.

By May 2027, Central Charter School will increase SWD proficiency in ELA from 18% to at least 28%, with at least 60% of SWD students demonstrating measurable growth from baseline to the final progress-monitoring period as measured by FAST, diagnostic assessments, curriculum-based measures, and IEP progress data.

Monitoring

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

the desired outcome.

The ESE Specialist, Dean of Academics, assistant principals, instructional coaches, interventionists, and classroom teachers will monitor SWD ELA performance throughout the school year using FAST PM1–PM3, i-Ready Reading diagnostics and lesson data, intervention assessments, common assessments, classroom assessments, student work, grades, IEP goal progress, and service-delivery records.

The team will review data at least every six weeks and after each major assessment window to evaluate progress toward proficiency and learning-gain targets, identify standards and IEP goals requiring additional support, and adjust instruction or interventions as needed. Implementation will be monitored through classroom walkthroughs, lesson-plan reviews, IEP service logs, accommodation checks, intervention logs, PLC documentation, and fidelity checks.

Students not demonstrating adequate progress after six to eight weeks of documented intervention will receive adjustments to instructional strategies, grouping, frequency, duration, or level of support. When appropriate, the IEP team will reconvene to review student needs, goals, accommodations, and services.

Person responsible for monitoring outcome
Milagros 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:

Students with Disabilities who demonstrate academic risk or insufficient progress in ELA will receive Tier 2 targeted supplemental intervention in addition to grade-level core instruction and specially designed instruction identified in their IEPs. Students will be placed in flexible small groups using FAST, i-Ready Reading, classroom assessments, diagnostic data, intervention results, and IEP goal progress. Tier 2 intervention will generally be provided for at least 30 minutes, three times per week, for six to eight weeks. Students in grades K–5 will receive targeted literacy instruction using Benchmark Advance intervention resources, with i-Ready, IXL, and Progress Learning used for supplemental individualized practice and standards-based reinforcement. Students in grades 6–8 will receive targeted literacy intervention through Read 180 and CODE, supported by i-Ready, IXL, and Progress Learning. Instruction will include explicit modeling, guided practice, corrective feedback, repeated practice, fluency, vocabulary and morphology instruction, comprehension strategies, and frequent checks for understanding. Student progress will be monitored at least every two weeks. The ESE Specialist, instructional staff, and school leadership will review intervention data every four to six weeks and adjust groups, strategies, frequency, or supports as needed.

Rationale:

Tier 2 intervention provides SWD with additional instructional time and targeted support before more intensive intervention is required. Smaller groups, explicit instruction, repeated practice, and timely feedback will address identified literacy skill gaps while maintaining alignment with grade-level

standards and IEP goals.

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

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

Description of Intervention #2:
Students with Disabilities who demonstrate significant literacy deficits or insufficient response to Tier 2 intervention will receive Tier 3 intensive and individualized instruction. Tier 3 intervention will generally be provided for 30–45 minutes, four to five times per week, in flexible small groups, while maintaining access to grade-level core instruction. In grades K–2, students with significant foundational reading needs will receive UFLI Foundations instruction targeting phonemic awareness, phoneme-grapheme correspondence, decoding, encoding, irregular word recognition, spelling, and connected-text fluency. Students in grades K–5 may also receive intensive intervention using Benchmark Advance resources. Students in grades 6–8 will receive intensive literacy support through Read 180 and CODE based on diagnostic and instructional needs. Instruction will be diagnostic, explicit, systematic, and individualized. Progress will be monitored weekly using curriculum-based measures, program assessments, work samples, classroom assessments, and IEP goal data. The ESE Specialist, ESE interventionists, classroom teachers, and school leadership will review Tier 3 data every four to six weeks and adjust the instructional approach, group size, frequency, duration, scaffolds, or intervention materials when necessary.

Rationale:
Tier 3 intervention provides greater instructional intensity for SWD whose literacy needs have not been adequately addressed through Tier 2 support. Increased frequency, smaller groups, explicit and systematic instruction, and weekly progress monitoring will address significant foundational deficits and accelerate progress toward IEP goals and grade-level ELA standards.

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
Establish SWD Baselines and Individualized Instructional Plans

Person Monitoring:	**By When/Frequency:**
Milagros Lopez	Within the first 20 instructional days and updated after FAST PM1, PM2, PM3 and other major assessment windows

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Within the first 20 instructional days, the ESE Specialist and ESE case managers will review each SWD student's IEP, present levels, ELA goals, accommodations, service minutes, prior state assessment results, FAST Reading, i-Ready Reading, classroom assessments, grades, intervention history, and current performance.

Using these data, the team will establish an ELA baseline and individualized growth target, identify priority literacy skills and standards, and assign students to flexible intervention groups based on specific skill needs. K–5 students may receive Benchmark Advance intervention support, grades 6–8 may receive Read 180 and CODE, and K–2 students with significant foundational literacy deficits may receive UFLI at Tier 3.
Implementation will be monitored through SWD data trackers, student profiles, intervention rosters, service schedules, IEP review checklists, and baseline assessment records. Profiles and instructional groupings will be updated following each major assessment window or when data indicate a need for adjustment.

Action Step #2
Daily implementation with monthly fidelity reviews

Person Monitoring:
Milagros Lopez

By When/Frequency:
Daily implementation with monthly fidelity reviews

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Tier 2 SWD students will receive targeted ELA intervention in flexible small groups, generally for at least 30 minutes, three times per week. K–5 students will use Benchmark Advance intervention resources, while grades 6–8 will use Read 180 and CODE. i-Ready Reading, IXL, and Progress Learning will provide supplemental differentiated practice.
Tier 3 students will receive intensive, individualized literacy intervention, generally for 30–45 minutes, four to five times per week, based on identified needs and IEP requirements. K–2 students with significant foundational literacy deficits may receive UFLI Foundations. Tier 3 instruction will emphasize explicit, systematic instruction, increased modeling, repetition, corrective feedback, and reduced group size.
Implementation will be monitored through intervention schedules, service logs, attendance, lesson plans, accommodation checks, program usage reports, student work, classroom walkthroughs, coaching observations, and fidelity checklists. Monthly fidelity reviews will ensure interventions are delivered at the required frequency, duration, and intensity. Student impact will be measured through intervention mastery checks, classroom assessments, IEP goal progress, FAST/i-Ready data, and student work.

Action Step #3
Conduct Six-Week SWD Data Cycles and Adjust Support

Person Monitoring:
Dean of Academics

By When/Frequency:
Every six weeks and following FAST PM1, PM2, and PM3

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The SWD team will conduct formal ELA data-review meetings every six weeks to evaluate student growth and intervention effectiveness. The team will analyze FAST Reading, i-Ready Reading, Benchmark Advance assessments, Read 180 and CODE data, IXL, Progress Learning, classroom assessments, student work, grades, IEP goal progress, intervention attendance, and service-delivery records.
Each student's progress will be compared to baseline performance, individualized growth targets, IEP goals, and expected rates of improvement. Based on the results, interventions may be continued, intensified, reduced, regrouped, or revised. Students demonstrating insufficient response to Tier 2 may be considered for Tier 3 support. When appropriate, the IEP team will reconvene to review goals, accommodations, services, and additional supports.
Impact will be documented through six-week meeting records, updated SWD data trackers, student

growth data, revised intervention plans, program reports, work samples, and IEP progress monitoring.

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.

Central Charter School will focus on improving mathematics achievement and learning gains for Students with Disabilities (SWD) in grades K–8 through consistent specially designed instruction, standards-aligned interventions, accommodations, and progress monitoring. In grades K–2, instruction will emphasize number sense, computation, mathematical vocabulary, and foundational problem-solving skills. In grades 3–5, the focus will expand to computational fluency, multi-step problem solving, mathematical reasoning, and application of grade-level standards. In grades 6–8, students will receive targeted support with multi-step problems, conceptual understanding, mathematical reasoning, application of formulas and procedures, and explaining their mathematical thinking.

Prior-year data identified mathematics as a continued area of need, with SWD proficiency at 20%. Although this represented an increase from 13% to 20%, performance remained substantially below expectations. Persistent foundational skill gaps, difficulty applying learned strategies to unfamiliar problems, and challenges explaining mathematical reasoning continue to affect students' ability to access grade-level mathematics and demonstrate mastery. Therefore, the school will strengthen the alignment among IEP goals, grade-level standards, targeted interventions, accommodations, and ongoing progress monitoring to accelerate SWD mathematics achievement 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.

By May 2027, Central Charter School will increase SWD proficiency in mathematics from 20% to at least 30%, with at least 60% of SWD students demonstrating measurable growth from baseline to the final progress-monitoring period as measured by FAST, diagnostic assessments, curriculum-based measures, and IEP progress data.

Monitoring

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

The ESE Specialist, Dean of Academics, assistant principals, instructional coaches, interventionists,

and classroom teachers will monitor SWD mathematics performance throughout the school year using FAST PM1–PM3, i-Ready Mathematics diagnostics and lesson data, intervention assessments, common assessments, classroom assessments, student work, grades, IEP goal progress, and service-delivery records.

The team will review data at least every six weeks and after each major assessment window to evaluate progress toward proficiency and learning-gain targets, identify mathematical standards and IEP goals requiring additional support, and adjust instruction or interventions as needed.

Implementation will be monitored through classroom walkthroughs, lesson-plan reviews, IEP service logs, accommodation checks, intervention logs, PLC documentation, and fidelity checks.

Students not demonstrating adequate progress after six to eight weeks of documented intervention will receive adjustments to instructional strategies, grouping, frequency, duration, or level of support. When appropriate, the IEP team will reconvene to review student needs, goals, accommodations, and services.

Person responsible for monitoring outcome

Milagros 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:

Students with Disabilities who demonstrate academic risk or insufficient progress in mathematics will receive Tier 2 targeted supplemental intervention in addition to grade-level core instruction and specially designed instruction identified in their IEPs. Students will be placed in flexible small groups based on FAST Mathematics, i-Ready Mathematics, classroom assessments, diagnostic data, intervention results, and IEP goal progress. Tier 2 intervention will generally be provided for at least 30 minutes, three times per week, for six to eight weeks. Students in grades K–8 will receive targeted mathematics intervention using Savvas resources, with i-Ready, IXL, and Progress Learning used for supplemental individualized practice, standards-based reinforcement, and progress monitoring. Instruction will focus on identified skill deficits through explicit modeling, guided practice, manipulatives, visual representations, mathematical vocabulary, computation practice, problem-solving strategies, immediate corrective feedback, and frequent checks for understanding. Student progress will be monitored at least every two weeks. The ESE Specialist, instructional staff, and school leadership will review intervention data every four to six weeks and adjust groups, strategies, frequency, or supports as needed.

Rationale:

Tier 2 mathematics intervention provides additional instructional time and targeted support to address specific skill gaps before more intensive intervention is required. Small-group instruction, explicit modeling, guided practice, and repeated opportunities to apply mathematical concepts will strengthen foundational skills and improve access to grade-level mathematics standards and IEP goals.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

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

Description of Intervention #2:
Students with Disabilities who demonstrate significant mathematics deficits or insufficient response to Tier 2 intervention will receive Tier 3 intensive and individualized mathematics instruction. Tier 3 intervention will generally be provided for 30–45 minutes, four to five times per week, in flexible small groups, while maintaining access to grade-level core instruction. Students in grades K–8 will receive intensive mathematics intervention using Savvas intervention resources, supported by i-Ready Mathematics, IXL, and Progress Learning based on individual diagnostic needs. Instruction will be diagnostic, prescriptive, explicit, systematic, and focused on a limited number of priority mathematics skills. Instruction will include the concrete-representational-abstract approach, manipulatives, visual models, explicit teacher modeling, guided practice, worked examples, repeated opportunities to respond, immediate error correction, cumulative review, and frequent mastery checks. Progress will be monitored weekly using Savvas assessments, i-Ready data, IXL skill data, Progress Learning reports, curriculum-based measures, classroom assessments, student work, and IEP goal progress. The ESE Specialist, ESE interventionists, classroom teachers, and school leadership will review Tier 3 data every four to six weeks and adjust the intervention based on student response.

Rationale:
Tier 3 mathematics intervention provides increased intensity for SWD whose mathematical needs have not been adequately addressed through Tier 2 support. More frequent instruction, smaller groups, explicit modeling, concrete and visual supports, and weekly progress monitoring will address persistent foundational deficits and accelerate progress toward IEP goals and grade-level mathematics standards.

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
Establish SWD Mathematics Baselines and Intervention Groups

Person Monitoring:
Milagros Lopez

By When/Frequency:
Within the first 20 instructional days; updated after each major assessment window.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Within the first 20 instructional days, the ESE Specialist and ESE case managers will review each SWD student's IEP, present levels, mathematics goals, accommodations, service minutes, prior state assessment results, FAST Mathematics, i-Ready Mathematics, classroom assessments, grades, intervention history, and current performance.
Using these data, the team will establish a mathematics baseline and individualized growth target, identify priority mathematical standards and foundational skill deficits, and assign students to flexible intervention groups based on specific skill needs. Savvas intervention resources will support mathematics intervention across grades K–8, with i-Ready Mathematics, IXL, and Progress Learning

used for differentiated practice and additional progress-monitoring data.
Implementation will be monitored through SWD data trackers, student profiles, intervention rosters, service schedules, IEP review checklists, and baseline assessment records. Profiles and instructional groupings will be updated following each major assessment window or when student data indicate a need for adjustment.

Action Step #2
Implement and Monitor Targeted Mathematics Interventions

Person Monitoring:
Milagros Lopez

By When/Frequency:
Ongoing throughout the school year; fidelity reviewed monthly.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Tier 2 SWD students will receive targeted mathematics intervention in flexible small groups, generally for at least 30 minutes, three times per week. Students in grades K–8 will receive targeted instruction using Savvas intervention resources, supported by i-Ready Mathematics, IXL, and Progress Learning.
Tier 3 students will receive intensive, individualized mathematics intervention, generally for 30–45 minutes, four to five times per week, based on identified skill deficits, response to Tier 2 intervention, and IEP requirements. Instruction will incorporate explicit modeling, the concrete-representational-abstract approach, manipulatives, visual models, guided practice, worked examples, immediate corrective feedback, and repeated opportunities for mastery.
Implementation will be monitored through intervention schedules, service logs, attendance, lesson plans, accommodation checks, program usage reports, student work, classroom walkthroughs, coaching observations, and fidelity checklists. Monthly reviews will verify that students receive intervention at the appropriate frequency, duration, group size, and intensity. Impact will be measured through Savvas assessments, i-Ready Mathematics, IXL, Progress Learning, classroom assessments, student work, IEP goal progress, and intervention mastery checks.

Action Step #3
Conduct Six-Week Mathematics Data Reviews and Adjust Support

Person Monitoring:
Assistant Principal

By When/Frequency:
Every six weeks and after FAST PM1, PM2, and PM3.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The SWD team will conduct formal mathematics data-review meetings every six weeks to evaluate student growth and intervention effectiveness. The team will analyze FAST Mathematics, i-Ready Mathematics, Savvas assessments, IXL, Progress Learning, classroom assessments, student work, grades, IEP goal progress, intervention attendance, and service-delivery records.
Each student's progress will be compared to baseline performance, individualized growth targets, IEP goals, and expected rates of improvement. Based on the results, interventions may be continued, intensified, reduced, regrouped, or revised. Students demonstrating insufficient response to Tier 2 intervention may be considered for Tier 3 support. When appropriate, the IEP team will reconvene to review goals, accommodations, services, and additional instructional supports.
Impact will be documented through six-week meeting records, updated SWD data trackers, student growth data, revised intervention plans, program reports, work samples, and IEP progress monitoring.

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.

Central Charter School will focus on reducing the number of students in grades K–8 who demonstrate multiple Early Warning System indicators, with specific attention to chronic absenteeism and substantial reading and mathematics deficiencies. During the 2025–2026 school year, 269 of 1,346 students, or 20% of the student population, were absent for 10% or more of the school year. Because this percentage exceeds the 10% threshold, student attendance will be directly addressed within this Area of Focus. The data also showed that 166 students, or 12.3% of enrollment, exhibited two or more early warning indicators. Additional concerns included 85 students with an ELA course failure, 113 students with a mathematics course failure, 218 students scoring Level 1 in ELA, 166 students scoring Level 1 in mathematics, 52 students reported with a substantial reading deficiency, 46 students retained during the current year, and 36 students retained two or more times.

In grades K–2, attendance and foundational literacy will be primary concerns. A total of 125 K–2 students were absent for at least 10% of the school year, representing approximately 33% of K–2 enrollment. The school will focus on improving daily attendance while addressing phonemic awareness, phonics, decoding, fluency, vocabulary, number sense, and other foundational skills. In grades 3–5, the data reflected the greatest concentration of students with multiple indicators. Of the 166 students with two or more indicators, 125 were in grades 3–5. Third grade had 55 students with multiple indicators, fourth grade had 39, and fifth grade had 31. Grades 3–5 also accounted for 37 of the 46 current-year retentions. These findings indicate that absenteeism, course failure, Level 1 performance, reading and mathematics deficiencies, and retention are overlapping for many upper-elementary students.

In grades 6–8, the school will address course failures, Level 1 performance, attendance, assignment completion, and preparation for secondary coursework. Although chronic absenteeism was lower in the middle grades than in the elementary grades, 32 students in grades 6–8 demonstrated two or more indicators. Middle school students also accounted for 29 ELA course failures, 28 mathematics course failures, 88 Level 1 ELA scores, and 63 Level 1 mathematics scores. Students experiencing multiple indicators are at increased risk of continued academic difficulty because repeated absences and skill deficiencies limit access to core instruction, intervention, progress monitoring, and opportunities to demonstrate learning gains. Central Charter School therefore identified a coordinated Early Warning System as a crucial need for the upcoming 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.

During the 2025–2026 school year, 269 students, or 20% of enrollment, were absent for 10% or more of the school year, and 166 students, or 12.3% of enrollment, demonstrated two or more early warning indicators. By the end of the 2026–2027 school year, Central Charter School will reduce the number of students absent for 10% or more of the school year from 269 to 202 students or fewer, representing no more than 15% of enrollment. The school will reduce the number of students with two or more early warning indicators from 166 to 121 students or fewer, representing no more than 9% of enrollment.

The school will also reduce ELA course failures from 85 to 68 or fewer and mathematics course failures from 113 to 90 or fewer, representing at least a 20% reduction in each subject. Among students in grades K–3 identified with a substantial reading deficiency, the school will reduce the number from 34 to 24 or fewer and ensure that at least 60% meet their individualized annual growth targets. The number of students retained during the current year will decrease from 46 to 37 or fewer. At least 75% of students receiving targeted Tier 2 or intensive Tier 3 support will demonstrate measurable improvement in attendance, reading, mathematics, course performance, or another identified early warning indicator.

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.

Central Charter School will maintain a schoolwide Early Warning System tracker containing student-level attendance, tardiness, suspensions, course failures, assessment levels, reading and mathematics deficiencies, retention history, intervention placement, grades, and progress-monitoring results. Attendance will be reviewed weekly so that students approaching the 10% absence threshold can be identified before they become chronically absent. Academic, behavioral, and multiple-indicator data will be reviewed every four to six weeks and after FAST PM1, PM2, and PM3.

The leadership and student-support teams will disaggregate the data by grade level, classroom, subject, student subgroup, intervention tier, and individual student. Each identified student will have an assigned staff member, documented area of need, intervention plan, measurable goal, family-contact history, and scheduled review date. The team will determine whether students are receiving the appropriate frequency, duration, and intensity of support and whether the intervention is producing the expected outcome.

Ongoing monitoring will support student achievement by allowing the school to address attendance and academic concerns before they result in additional learning loss, course failure, or retention. Students demonstrating sufficient progress will continue with their current support or transition to a less intensive level. Students who do not demonstrate adequate progress will receive adjusted

instructional groupings, increased intervention time, more frequent attendance or mentoring support, revised instructional strategies, additional family outreach, or intensive Tier 3 services. The team will review attendance and academic data together because students must attend school consistently to benefit from core instruction and intervention.

Person responsible for monitoring outcome
Dominique Jackson

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:
Central Charter School will implement a schoolwide Early Warning System and tiered attendance-response protocol to identify and support students who are absent for 10% or more of enrolled school days or who are approaching that threshold. At Tier 1, the school will communicate attendance expectations to all students and families, monitor attendance weekly, recognize improved and consistent attendance, and provide families with information about the relationship between attendance and academic achievement. Teachers will take accurate daily attendance, contact families when patterns begin to develop, and report concerns to the attendance team. At Tier 2, students demonstrating repeated absences or approaching the 10% threshold will receive targeted family outreach, attendance conferences, student check-ins, mentoring, attendance improvement plans, goal setting, and referrals for assistance with identified barriers. At Tier 3, students with persistent chronic absenteeism will receive individualized attendance plans, more frequent monitoring, coordinated school and family meetings, counseling support, community referrals, and additional problem solving through the school-based student-support process. The team will identify barriers such as transportation, health concerns, family circumstances, school avoidance, academic frustration, or unmet social-emotional needs and connect families with available supports. The intervention will be monitored through weekly attendance reports, parent-contact records, attendance conference documentation, student attendance plans, mentoring logs, and changes in each student's attendance rate. The school will compare attendance before and after intervention and examine whether improved attendance is accompanied by improved grades, assignment completion, assessment performance, and intervention participation.

Rationale:
Twenty percent of Central Charter School students were absent for at least 10% of the prior school year. Chronic absenteeism was especially concentrated in grades K–5, where 250 of the 269 chronically absent students were enrolled. A structured, tiered process will allow the school to identify attendance concerns early, determine the reasons for absences, and provide increasingly intensive support before students lose significant instructional time.

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

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

Description of Intervention #2:
Central Charter School will implement a coordinated multi-tiered system of support for students

demonstrating substantial reading or mathematics deficiencies, course failures, Level 1 performance, retention risk, behavioral concerns, or two or more early warning indicators. At Tier 1, all students will receive standards-aligned core instruction, differentiated small-group instruction, positive behavioral expectations, family communication, and regular progress monitoring. Teachers will use classroom assessments, FAST, i-Ready, IXL, Progress Learning, curriculum assessments, student work, and grades to identify students requiring additional assistance. Tier 2 students will receive targeted supplemental instruction in flexible small groups. Students in grades K–5 will use Benchmark Advance intervention resources for literacy and Savvas resources for mathematics, supported by i-Ready, IXL, and Progress Learning. Students in grades 6–8 will use Read 180 and CODE for literacy, Savvas resources for mathematics, and i-Ready, IXL, and Progress Learning for differentiated practice. Students may also receive mentoring, counseling check-ins, organizational support, goal setting, or behavior supports when nonacademic concerns contribute to their early warning indicators. Tier 3 students will receive intensive, individualized instruction based on diagnostic information, classroom assessment results, documented response to Tier 2 intervention, and applicable IEP requirements. Students with disabilities receiving Tier 3 support will be pulled out by ESE interventionists according to their IEPs and in conjunction with classroom and progress-monitoring data. K–2 students with significant foundational reading needs may receive UFLI Foundations. Tier 3 instruction will be delivered in smaller groups with increased frequency, duration, explicit modeling, guided practice, immediate feedback, repeated practice, and weekly progress monitoring. The intervention will be monitored through assessment results, intervention logs, service schedules, program reports, student work, grades, attendance, fidelity checks, and progress toward individualized goals. Student-support teams will review progress every four to six weeks and adjust group size, intervention frequency, instructional resources, accommodations, mentoring, counseling, or family supports when students are not demonstrating adequate growth.

Rationale:
The prior-year data showed that 166 students had two or more early warning indicators, with the greatest concentration in grades 3–5. The school also identified substantial numbers of students with course failures, Level 1 assessment results, reading deficiencies, and retention histories. A coordinated multi-tiered approach will allow the school to address the combination of academic, attendance, behavioral, and social-emotional factors contributing to student risk.

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 and Maintain the Early Warning System Tracker

Person Monitoring:	**By When/Frequency:**
Dominique Jackson	Established within the first 20 instructional days; attendance reviewed weekly and complete EWS data reviewed monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Central Charter School will create a student-level tracker that identifies students absent for at least

10% of enrolled school days, students approaching the attendance threshold, students with course failures, students performing at Level 1, students with substantial reading or mathematics deficiencies, students with suspensions, and students with retention histories. Each student with multiple indicators will be assigned a staff member responsible for coordinating support and monitoring progress.
The tracker will include the student's indicators, baseline data, intervention tier, services provided, family contacts, measurable goals, responsible personnel, and next review date. The leadership team will monitor the number and percentage of students with each indicator and determine whether students are receiving timely support. The impact will be evaluated by comparing monthly attendance, course performance, assessment results, discipline data, and the number of students with two or more indicators.

Action Step #2
Implement Tiered Attendance Outreach and Support

Person Monitoring:
Lakesha Jackson

By When/Frequency:
Attendance reviewed weekly; family outreach and intervention initiated as soon as a pattern is identified

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The attendance team will review weekly reports to identify students who are absent repeatedly or approaching the 10% threshold. Families will receive early notification, and staff will attempt to determine the barriers affecting attendance. Students may receive attendance conferences, mentoring, check-in/check-out, goal setting, recognition for improvement, counseling, transportation assistance referrals, or connections to community resources.
Students who continue to accumulate absences will receive individualized attendance plans and more frequent monitoring. The school will monitor the impact by comparing each student's attendance rate before and after intervention, documenting family contacts, and examining changes in grades, assignment completion, intervention attendance, and assessment performance. Strategies will be revised when students do not demonstrate improvement.

Action Step #3
Provide and Review Targeted Academic and Student Supports

Person Monitoring:
Janelle Alexander

By When/Frequency:
Intervention groups established within the first 20 instructional days; progress reviewed every four to six weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students with reading or mathematics deficiencies, course failures, Level 1 performance, retention risk, or multiple early warning indicators will be assigned Tier 2 or Tier 3 interventions based on diagnostic and classroom data. Teachers and interventionists will document the skill addressed, instructional resource, frequency and duration of intervention, student attendance, and progress-monitoring results. Academic interventions will be coordinated with counseling, mentoring, attendance, behavior, ESE, and ELL services when students demonstrate needs across multiple areas.
The team will review student data every four to six weeks to determine whether each student is meeting the expected rate of improvement. The impact will be monitored through FAST, curriculum assessments, program reports, grades, course failures, student work, intervention data, attendance, and progress toward individualized goals. Students demonstrating adequate progress may continue

or receive reduced support. Students who do not demonstrate adequate growth will receive intensified instruction, revised intervention materials, smaller groups, increased frequency, additional family support, or other appropriate services.

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.

Central Charter School will disseminate its School Improvement Plan and Schoolwide Program Plan to students, families, school staff, school leadership, community partners, and local businesses through multiple communication methods. The plans will be posted on the school's website and will be available in printed form in the school's main office upon request. Information will also be shared during the annual Title I meeting, School Advisory Council meetings, parent and family engagement activities, ESE parent meetings, faculty and staff meetings, grade-level and department meetings, parent-teacher conferences, open houses, academic family nights, newsletters, flyers, email, and the school's electronic communication system.

Progress toward the goals and action steps included in the plans will be shared throughout the school year following major assessment periods, including FAST PM1, PM2, and PM3, and during scheduled school-improvement monitoring meetings. Updates will include student achievement results, progress toward measurable outcomes, implementation of interventions, and any revisions made based on data and stakeholder feedback. Information will be presented in clear, family-friendly language and, to the extent practicable, translated or interpreted for families who require language assistance.

School webpage where the School Improvement Plan and Schoolwide Program Plan will be publicly available**:** https://www.centralcharterschool.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)).

Central Charter School will build and maintain positive relationships with parents and families by providing regular opportunities for meaningful participation in their children's education and in schoolwide decision-making. Families will be invited to attend the annual Title I meeting, School Advisory Council meetings, parent-teacher conferences, open houses, academic family nights, curriculum workshops, assessment-information sessions, parent trainings, school celebrations, and volunteer activities. The school will also gather feedback through surveys, conferences, meetings, and family-engagement evaluations to identify parent needs and improve school programs and communication.

Parents and families will receive regular information regarding student grades, assessment performance, attendance, behavior, intervention participation, IEP progress, and progress toward grade-level standards. Teachers and school leaders will communicate through progress reports, report cards, electronic gradebook access, telephone calls, emails, school messaging systems, conferences, and written academic or intervention updates. Families of students receiving Tier 2 or Tier 3 intervention will be informed of the identified area of need, the intervention being provided, the student's progress, and strategies that may be used to support learning at home.

Central Charter School will also collaborate with community organizations, local businesses, faith-based groups, colleges, career organizations, and service agencies to provide mentoring, tutoring, student incentives, family resources, enrichment opportunities, and college and career exposure. These partnerships will support the school's mission and address academic, social-emotional, behavioral, attendance, and family needs that may affect student achievement.

School webpage where the Parent and Family Engagement Plan will be publicly available:
https://www.centralcharterschool.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)).

Central Charter School will strengthen its academic program through standards-aligned instruction, collaborative planning, professional development, differentiated instruction, targeted intervention, enrichment, and acceleration. Teachers and school leaders will regularly analyze FAST, i-Ready, Benchmark Advance, Read 180, CODE, Savvas, IXL, Progress Learning, classroom assessment,

common assessment, science benchmark, civics benchmark, and end-of-course assessment data. These data will be used to identify unfinished learning, determine priority standards, group students for instruction, provide reteaching and enrichment, and monitor student progress.

The school will prioritize science achievement, Grade 3 ELA achievement, overall ELA achievement and learning gains, Middle School Acceleration, and the academic performance of Students with Disabilities. Science instruction will include increased opportunities for hands-on investigations, inquiry-based learning, academic vocabulary development, informational-text comprehension, data analysis, scientific discussion, and evidence-based written responses. Literacy instruction will emphasize foundational reading skills, vocabulary, fluency, comprehension, written responses, and the use of small-group instruction based on student data.

Students in grades K–5 will receive reading intervention through Benchmark Advance intervention resources and mathematics intervention through Savvas, supported by i-Ready, IXL, and Progress Learning. Students in grades 6–8 will receive literacy intervention through Read 180 and CODE, mathematics support through Savvas, and additional individualized practice through i-Ready, IXL, and Progress Learning. Students receiving Tier 2 intervention will participate in targeted supplemental instruction based on identified skill deficits. Students requiring Tier 3 support will receive intensive pull-out intervention from ESE interventionists according to their IEPs and in conjunction with classroom assessments, diagnostic results, and progress-monitoring data. K–2 students with significant foundational literacy needs may receive intensive Tier 3 instruction using UFLI Foundations.

The school will increase the amount and quality of learning time through intervention periods, small-group instruction, ESE services, after-school tutoring, targeted reteaching, extended learning opportunities, and enrichment. Middle school students will also receive increased access to high school credit-bearing courses, end-of-course preparation, industry-certification opportunities, career exploration, advanced coursework, and dual-enrollment preparation. Student progress will be reviewed every four to six weeks, and instructional programs, groupings, intervention frequency, duration, and strategies will be adjusted when students do not demonstrate adequate growth.

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)).

Central Charter School will develop and implement the School Improvement Plan and Schoolwide Program Plan through coordination among Title I, Part A and other available federal, state, district, school, and community resources. The school leadership team and School Advisory Council will review student achievement, subgroup performance, attendance, discipline, early warning indicators, stakeholder feedback, and program data to identify needs and establish schoolwide goals. Available resources will be aligned with the identified needs to prevent duplication and ensure that staffing, instructional materials, professional development, interventions, extended learning opportunities, and family-engagement activities support the measurable outcomes included in the plans.

Title I services will be coordinated with Exceptional Student Education and IDEA-supported services to ensure that Students with Disabilities receive required accommodations, specially designed instruction, related services, assistive technology, intervention, and progress monitoring. Title I services will also be coordinated with ESOL and available language-support resources to assist English Language Learners through vocabulary development, language-accessible instruction, accommodations, family communication, and targeted academic support.

The school will coordinate with Broward County Public Schools, the Florida Department of Education, and appropriate local agencies regarding assessments, curriculum, professional development, school safety, attendance, mental-health supports, counseling, behavior interventions, nutrition services, and student and family assistance. When applicable, the school will connect families experiencing housing instability with McKinney-Vento services and other community resources. Central Charter School will also collaborate with early-childhood providers to support kindergarten transition and with high schools, colleges, career and technical education providers, industry partners, and community organizations to support secondary transition, acceleration, career awareness, and college readiness.

The school leadership team and School Advisory Council will regularly review the effectiveness of coordinated services and resources. When data or stakeholder feedback identifies gaps, barriers, or duplication, the school will revise staffing, schedules, programs, partnerships, professional-development plans, or resource allocations to ensure that all services collectively support the goals of the School Improvement Plan and Schoolwide Program Plan.

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)).

Central Charter School will provide counseling, school-based mental health support, specialized student services, mentoring, and social-emotional learning opportunities to strengthen students' skills beyond academic content. School counselors, administrators, ESE personnel, behavior interventionists, teachers, and approved community-based providers will work together to address students' social-emotional, behavioral, attendance, organizational, and interpersonal needs. Teachers will document recurring concerns and refer students to the counseling department when classroom-based interventions do not produce sufficient improvement. The counselor will meet with referred students, identify contributing factors, teach appropriate coping and problem-solving strategies, and provide follow-up support. Parents and families will be included through conferences, progress updates, and referrals to approved outside agencies when students require services beyond those available at the school.

Students will receive direct instruction and support in self-management, decision-making, conflict resolution, responsible behavior, communication, peer relationships, time management, organization, task completion, goal setting, and self-advocacy. Mentoring and student check-in programs will be provided during the school day for students who need consistent adult guidance and encouragement. Students with Disabilities and English Language Learners will receive additional support in applying these skills across academic and nonacademic settings. The school will monitor the effectiveness of these services through counseling and mentoring records, attendance, discipline referrals, grades, student surveys, parent feedback, and progress toward individualized behavioral or social-emotional goals. When students do not demonstrate sufficient improvement, the school-based team will revise the intervention, increase the frequency of support, involve additional service providers, or refer the student for further evaluation and assistance.

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)).

Central Charter School will prepare students for postsecondary opportunities and the workforce by providing age-appropriate college, career, and technical education awareness throughout grades K–8, with increased emphasis in the middle grades. Students will participate in career exploration lessons, guest-speaker presentations, Career Day, field experiences, college and high school awareness activities, and opportunities to learn about careers connected to their interests and strengths. Technology courses and available industry-certification opportunities will expose students to workplace skills and career pathways. Community partners, local businesses, public service agencies, colleges, and secondary schools will be invited to share information regarding educational requirements, training programs, career pathways, and workforce expectations. Previous activities have included visits to the courthouse and local fire station, presentations from area high schools, and efforts to build a partnership with the BSO Explorer Program.

Students in grades 6–8 will receive focused preparation for the transition to high school. School counselors, administrators, and instructional staff will provide information regarding high school graduation requirements, accelerated courses, career and technical education programs, Advanced Placement and AICE opportunities, dual enrollment, industry certifications, and college and career pathways. Eligible middle school students will have access to high school credit-bearing coursework, including Algebra I and other approved accelerated courses, and will receive academic support to successfully complete associated end-of-course assessments. Eighth-grade students and their families will be invited to high school information sessions, transition meetings, school-choice presentations, and academic-planning conferences. Student participation, course completion, acceleration outcomes, industry-certification results, and family feedback will be reviewed to determine whether additional opportunities or supports are needed.

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)).

Central Charter School will implement a schoolwide multi-tiered system of support to prevent and address problem behavior before it significantly interferes with student learning. At Tier 1, all students will receive clearly taught schoolwide expectations, consistent classroom procedures, positive behavior reinforcement, social-emotional instruction, recognition and incentive programs, and access to a safe and supportive learning environment. Teachers and school staff will use proactive classroom-management strategies, restorative practices, relationship building, active supervision, and consistent responses to behavior across classrooms and common areas. Attendance, discipline, course performance, and other early warning indicators will be reviewed regularly to identify students

who may need additional support.

At Tier 2, students who continue to demonstrate behavioral, attendance, or social-emotional concerns will receive targeted interventions such as counselor check-ins, mentoring, behavior contracts, goal-setting plans, small-group social-skills instruction, restorative conferences, parent conferences, and check-in/check-out systems. Teachers will document implemented classroom interventions and submit referrals when concerns continue. The student-support team will review the frequency, setting, cause, and impact of the behavior and will develop a targeted intervention plan. Student progress will be monitored through behavior records, attendance data, teacher feedback, grades, counseling notes, and parent communication.

At Tier 3, students with persistent or intensive behavioral needs will receive individualized interventions based on student-specific data. Supports may include individualized behavior plans, increased counseling or mentoring, intensive attendance plans, safety planning, referrals to approved mental health or community agencies, and additional problem-solving through the school-based support team. For Students with Disabilities, behavioral interventions will be coordinated with the student's IEP and the requirements of the Individuals with Disabilities Education Act. The IEP team may review accommodations, services, goals, functional behavioral information, and the need for a Functional Behavioral Assessment or Behavior Intervention Plan. The school will evaluate the effectiveness of interventions during regular MTSS, CPST, ESE, and leadership meetings and will revise supports when data indicate that the student is not making adequate progress.

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)).

Central Charter School will provide ongoing, job-embedded professional learning for teachers, paraprofessionals, instructional coaches, interventionists, ESE personnel, ELL personnel, and other school staff. Professional learning will be aligned with the School Improvement Plan, student achievement data, classroom-observation results, teacher needs, and the school's highest academic priorities. Training will address standards-based instruction, differentiation, small-group instruction, academic vocabulary, foundational literacy, mathematics problem solving, science instruction, classroom management, ESE accommodations, ELL supports, progress monitoring, assessment literacy, intervention fidelity, instructional technology, and the effective use of adopted curriculum resources.

Teachers and support personnel will participate in weekly Professional Learning Communities,

collaborative planning, data chats, coaching cycles, lesson modeling, faculty training, teacher-planning-day sessions, district professional development, and follow-up classroom support. Within PLCs, staff will analyze FAST, i-Ready, classroom assessment, common assessment, program, subgroup, and student-work data to identify strengths, unfinished learning, and priority standards. The Dean of Academics, instructional coaches, administrators, ESE Specialist, and teacher leaders will support staff in developing instructional plans, grouping students, selecting evidence-based strategies, creating common assessments, and monitoring student response to instruction. Walkthroughs, observations, coaching notes, lesson plans, student work, and assessment results will be used to determine whether professional learning is being implemented and producing the intended impact.

The school will support recruitment and retention by providing structured onboarding, mentoring for new and developing teachers, regular administrative feedback, coaching, collaborative planning time, access to professional development, and opportunities for teacher leadership. Paraprofessionals and support staff will receive training connected to their assigned responsibilities, including instructional support, accommodations, behavior management, student supervision, confidentiality, and collaboration with certified teachers. The leadership team will review vacancies, certification status, teacher-retention data, classroom performance, and staffing needs in high-need areas such as ESE, mathematics, science, and reading. Recruitment and retention strategies will be adjusted based on staffing trends, employee feedback, and the instructional needs of 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)).

Central Charter School will support preschool children and their families in transitioning successfully into kindergarten by building partnerships with early childhood education providers in Lauderdale Lakes and surrounding communities. The school will share enrollment information, brochures, flyers, readiness expectations, and invitations to transition activities with preschool directors, staff, and families. Preschool students and their families will be invited to attend Kindergarten Round-Up, orientation sessions, school tours, open houses, and other opportunities to become familiar with the school environment, kindergarten classrooms, teachers, routines, and expectations.

Families will receive information about school procedures, attendance, curriculum, developmental readiness, transportation, meals, student services, and ways to support early literacy and mathematics at home. Parent and family activities such as literacy events, mathematics nights, science nights, and academic workshops will help families understand the skills students will need when entering kindergarten. The school will provide communication and language assistance to the

extent practicable so that families can participate meaningfully in the transition process.

Central Charter School will align kindergarten instruction with the Florida standards and its adopted instructional resources, including Benchmark Advance for reading and Savvas for mathematics. Incoming kindergarten students will participate in readiness or placement assessments before or near the beginning of the school year so teachers can identify strengths, developmental needs, and appropriate instructional supports. Teachers will use the results to establish baseline data, create balanced classes, plan small-group instruction, and identify students who may require early intervention. Transition activities and student outcomes will be reviewed through family feedback, enrollment data, readiness results, attendance, and early progress-monitoring information to improve the process each year.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Central Charter School will collaborate with Broward County Public Schools and the appropriate district offices to review how schoolwide resources are allocated and used to address the needs identified through the School Improvement Plan and Schoolwide Program Plan. The principal, Dean of Academics, assistant principals, ESE Specialist, instructional coaches, interventionists, counselors, teachers, and fiscal personnel will review state assessment results, FAST progress-monitoring data, subgroup performance, classroom assessments, IEP progress, attendance, discipline, early warning indicators, intervention outcomes, staffing needs, and program-usage data. Particular attention will be given to Students with Disabilities and other students who demonstrate persistent achievement gaps or require intensive academic, behavioral, or social-emotional support.

The school will share relevant data, identified needs, proposed interventions, staffing plans, instructional resources, and anticipated expenditures with district representatives during required planning, monitoring, compliance, and budget-review activities. The school and district will examine whether resources are aligned with the areas of greatest need, whether services are equitably available across grade levels, and whether funds and personnel are being used for their intended purposes. The review will also determine whether students are receiving the frequency and duration of services required by their IEPs and intervention plans. This process will include an examination of instructional staffing, ESE intervention schedules, intervention materials, professional learning, technology programs, extended learning opportunities, counseling supports, and parent and family engagement resources.

The resource review will occur during the initial development of the SIP and Schoolwide Program Plan, after each major assessment window, and during scheduled school and district monitoring periods. The school leadership team will also review resource effectiveness during six-week data cycles, monthly leadership meetings, School Advisory Council meetings, and annual Title I planning and evaluation activities. Teachers, families, students, and community stakeholders will provide feedback regarding the accessibility and effectiveness of programs and services. When data show that a resource is underused, inconsistently implemented, or not producing the expected student outcomes, Central Charter School will work with the district to revise schedules, reassign personnel, provide additional training, adjust instructional materials, or redirect available resources toward more effective supports. The previous SIP established a similar process involving needs assessment,

measurable goals, intervention selection, stakeholder consultation, budget alignment, implementation monitoring, and evaluation of student 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).

Central Charter School will prioritize resources that improve the achievement and learning gains of Students with Disabilities, particularly in reading, mathematics, science, and access to grade-level instruction. The need for these resources is supported by subgroup data showing that Students with Disabilities have historically performed below the federal accountability threshold and have demonstrated significant needs in foundational reading, vocabulary, fluency, comprehension, mathematics, attendance, and consistent progress toward grade-level standards. The school's current data review also identifies science achievement, Grade 3 ELA achievement, ELA learning gains, and the performance of students requiring intensive support as high-priority areas.
The school will use ESE teachers and ESE interventionists to provide specially designed instruction, targeted small-group support, and intensive pull-out intervention according to each student's IEP and in conjunction with data from classroom assessments, diagnostic assessments, progress-monitoring tools, student work, and intervention results. Tier 2 students will receive targeted supplemental instruction, while Tier 3 students will receive more intensive instruction in smaller groups with increased frequency, duration, repetition, and progress monitoring. Intervention schedules and student placements will be established within the first 20 instructional days and reviewed every four to six weeks.

For literacy, students in grades K–5 will use Benchmark Advance intervention resources, while students in grades 6–8 will use Read 180 and CODE to address decoding, fluency, vocabulary, morphology, comprehension, writing, and content-area literacy. UFLI Foundations will be reserved for K–2 students receiving Tier 3 intervention who demonstrate significant foundational literacy deficits and have not responded adequately to less intensive supports. For mathematics, students in grades K–8 will use Savvas intervention resources to address prerequisite skills, number sense, computation, fractions, proportional reasoning, algebraic thinking, and problem solving. i-Ready, IXL, and Progress Learning will be used across the applicable grade levels to provide differentiated practice, standards-based reinforcement, diagnostic information, and ongoing progress monitoring. Technology-based programs will supplement and not replace direct, teacher-led instruction.

The school will also allocate time and personnel for weekly Professional Learning Communities, collaborative planning, coaching, classroom walkthroughs, lesson modeling, and professional development. Training will focus on specially designed instruction, ESE accommodations, intervention fidelity, differentiation, small-group instruction, progress monitoring, academic vocabulary,

foundational literacy, mathematics problem solving, science literacy, and the effective use of instructional programs. Counselors, mentors, behavior-support personnel, and community partners will provide additional support for attendance, behavior, organization, self-advocacy, social-emotional development, and family needs that may interfere with student achievement.

The impact of these resources will be reviewed after FAST PM1, PM2, and PM3 and during six-week intervention cycles. The leadership team will examine program reports, classroom assessments, IEP goal progress, student work, grades, intervention attendance, service logs, walkthrough data, fidelity checks, and stakeholder feedback. Resources that demonstrate a positive impact will be continued or expanded. Resources that do not result in adequate progress will be adjusted, replaced, or supplemented with more intensive instruction. The school will document all changes through updated intervention plans, resource-allocation records, data-meeting minutes, service schedules, and revisions to the School Improvement Plan or Schoolwide Program Plan.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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

Broward County Public Schools

NORTH BROWARD ACADEMY OF EXCEL

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 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 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

Karen Satchell-Simpson

ksatchellsimpson@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
Marissa Jackson

mjackson@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

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**64.6%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **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.*	**2025-26: B** **2024-25: B** **2023-24: C** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	86	88	100	120	127	119				640
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	4	8	18	10	26	9				75
Level 1 on statewide Math assessment	3	9	24	8	24	12				80
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)	3	9	24	6	22					64

Current Year 2026-27

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

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

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	8	9	6	6	3				32
Students retained two or more times	0	0	0	0	0	1				1

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	[]	[]	[]	[]	[]	[]	[]	[]	[]	0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	8	19	9	8	7				56
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	59	67	62	56	64	59	46	61	57
Grade 3 ELA Achievement	57	65	61	60	63	59	50	60	58
ELA Learning Gains	62	66	63	60	65	60	58	64	60
ELA Lowest 25th Percentile	49	63	58	68	60	56	63	60	57
Math Achievement*	65	73	66	64	70	64	49	66	62
Math Learning Gains	57	69	64	64	68	63	56	66	62
Math Lowest 25th Percentile	44	53	50	50	55	51	44	55	52
Science Achievement	58	65	62	41	60	58	44	56	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					63	63		59	61

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	451
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
56%	57%	50%	47%	55%	41%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	33%	Yes	2	
English Language Learners	51%	No		
Black/African American Students	55%	No		
Hispanic Students	53%	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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	59%	57%	62%	49%	65%	57%	44%	58%					
Students With Disabilities	17%	18%	37%	50%	33%	47%	30%						
English Language Learners	53%	54%	50%	42%	63%	53%	45%						
Black/African American Students	59%	59%	63%	51%	64%	54%	38%	52%					
Hispanic Students	47%	33%	50%		72%	64%							
Economically Disadvantaged Students	54%	51%	59%	42%	63%	57%	44%	55%					

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%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	54%	64%	-10%	60%	-6%
ELA	4	57%	65%	-8%	60%	-3%
ELA	5	59%	67%	-8%	61%	-2%
Math	3	69%	73%	-4%	66%	3%
Math	4	57%	72%	-15%	65%	-8%
Math	5	65%	69%	-4%	62%	3%
Science	5	57%	63%	-6%	60%	-3%

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 Science. Spring FAST PM3 in 2025 for Science was at an overall 41% proficiency and Spring FAST PM3 2026 was at an overall 58%. 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 Reading Assessment that showed the lowest data was the lowest 25%
students in grades 3-5. The contributing factors were inconsistency of differentiated small group instruction as well as tier 1 instruction.

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 from the State Assessment that showed the greatest decline was also the lowest 25% students in grades 3-5 Reading. The contributing factors were inconsistency of differentiated small group instruction as well as tier 1 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 with the greatest gap compared to the state average was 4th Grade Mathematics. Several factors likely contributed to this performance gap. The grade level was staffed entirely staffed with teachers in need for additional support with curriculum implementation, instructional pacing, and the effective delivery of standards-aligned mathematics instruction. Students

also demonstrated weaknesses in foundational math skills, particularly in number sense, fractions, and multi-step problem solving, making it difficult to access grade-level content. In addition, instructional consistency and the use of targeted interventions were still developing throughout the year, limiting opportunities to close learning gaps. A review of the trend data indicates that while students showed gradual improvement over the course of the year, the rate of growth was not sufficient to close the gap with state performance. This trend highlights the need for continued instructional coaching, stronger data-driven small-group instruction, frequent progress monitoring, and targeted intervention to accelerate student achievement in 4th Grade Mathematics.

EWS Areas of Concern

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

One area of concern continues to be 2nd grade ELA according to the Only 61% 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. 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 2026–2027 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 5-10 points. 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 2027 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. 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.

The 2025–2026 ESSA data shows that SWD performance remains significantly below desired proficiency levels in multiple accountability areas:

- ELA Achievement for SWD: 17% (12 point decrease)
- ELA Learning Gains for SWD: 37% (13 point decrease)
- Math Achievement for SWD: 33% (13 point decrease)
- Federal Percent of Points Index (FPPI) for SWD: 33%

These results demonstrate that many SWD students are not yet meeting grade-level expectations consistently and are not making sufficient progress toward mastery of state academic standards.

This area was identified through analysis of longitudinal ESSA subgroup data trends from prior years, which revealed persistent underperformance and inconsistent growth outcomes for Students with Disabilities. While some improvement was noted in select areas during previous school years, the 2025–2026 data reflects continued achievement gaps and declines in critical indicators.

The data indicates that current instructional practices and intervention systems have not consistently produced sustained academic growth for SWD students, particularly those with the greatest academic deficits. The decline across multiple indicators highlights the need for strengthened Tier I instruction, increased intervention fidelity, more frequent progress monitoring, targeted small-group instruction, and intentional differentiation aligned to individual student needs.

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 2026–2027 school year, the school will increase the Federal Percent of Points Index

(FPPI) for Students with Disabilities from 33% to at least 40% by improving performance in the following areas:

- Increase ELA Achievement for SWD from 17% to 25%;
- Increase ELA Learning Gains for SWD from 37% to 45%;
- Increase Math Achievement for SWD from 33% to 40%;
- Increase Math Learning Gains of the Lowest 25% for SWD from 30% to 40%; and
- Increase overall Math Learning Gains for SWD from 47% to 55%.

Monitoring

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

Progress toward these goals will be monitored monthly through FAST assessment data, NWEA data, Lexia, Imagine Math, Progress Learning, classroom formative assessments, intervention progress-monitoring tools, MTSS meetings, and instructional walkthroughs to ensure implementation fidelity and timely adjustments to instructional supports and interventions for SWD students.

Person responsible for monitoring outcome

Diana Nieto

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 (iReady Reading, 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:

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
Create data list of all Students with Disabilities

Person Monitoring:
Diana.nieto

By When/Frequency:
September 2026/ 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:
Diana Nieto

By When/Frequency:
September 2026/After 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 4-5 percentage points through targeted small group instruction by the end of the 2026-2027 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
Karen Satchell-Simpson

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 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:
Karen Satchell-Simpson

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:
Karen Satchell-Simpson

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

Karen Satchell-Simpson

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 that includes Progress Learning, and iReady. iReady is an adaptive, technology-based reading program that builds foundational literacy skills through personalized practice and targeted instruction. iReady 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. iReady Reading is also 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:	**By When/Frequency:**
Karen Satchell-Simpson	Bi-weekly for 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 on instructional software

Person Monitoring:	**By When/Frequency:**
Karen Satchell-Simpson & Sherell Tucker	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 ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

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

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. 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 2026-27 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

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 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 39

V. Title I Requirements (optional) 46

VI. ATSI, TSI and CSI Resource Review 49

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

At Somerset Prep North Lauderdale, our mission is to inspire every student to achieve academic excellence, develop strong character, and become confident, lifelong learners. Through a safe, inclusive, and engaging learning environment, we empower students to think critically, lead with integrity, and make meaningful contributions to their communities and the world.

Provide the school's vision statement

Somerset Prep North Lauderdale envisions a future where every student is equipped with the knowledge, skills, character, and resilience to thrive in high school, college, career, and life. We strive to be a premier K–8 charter school recognized for academic excellence, innovation, strong family partnerships, and a culture that nurtures leadership, citizenship, and a passion for lifelong learning.

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

Donyale McGhee

dmcghee@somersetprep.com

Position Title

Principal

Job Duties and Responsibilities

As the Principal, Mrs. McGhee will serve as the chief instructional and organizational leader responsible for ensuring that the School Improvement Plan drives every aspect of the school's academic and operational success by:

- Leading the development, implementation, and continuous evaluation of the School Improvement Plan.
- Establishing a shared vision focused on academic excellence, equity, and continuous improvement.
- Monitoring student achievement and school performance through comprehensive data analysis.
- Supervising and supporting administrators, teachers, and staff to improve instructional effectiveness.
- Building leadership capacity through coaching, collaboration, and professional learning.
- Ensuring implementation of evidence-based instructional practices and intervention programs.
- Allocating resources strategically to support school improvement priorities.
- Fostering a positive school culture that promotes student achievement, attendance, engagement, and well-being.
- Strengthening partnerships with families, governing board members, and community stakeholders.
- Ensuring compliance with charter, district, state, federal, and accreditation requirements while maintaining accountability for measurable student outcomes.

Ultimately, her responsibility is to ensure that the School Improvement Plan serves as the school's guiding framework for continuous improvement, driving instructional excellence, operational effectiveness, and equitable opportunities for all students. Through collaborative leadership, strategic planning, data-informed decision-making, and accountability.

Leadership Team Member #2

Employee's Name
Dr. Kionnie Maura

kmaura@somersetprep.com

Position Title
Vice Principal

Job Duties and Responsibilities

The Vice-Principal will serve as the implementation leader for the School Improvement Plan by:

- Leading data-driven decision-making.
- Monitoring progress toward measurable goals.
- Supporting high-quality instruction.
- Coordinating professional development.

- Holding staff accountable for implementation.
- Communicating progress with stakeholders.
- Ensuring continuous evaluation and refinement of improvement strategies.
- Promoting collaboration and shared ownership of student achievement.

Ultimately, the Vice-Principal will ensure that the School Improvement Plan is not merely a compliance document but a dynamic framework that guides daily instructional decisions, improves teaching practices, and results in measurable gains in student learning and overall school performance.

Leadership Team Member #3

Employee's Name
Chimere Nesbitt

cnesbitt@somersetprep.com

Position Title
K-5 Assistant Principal

Job Duties and Responsibilities

As the Elementary Assistant Principal (Grades K–5), Mrs. Nesbitt will serve as an instructional and operational leader responsible for supporting the successful implementation of the School Improvement Plan by:

Assisting in the development, implementation, and monitoring of the School Improvement Plan.
Supporting high-quality instruction and evidence-based teaching practices across all elementary grade levels.
Analyzing student achievement, attendance, and behavioral data to guide instructional decisions.
Conducting classroom observations and providing meaningful feedback to improve teaching and learning.
Supporting intervention and enrichment programs that meet the diverse needs of all students.
Facilitating professional learning and collaborative planning to build teacher capacity.
Promoting a safe, positive, and inclusive school climate that supports academic success and student well-being.
Building strong partnerships with families and community stakeholders to enhance student achievement.
Assisting with daily school operations while ensuring compliance with district, state, and federal requirements.
Monitoring implementation of School Improvement Plan initiatives and recommending improvements based on measurable outcomes.

Ultimately, her responsibility will be to ensure that the School Improvement Plan is implemented effectively throughout the elementary school, creating a collaborative learning environment where high-quality instruction, strong leadership, and data-driven decision-making result in improved student achievement, positive school culture, and success for every child in grades K–5.

Leadership Team Member #4

Employee's Name
Najuma McKnight

nmcknight@somersetprep.com

Position Title
6-12 Literacy Coach

Job Duties and Responsibilities

As the Literacy Coach (Grades 6–12), Mrs. McKnight will serve as the instructional leader responsible for ensuring that the literacy goals outlined in the School Improvement Plan are effectively implemented and result in measurable improvements in teaching and student learning by:

Leading school-wide literacy initiatives across all content areas.
Analyzing literacy data to guide instructional decisions and monitor student growth.
Coaching teachers to strengthen literacy instruction and improve classroom practices.
Facilitating professional learning that builds teacher expertise in evidence-based literacy strategies.
Monitoring implementation of School Improvement Plan literacy goals and action steps.
Supporting literacy interventions and enrichment opportunities for diverse learners.
Collaborating with administrators, teachers, families, and stakeholders to promote a culture of literacy.
Evaluating instructional effectiveness through ongoing progress monitoring and continuous improvement.

Ultimately, her responsibility is to ensure that the literacy components of the School Improvement Plan are implemented with fidelity, empowering teachers with effective instructional practices and ensuring that all students in grades 6–12 develop the reading, writing, speaking, and critical thinking skills necessary for academic success, graduation, and college and career readiness.

Leadership Team Member #5

Employee's Name
Sebrina Marshall

sebrinamarshall@somersetprep.com

Position Title
6-12 Instructional Coach Math/Science

Job Duties and Responsibilities

As the Curriculum Coach for Mathematics and Science in (Grades 6-12), Ms. Marshall will serve as the instructional leader responsible for ensuring that the School Improvement Plan translates into effective classroom practices and improved student achievement by:

- Leading curriculum alignment and instructional improvement in mathematics and science.
- Analyzing achievement data to drive instructional decisions.
- coaching teachers to improve instructional effectiveness.
- Facilitating professional learning and collaborative planning.
- Monitoring implementation of School Improvement Plan goals and action steps.
- Supporting intervention and enrichment programs based on student needs.
- Evaluating instructional effectiveness through ongoing data analysis.
- Collaborating with administrators and stakeholders to sustain continuous school improvement.

Ultimately, her role is to ensure that the mathematics and science components of the School Improvement Plan are implemented effectively, resulting in high-quality instruction, increased teacher capacity, and measurable gains in student achievement.

Leadership Team Member #6

Employee's Name
Andre Blake

andre.blake@somersetprep.com

Position Title
Instructional Coach Social Studies

Job Duties and Responsibilities

As the Instructional Leader, Mr. Blake will serve as the school leader responsible for improving student behavior, attendance, and overall engagement by:

- Leading the implementation and monitoring of the behavior and attendance components of the School Improvement Plan.
- Coordinating the development, implementation, and progress monitoring of Behavior Intervention Plans (BIPs).
- Monitoring attendance data and implementing interventions to reduce chronic absenteeism and improve student attendance.

- Analyzing behavioral and attendance data to guide school-wide decision-making.
- Supporting teachers with evidence-based behavior management strategies and intervention planning.
- Facilitating professional learning focused on behavior, attendance, PBIS, restorative practices, and student engagement.
- Collaborating with administrators, teachers, counselors, families, and community agencies to remove barriers to student success.
- Monitoring the effectiveness of interventions and recommending adjustments based on student performance data.
- Promoting a positive, safe, and supportive school climate that encourages consistent attendance, positive behavior, and academic achievement.

Ultimately, his responsibility is to ensure that the behavior and attendance components of the School Improvement Plan are implemented with fidelity, that Behavior Intervention Plans (BIPs) are effectively developed and monitored, and that school-wide attendance and behavioral initiatives lead to measurable improvements in student engagement, school climate, and academic success.

Leadership Team Member #7

Employee's Name
Camille Clair

cclair@somersetprep.com

Position Title
Instructional Coach K-5

Job Duties and Responsibilities

As the Literacy Coach
(Grades K-5), Ms. Claire will serve as the instructional leader responsible for ensuring that the literacy goals outlined in the School Improvement Plan are effectively implemented and result in measurable improvements in teaching and student learning by:

- Leading school-wide literacy initiatives across all content areas.
- Analyzing literacy data to guide instructional decisions and monitor student growth.
- Coaching teachers to strengthen literacy instruction and improve classroom practices.
- Facilitating professional learning builds teacher expertise in evidence-based literacy strategies.
- Monitoring implementation of School Improvement Plan literacy goals and action steps.
- Supporting literacy interventions and enrichment opportunities for diverse learners.
- Collaborating with administrators, teachers, families, and stakeholders to promote a culture of

literacy.
- Evaluating instructional effectiveness through ongoing progress monitoring and continuous improvement.

Ultimately, her responsibility is to ensure that the literacy components of the School Improvement Plan are implemented with fidelity, empowering teachers with effective instructional practices and ensuring that all students in grades k–5 develop the reading, writing, speaking, and critical thinking skills necessary for academic success and promotion.

Leadership Team Member #8

Employee's Name
Tracie Cole

tcole@somersetprep.com

Position Title
ESE Specialist

Job Duties and Responsibilities

As the Exceptional Student Education (ESE) Specialist, Ms. Cole's primary responsibility is to ensure that students with disabilities receive a Free Appropriate Public Education (FAPE) through high-quality instruction, individualized support, and compliance with federal, state, and local special education requirements. She will collaborate with administrators, teachers, related service providers, families, and community stakeholders to implement the exceptional student education goals outlined in the School Improvement Plan (SIP). Her role includes overseeing the development and implementation of Individualized Education Programs (IEPs), monitoring student progress, ensuring compliance, and providing instructional support to improve academic achievement and postsecondary outcomes for students with disabilities. She will assist in the development and implementation of behavior plans, BIPs for students who rewuire additional behavioral support.

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.

Stakeholder Involvement in the School Improvement Plan (SIP) Development Process
The development of the School Improvement Plan (SIP) is a collaborative, data-driven process that actively engaged a broad range of stakeholders to ensure that the plan reflects the needs, priorities, and goals of the entire school community. Throughout the planning process, stakeholders will review multiple sources of student performance data, identify areas of strengths and needs, establish measurable goals, and contribute to the development of evidence-based strategies and action steps. Their ongoing participation will promote shared ownership, transparency, and accountability for improving student outcomes.

School Leadership Team
The School Leadership Team, consisting of the principal, assistant principals, instructional coaches, department chairs, ESE specialist, school counselor, behavior and attendance coordinator, and other instructional leaders, will facilitate the overall development of the School Improvement Plan. The leadership team will analyze school-wide academic, attendance, behavior, and climate data to identify priority areas for improvement. Team members will collaborate to establish measurable goals, determine evidence-based instructional strategies, allocate resources, and develop monitoring systems to evaluate implementation throughout the school year.

Teachers and School Staff
Teachers and instructional staff will play a critical role in the development of the SIP through participation in Professional Learning Communities (PLCs), grade-level and department meetings, faculty meetings Staff members will review student achievement data, identified instructional strengths and challenges, and provided recommendations for curriculum, intervention, professional development, and instructional support. Their feedback directly informed the development of instructional goals, professional learning priorities, and action plans designed to improve student achievement across all content areas.

Parents and Families
Parents and families were invited to participate through School Advisory Council (SAC) meetings, parent surveys, family engagement events, and school forums. Families provided valuable input regarding student learning, communication, school climate, academic support, and family engagement opportunities. Survey results and stakeholder feedback were analyzed and incorporated into the School Improvement Plan to strengthen home-school partnerships, improve communication, and increase family involvement in supporting student success.

Students (Secondary Schools)
Students in grades 6–12 participated through student leadership organizations, focus groups,

surveys, classroom discussions, and advisory meetings. Students shared their perspectives regarding school climate, instructional practices, academic support, safety, engagement, attendance, and extracurricular opportunities. Their input helped identify barriers to learning and informed the development of strategies designed to improve student engagement, school culture, attendance, and academic achievement.

Business and Community Partners

Business leaders, community organizations, postsecondary institutions, and other community stakeholders contributed through advisory meetings, partnership discussions, and collaborative planning sessions. Their input supported the development of initiatives related to career exploration, college readiness, mentoring, student wellness, community resources, internships, and workforce development. Community partnerships also identified opportunities to provide additional academic, social-emotional, and family support services.

School Advisory Council (SAC)

The School Advisory Council (SAC), composed of administrators, teachers, educational support staff, parents, students (middle/High), business representatives, and community members, served as the primary stakeholder body for reviewing and approving the School Improvement Plan. The SAC reviewed school performance data, discussed school priorities, evaluated proposed goals and strategies, and provided recommendations throughout the planning process. The council ensured that the School Improvement Plan reflected the diverse perspectives and needs of all stakeholder groups while maintaining compliance with the requirements of 20 U.S.C.
6314(b)(2), ESEA Section 1114(b)(2).

Use of Stakeholder Input

Stakeholder feedback was systematically reviewed and used to:

- Identify school strengths, challenges, and root causes affecting student achievement.
- Establish measurable academic, attendance, behavior, and school climate goals.
- Select evidence-based instructional strategies and intervention programs.
- Prioritize professional development based on teacher and student needs.
- Strengthen family engagement and communication practices.
- Expand community partnerships that support student learning and well-being.
- Develop progress-monitoring procedures to evaluate implementation and measure effectiveness throughout the school year.

The School Improvement Plan is viewed as a living document that is continuously monitored and revised based on student performance data and ongoing stakeholder feedback. The collaborative planning process fosters shared responsibility, continuous improvement, and a collective commitment

to ensuring that all students achieve academic success and are prepared for college, career, and lifelong learning.

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)).

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 will be monitored throughout the 2026–2027 school year to ensure that all action steps and evidence-based interventions are implemented with fidelity and positively affect student achievement. The administrative team, instructional coaches, ESE personnel, MTSS team, department chairs, and teacher leaders will review implementation and student-outcome data during biweekly collaborative planning meetings, monthly leadership and MTSS meetings, and quarterly SIP reviews.

Student data will be disaggregated by grade level, subject, course, teacher, subgroup, instructional setting, and individual student, with particular attention given to Students with Disabilities. School Site 5006 is designated as an Additional Targeted Support and Improvement school because the SWD subgroup did not meet the required federal performance target. In 2025–2026, the SWD subgroup earned an FPPI of 35% and remained below the 41% federal target for the fifth consecutive year. Closing the achievement gap for SWD students will therefore remain the central focus of the school's monitoring and continuous-improvement efforts.

SWD ELA achievement will receive the highest level of attention. SWD ELA proficiency decreased from 21.1% in 2024–2025 to 16.7% in 2025–2026. The 2025–2026 result was 16.9 percentage points below the statewide SWD rate of 33.6% and 23.2 points below the district SWD rate of 39.9%. Progress toward the school's goal of increasing SWD ELA proficiency to at least 25% and reducing Level 1 performance from 38.9% to 30% or lower will be measured through READ 180, NWEA MAP

Growth, FAST PM1, PM2, and PM3, common formative assessments, course grades, student work, IEP goal progress, and intervention records.

SWD mathematics will also be closely monitored. SWD mathematics proficiency increased from 19.1% in 2024–2025 to 33.4% in 2025–2026, representing a gain of 14.3 percentage points. Despite this improvement, 66.7% of SWD students remained below proficiency. Mathematics progress will be measured through FAST assessments, IXL data, common formative and diagnostic assessments, course grades, student work, IEP progress, Tier 2 and Tier 3 intervention records, and tutoring data. The school will also monitor schoolwide mathematics achievement at approximately 48.3%, mathematics learning gains at 44%, and learning gains among the Lowest 25th Percentile at 39%.

Additional monitoring will address Grade 10 Geometry proficiency at 23%, Grade 10 Biology proficiency at 37%, and the 23-point gap between Grade 10 Biology and the state average. Science achievement, which declined from approximately 67.3% to 57.9%, will be reviewed by course, teacher, subgroup, benchmark, and individual student to identify and address contributing factors. Instructional teams will compare all student results with established interim benchmarks and SIP measurable outcomes to determine whether students are making sufficient progress toward meeting Florida’s academic standards.

Classroom walkthroughs, lesson-plan reviews, collaborative-planning records, coaching logs, program-usage reports, accommodation documentation, and intervention-fidelity checks will be used to monitor implementation. Walkthroughs will focus on standards-aligned Tier 1 instruction, explicit and systematic instruction, specially designed instruction, appropriate accommodations, differentiation, flexible grouping, student engagement, and evidence-based interventions. The progress of SWD students will be reviewed at least monthly and more frequently for students receiving Tier 2 or Tier 3 support.

When data indicate that an action step or intervention is not being implemented consistently or is not producing the intended impact, the school will conduct a problem-solving review to identify the underlying barrier. Revisions may include changing instructional groups, increasing intervention frequency or duration, intensifying tutoring, strengthening collaboration between ESE and general education teachers, providing targeted professional learning and instructional coaching, reallocating resources, or selecting a more appropriate evidence-based intervention. Changes will be documented and monitored during subsequent data-review cycles to determine their effectiveness.

Stakeholder feedback will be collected through School Advisory Council meetings, faculty and department meetings, ESE parent conferences, student conferences, surveys, collaborative planning sessions, and family-engagement activities. The leadership team will review stakeholder feedback

alongside implementation and student-achievement data during quarterly SIP reviews. Necessary revisions will be documented, communicated to stakeholders, and incorporated into the plan to maintain transparency, promote shared accountability, address the school's ATSI designation, and ensure continuous improvement in accordance with ESEA Section 1114(b)(3).

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**99.7%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **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.*	**2025-26: C** **2024-25: C** **2023-24: C** **2022-23: C** **2021-22: C**

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 (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	90	96	71	66	323
Absent 10% or more school days	5	4	3	3	15
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	7	9	8	24
Course failure in Math	0	11	8	3	22
Level 1 on statewide ELA assessment	17	24	14	12	67
Level 1 on statewide Algebra assessment	15	14	7	4	40

Current Year (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	2	11	9	7	29

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 (2025-26) 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	9	7	5	2	23

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	56	65	62	42	62	59	51	57	55
Grade 3 ELA Achievement									
ELA Learning Gains	59	60	59	45	59	58	63	59	57
ELA Lowest 25th Percentile	51	59	55	49	59	56	71	57	55
Math Achievement*	48	56	52	29	55	49	25	47	45
Math Learning Gains	44	47	45	30	53	47	31	50	47
Math Lowest 25th Percentile	39	50	44	53	59	49	48	57	49
Science Achievement	58	71	74	67	74	72	61	66	68
Social Studies Achievement*	65	81	76	66	81	75	40	74	71
Graduation Rate	100	94	94	93	92	92	84	92	90
Middle School Acceleration									
College and Career Acceleration	39	75	74	45	71	69	45	62	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					53	52		50	49

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	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	559
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
56%	51%	50%	43%	45%	36%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	35%	Yes	5	
English Language Learners	47%	No		
Black/African American Students	58%	No		
Hispanic Students	52%	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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	56%		59%	51%	48%	44%	39%	58%	65%		100%	39%	
Students With Disabilities	17%		56%		33%	33%							
English Language Learners	28%		48%	47%	32%	41%		31%			100%	47%	
Black/African American Students	55%		65%	64%	47%	42%	38%	61%	72%		100%	37%	
Hispanic Students	55%		52%	33%	49%	54%	45%	48%	47%		100%	36%	
Economically Disadvantaged Students	56%		59%	51%	48%	44%	39%	58%	65%		100%	33%	

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%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	54%	63%	-9%	60%	-6%
ELA	10	55%	64%	-9%	61%	-6%
Biology	9	92%	83%	9%	87%	5%
Biology	10	37%	63%	-26%	60%	-23%
Algebra	9	42%	48%	-6%	41%	1%
Geometry	9	67%	73%	-6%	75%	-8%
Geometry	10	23%	45%	-22%	40%	-17%
History	11	65%	80%	-15%	75%	-10%
Biology	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	10	** 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?

Mathematics Achievement demonstrated the most improvement from the prior year. Schoolwide mathematics proficiency increased from approximately 30% in 2024–2025 to 48.3% in 2025–2026, representing an increase of approximately 18.3 percentage points.

Students with Disabilities also demonstrated significant growth in mathematics. SWD proficiency increased from 19.1% to 33.4%, a gain of 14.3 percentage points. The percentage of SWD students performing at Level 1 decreased from 57.1% to 46.7%, while the percentage performing at Level 3 increased from 14.3% to 26.7%.

To support this improvement, the school strengthened standards-aligned Tier 1 mathematics instruction and used IXL to identify skill gaps, provide individualized practice, and monitor student progress. Students requiring additional support received targeted Tier 2 and Tier 3 mathematics interventions. Mathematics tutoring was also provided for students in the Lowest 25th Percentile, with an emphasis on prerequisite skills, mathematical fluency, multi-step problem-solving, and mastery of priority standards.

Teachers used common formative assessments and collaborative data-analysis meetings to identify misconceptions, create flexible instructional groups, provide timely reteaching, and adjust interventions based on student response. General education and ESE teachers collaborated to provide specially designed instruction and appropriate accommodations for SWD 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.

ELA achievement data for Students with Disabilities show that only 16.7% of SWD students performed at Levels 3–5 in 2025–2026, a decline from 21.1% in 2024–2025. Although the percentage performing at Level 1 decreased from 42.1% to 38.9%, the percentage at Level 2 increased from 36.8% to 44.4%. Level 3 performance also decreased significantly from 15.8% to 5.6%. These shifts indicate that some students moved out of Level 1 but did not demonstrate sufficient growth to reach

proficiency.

Further analysis of the Grade 9 and Grade 10 FAST ELA reporting categories identified recurring skill gaps in central idea, text structure, author's purpose and perspective, analysis of arguments, vocabulary in context, figurative language, morphology, and rhetoric. Grade 9 SWD students demonstrated the greatest need in Reading Informational Text and Reading Across Genres and Vocabulary. Grade 10 SWD students demonstrated comparatively stronger performance in Reading Prose and Poetry but continued to need support with central idea, text structure, and figurative language.

To support targeted interventions and instruction, SWD students will be grouped according to their specific reporting-category and skill deficits rather than solely by overall achievement level. Teachers will provide explicit, systematic instruction using modeling, think-alouds, guided practice, scaffolded grade-level texts, graphic organizers, vocabulary and morphology routines, and gradual release to independent application. Read 180 and other approved evidence-based literacy resources will be used when appropriate to address foundational reading and comprehension needs.

General education and ESE teachers will collaborate to align targeted interventions with students' IEP goals, required accommodations, classroom performance, and FAST results. Brief skill-based formative assessments, student work, intervention data, and common assessments will be reviewed every two to three weeks to evaluate students' response to instruction. Based on the results, teachers will regroup students, adjust scaffolds, increase the frequency or duration of intervention, or select an alternative evidence-based strategy. This process will ensure that intervention and instruction directly address each student's identified skill gaps while maintaining access to rigorous grade-level standards.

Greatest Decline

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

Science Achievement demonstrated the greatest schoolwide decline. The percentage of students performing at Levels 3–5 decreased from approximately 67.3% in 2024–2025 to 57.9% in 2025–2026, representing a decline of approximately 9.4 percentage points.

Possible contributing factors include gaps in scientific vocabulary and background knowledge, difficulty interpreting informational text, graphs, and experimental data, and insufficient retention of standards taught earlier in the course. Cohort differences and inconsistent mastery of frequently assessed benchmarks may have also affected performance.

Grade-level results show a significant difference between Grade 9 Biology proficiency at 92% and Grade 10 Biology proficiency at 37%. This variation suggests that the school should examine course placement, prior student achievement, instructional practices, teacher and section data, and the timing of the assessment to determine the factors contributing to the decline.

Although it was not the largest schoolwide decline, SWD ELA also decreased by 4.4 percentage points and requires immediate attention because it is directly connected to the school's ATSI designation.

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.

Grade 10 Biology demonstrated the greatest specific grade-level gap when compared with the state average. School proficiency was 37%, compared with 60% statewide, resulting in a 23-percentage-point gap. Performance was also 26 points below the district average of 63%.

Potential contributing factors include unfinished science knowledge, limited mastery of priority Biology benchmarks, difficulty interpreting scientific text and data, and differences in the academic readiness of the Grade 10 cohort. The contrast between Grade 9 Biology at 92% and Grade 10 Biology at 37% indicates that the school should disaggregate results by cohort, course section, teacher, subgroup, prior achievement, and assessment attempt.

Within the SWD subgroup, ELA demonstrated the greatest identified gap. The school's SWD ELA proficiency rate was 16.7%, compared with 33.6% statewide, resulting in a 16.9-percentage-point gap. The school was also 23.2 points below the district SWD proficiency rate of 39.9%. This persistent subgroup gap supports the school's ATSI designation and demonstrates the need for more intensive and consistently implemented literacy support for Students with Disabilities.

EWS Areas of Concern

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

The school reviewed relevant EWS indicators to determine whether they contributed to the identified areas of concern.Attendance data were specifically reviewed to determine whether SWD students disproportionately contributed to chronic absenteeism or whether missed instructional time was connected to the subgroup's academic performance. The review found that attendance was not a significant or disproportionate concern for SWD students and was not identified as a contributing factor to their low academic achievement. Therefore, attendance is not considered a primary EWS area of concern for the SWD subgroup at this time.The primary EWS concerns are academic.
The SWD subgroup earned a Federal Percent of Points Index of 35% and has remained below the 41% federal target for five consecutive years. SWD ELA proficiency also declined from 21.1% in

2024–2025 to 16.7% in 2025–2026. Reporting-category analysis identified skill gaps in central idea, text structure, author's purpose and perspective, analysis of arguments, vocabulary in context, figurative language, morphology, and rhetoric.

Mathematics and science performance also remain areas of concern. Mathematics Learning Gains were 44%, learning gains among students in the Lowest 25th Percentile were 39%, Grade 10 Geometry proficiency was 23%, and Grade 10 Biology proficiency was 37%. These findings indicate that academic achievement, course performance, credit accumulation, and response to intervention are more significant warning indicators than attendance.The leadership, MTSS, instructional, and ESE teams will continue monitoring all relevant indicators, including attendance, to identify emerging concerns. However, current improvement efforts will prioritize academic performance, course success, credit accumulation, IEP goal progress, consistent implementation of accommodations, and students' responses to targeted interventions.

Highest Priorities

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

1. Accelerate ELA achievement for Students with Disabilities from the 2025–2026 proficiency baseline of 16.7%, address the 16.9-point gap from the state, and support the school's exit from ATSI status.
2. Sustain and accelerate mathematics achievement for Students with Disabilities by building on the increase from 19.1% to 33.4% proficiency while reducing the remaining district and state gaps.
3. Improve Mathematics Learning Gains for students in the Lowest 25th Percentile from the 2025–2026 baseline of 39% through Tier 2 and Tier 3 interventions, IXL, targeted tutoring, and frequent progress monitoring.
4. Improve Grade 10 Biology achievement from the 2025–2026 baseline of 37% and reduce the 23-point gap from the state average.
5. Improve Grade 10 Geometry achievement from the 2025–2026 baseline of 23% through diagnostic assessment, prerequisite-skill instruction, targeted intervention, flexible grouping, and regular monitoring of standards mastery.

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.

We will strengthen standards-aligned Tier 1 ELA instruction, specially designed instruction, and targeted literacy interventions for Students with Disabilities. Particular attention will be given to students in Grades 9 and 10 because they participate in the statewide ELA assessment and must develop sufficient literacy skills to meet graduation requirements and remain on track for graduation. SWD ELA proficiency declined from 21.1% in 2024–2025 to 16.7% in 2025–2026. The 2025–2026 proficiency rate was 16.9 percentage points below the statewide SWD rate of 33.6% and 23.2 percentage points below the district SWD rate of 39.9%. Additionally, 38.9% of SWD students performed at Level 1, while 44.4% performed at Level 2. Together, 83.3% of SWD students performed below proficiency.

This area represents a crucial need because the SWD subgroup earned a Federal Percent of Points Index of 35% and has remained below the 41% federal target for five consecutive years, contributing to the school's ATSI designation. Reporting-category analysis also identified skill gaps in central idea, text structure, author's purpose and perspective, analysis of arguments, vocabulary in context, figurative language, morphology, and rhetoric.

To address these needs, the school will leverage the expertise of ESE staff to build the instructional capacity of general education teachers who serve SWD students. ESE personnel and instructional coaches will provide professional development, collaborative planning, modeling, and ongoing coaching focused on:

- Understanding how different disability eligibilities may affect learning, language processing, reading comprehension, memory, attention, and skill acquisition.
- Implementing accommodations consistently and in alignment with each student's IEP.
- Distinguishing accommodations from modifications while maintaining the rigor of grade-level standards.
- Delivering specially designed instruction, differentiated instruction, and evidence-based literacy interventions.
- Using explicit modeling, guided practice, scaffolded grade-level texts, vocabulary and

morphology routines, graphic organizers, and frequent checks for understanding.
- Analyzing FAST reporting-category data, student work, IEP progress, and formative-assessment results to create flexible instructional groups.
- Monitoring students' responses to intervention and adjusting the frequency, intensity, duration, or type of support when sufficient progress is not demonstrated.

General education and ESE teachers will collaborate regularly to align Tier 1 instruction, interventions, IEP goals, and required accommodations. Implementation and student progress will be monitored through classroom walkthroughs, collaborative planning, FAST progress-monitoring data, common formative assessments, student work, course performance, and IEP goal progress. This coordinated approach will improve access to rigorous instruction and accelerate ELA achievement for 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 May 2027, SWD ELA proficiency will increase from 16.7% to at least 25%, an increase of 8.3 percentage points, while the percentage of SWD students performing at Level 1 will decrease from 38.9% to 30% or lower, as measured by FAST ELA PM3 and applicable statewide assessments.

Monitoring

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

Progress will be monitored through FAST PM1, PM2, and PM3, NWEA MAP Growth, READ 180 assessments, common formative assessments, course grades, student work, IEP goal progress, and intervention data. ELA and ESE teams will review results biweekly, while the MTSS and leadership teams will conduct monthly and quarterly reviews.

Classroom walkthroughs, lesson-plan reviews, PLC records, accommodation documentation, and intervention-fidelity checks will be used to monitor implementation.

Person responsible for monitoring outcome

Principal, Assistant Principal, ESE Coordinator, Literacy Coach, MTSS Coordinator, ELA Department Chair, and ELA teachers

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- READ 180 will provide targeted literacy intervention for SWD students requiring support in reading comprehension, vocabulary, fluency, and written response. Student placement and instructional groupings will be based on NWEA MAP Growth diagnostic, FAST, course-performance, and IEP data. Implementation will be monitored through usage reports, lesson completion, intervention attendance, student progress, classroom walkthroughs, and assessment results.

Rationale:
SWD ELA proficiency declined from 21.1% to 16.7%, while 83.3% of SWD students remained below proficiency. READ 180 will provide differentiated instruction, targeted practice, and ongoing performance data to address individual literacy needs.

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

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

Description of Intervention #2:
Explicit and Systematic Literacy Instruction- ELA and ESE teachers will use explicit modeling, think-alouds, guided practice, vocabulary instruction, text annotation, comprehension strategies, written responses to text, immediate corrective feedback, and gradual release of responsibility. Implementation will be monitored through lesson plans, classroom walkthroughs, student work, common formative assessments, and FAST results.

Rationale:
SWD students require structured instruction that makes reading and thinking processes visible while providing multiple opportunities for supported practice. This practice will strengthen access to grade-level text and improve students' ability to apply literacy strategies independently.

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

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

Description of Intervention #3:
Small Group Literacy Intervention- SWD students who are not responding adequately to Tier 1 instruction will receive supplemental Tier 2 or Tier 3 literacy intervention in small groups. Instruction will target specific needs identified through diagnostic and progress-monitoring data. Fidelity and impact will be monitored through intervention schedules, attendance, instructional minutes, student work, and biweekly progress monitoring.

Rationale:
The concentration of SWD students at Levels 1 and 2 indicates a need for additional instructional time and increasingly intensive support beyond core ELA instruction.

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
Diagnose and Group Students by Literacy Need

Person Monitoring:
Literacy Coach and ESE Coordinator

By When/Frequency:
Initial placement by September 2026; reviewed every four to six weeks.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use FAST, NWEA MAP Growth, READ 180, course grades, IEP data, and student work to identify specific literacy needs and establish flexible intervention groups.

Action Step #2
Implement Targeted Literacy Intervention

Person Monitoring:
Assistant Principal, Literacy Coach, and ELA Department Chair

By When/Frequency:
Daily implementation; reviewed biweekly.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will implement READ 180, targeted small-group instruction, specially designed instruction, and required accommodations. Intervention attendance, instructional minutes, skills taught, and student progress will be documented.

Action Step #3
Strengthen ELA and ESE Collaboration

Person Monitoring:
Assistant Principal and ESE Coordinator

By When/Frequency:
Biweekly collaborative planning; monthly walkthrough reviews.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA and ESE teachers will analyze student work, plan scaffolded lessons, review IEP progress, and adjust instructional supports based on student response.

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.

Our second Area of Focus is strengthening standards-aligned mathematics instructional practices in grades 9–12, with additional support for Students with Disabilities and students in the Lowest 25th Percentile. Instruction will emphasize prerequisite-skill development, mathematical fluency, conceptual understanding, multistep problem-solving, academic vocabulary, and students' ability to explain and justify their reasoning.

Schoolwide mathematics proficiency increased from approximately 30% in 2024–2025 to 48.3% in 2025–2026. Although this represents significant improvement, school performance remained approximately 13.4 percentage points below the statewide proficiency rate of 61.7%. Mathematics Learning Gains were 44%, while learning gains among the Lowest 25th Percentile were 39%. Grade 10 Geometry also demonstrated a significant need, with 23% proficiency compared with 40% statewide.

Students with Disabilities improved from 19.1% mathematics proficiency in 2024–2025 to 33.4% in 2025–2026. However, 66.7% of SWD students remained below proficiency, including 46.7% at Level 1. These data demonstrate the need to sustain the school's recent improvement while strengthening Tier 1 instruction, differentiation, specially designed instruction, intervention, and progress monitoring.

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 2027, school-wide mathematics proficiency will increase from approximately 48.3% to at least 58%, while Mathematics Learning Gains will increase from 44% to at least 54%, as measured by FAST, end-of-course assessments, and applicable statewide assessments.
Additionally, SWD mathematics proficiency will increase from 33.4% to at least 43%, and mathematics learning gains among the Lowest 25th Percentile will increase from 39% to at least 49%.

Monitoring

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

Mathematics implementation and impact will be monitored through FAST assessments, Algebra and Geometry end-of-course assessments, IXL diagnostic and progress data, common formative assessments, course grades, student work, IEP goal progress, intervention records, and tutoring data.

Mathematics teachers will analyze student data during biweekly collaborative planning meetings. The ESE and MTSS teams will review SWD and intervention data monthly, while the leadership team will evaluate progress toward the measurable outcomes quarterly.

Classroom walkthroughs, lesson-plan reviews, student-work analysis, collaborative-planning records, IXL usage reports, and intervention-fidelity checks will be used to monitor implementation. When students are not making sufficient progress, teams will adjust instructional groups, reteaching plans, intervention frequency or duration, tutoring, and specially designed instruction.

Person responsible for monitoring outcome
Principal, Assistant Principal, Mathematics Coach, Mathematics Department Chair, ESE Coordinator, MTSS Coordinator, mathematics teachers, and interventionists.

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:
IXL Mathematics- IXL will be used to identify prerequisite-skill gaps, provide individualized standards-aligned practice, deliver immediate feedback, and monitor student progress. Teachers will assign skills based on diagnostic data and connect individualized practice to current course standards. Implementation will be monitored through IXL usage reports, time on task, skills attempted, proficiency levels, common assessments, and statewide assessment results.

Rationale:
Although mathematics achievement improved, more than half of students remained below proficiency. IXL will allow teachers to address individual skill deficits, provide differentiated practice, and monitor whether students are mastering prerequisite and grade-level skills.

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

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

Description of Intervention #2:
Tier 2 Mathematics Intervention- Students who require support beyond Tier 1 instruction will receive targeted Tier 2 mathematics intervention in small groups. Instruction will include explicit modeling, worked examples, multiple representations, guided practice, academic vocabulary, mathematical discourse, and immediate corrective feedback. Implementation will be monitored through intervention schedules, attendance, instructional minutes, formative assessments, IXL data, and biweekly progress monitoring.

Rationale:
Students performing below grade level require additional instructional time and targeted support to address unfinished prerequisite skills while continuing to access grade-level mathematics standards.

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

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

Description of Intervention #3:
Tier 3 Mathematics Intervention- Students who do not demonstrate adequate progress through Tier 1 and Tier 2 support will receive more intensive Tier 3 intervention. Support will include smaller instructional groups, increased intervention frequency or duration, individualized instructional sequences, explicit instruction, and more frequent progress monitoring. The MTSS team will review student response and implementation fidelity monthly.

Rationale:
Students with persistent mathematics deficits require individualized and increasingly intensive support

based on their response to prior interventions.

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
Conduct Mathematics Data Analysis and Flexible Grouping

Person Monitoring:
Mathematics Coach and Mathematics Department Chair

By When/Frequency:
Beginning in August 2026; reviewed every four to six weeks.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will analyze prior-year results, FAST data, EOC results, IXL diagnostics, course grades, and common assessments to identify prerequisite-skill gaps and establish flexible instructional groups. Student groups will be adjusted based on progress-monitoring results.

Action Step #2
Implement Tiered Mathematics Support

Person Monitoring:
MTSS Coordinator, ESE Coordinator, and Assistant Principal

By When/Frequency:
Beginning in September 2026; reviewed biweekly and monthly.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will receive Tier 2 or Tier 3 mathematics intervention based on identified needs and response to instruction. The school will monitor intervention attendance, instructional minutes, group size, skills taught, student progress, and implementation fidelity.

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.

Mathematics Achievement for Students with Disabilities-Instructional practices for mathematics achievement among Students with Disabilities in grades 9–12. We will strengthen standards-aligned Tier 1 mathematics instruction, specially designed instruction, IEP accommodation implementation, and targeted intervention for Students with Disabilities.

SWD mathematics proficiency improved from 19.1% in 2024–2025 to 33.4% in 2025–2026, an increase of 14.3 percentage points. The percentage performing at Level 1 decreased from 57.1% to 46.7%, while Level 3 increased from 14.3% to 26.7%.

Despite this progress, 66.7% of SWD students remained below proficiency. The school's SWD proficiency rate was also 4.2 points below the statewide SWD rate of 37.6% and 10.9 points below the district SWD rate of 44.3%. This area remains a priority because mathematics performance contributes to the subgroup's overall achievement gap and the school's 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.

By May 2027, SWD mathematics proficiency will increase from 33.4% to at least 43%, while the percentage of SWD students performing at Level 1 will decrease from 46.7% to 38% or lower, as measured by FAST, end-of-course, and applicable statewide assessments.

Monitoring

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

Progress will be monitored through FAST mathematics assessments, IXL diagnostics and skill-progress data, common formative assessments, course grades, student work, IEP goal progress, and Tier 2 and Tier 3 intervention records.

Mathematics and ESE teams will review student performance biweekly. The MTSS team will review intervention response monthly, and the leadership team will evaluate progress toward the measurable outcome quarterly. Walkthroughs and lesson-plan reviews will monitor explicit instruction, differentiation, accommodations, and specially designed instruction.

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:

Implement explicit and systematic mathematics instruction supported by IXL, targeted Tier 2 and Tier 3 intervention, flexible small groups, and mathematics tutoring. Teachers will use modeling, worked examples, multiple representations, guided practice, mathematical discourse, immediate corrective

feedback, and frequent checks for understanding.

Rationale:
Although SWD mathematics proficiency improved, most students remained below grade level. Diagnostic instruction and increasingly intensive interventions will address prerequisite-skill deficits while helping students access grade-level mathematics standards.

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:
Concrete Representational Abstract(CRA) - Mathematics and ESE teachers will use the Concrete Representational Abstract instructional sequence to help SWD students develop conceptual understanding before moving to abstract mathematical procedures. Teachers will begin with hands-on models or manipulatives, transition to visual representations such as diagrams, graphs, tables, number lines, and algebra tiles, and then connect those representations to mathematical symbols, formulas, and equations. Instruction will include explicit modeling, teacher think-alouds, worked examples, guided practice, immediate corrective feedback, and multiple opportunities for students to explain their reasoning. The approach will be incorporated into standards-aligned Tier 1 lessons, specially designed instruction, and Tier 2 and Tier 3 interventions. Implementation and impact will be monitored through classroom walkthroughs, lesson plans, student work, common formative assessments, intervention records, IXL data, and FAST or end-of-course assessment results. Mathematics and ESE teams will review student progress during biweekly collaborative planning and adjust representations and instructional supports based on student response.

Rationale:
Many SWD students experience difficulty understanding abstract mathematical concepts and applying procedures to unfamiliar or multistep problems. The Concrete Representational Abstract sequence provides a structured progression that connects conceptual understanding to abstract mathematical reasoning. This intervention will support students in addressing prerequisite-skill gaps, understanding relationships among mathematical concepts, selecting appropriate problem-solving strategies, and independently applying their learning. It is appropriate for this Area of Focus because 66.7% of SWD students remained below mathematics proficiency in 2025–2026, including 46.7% at Level 1.

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
Diagnose Mathematics Skill Gaps

Person Monitoring:
Mathematics Coach and ESE Coordinator

By When/Frequency:
Beginning-of-year review; updated every four to six weeks.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use FAST, IXL, course grades, common assessments, IEP data, and student work to identify prerequisite-skill gaps and establish flexible instructional groups.

Action Step #2
Implement Tier 2 and Tier 3 Mathematics Intervention

Person Monitoring:
MTSS Coordinator and Mathematics Coach

By When/Frequency:
At least three to five times weekly, based on student need; reviewed biweekly.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will receive targeted intervention in addition to core instruction. Intervention records will document attendance, instructional minutes, skills addressed, assessment results, and changes made based on student response.

Action Step #3
Strengthen Mathematics and ESE Collaboration

Person Monitoring:
Assistant Principal and ESE Coordinator

By When/Frequency:
Biweekly planning; monthly walkthrough reviews.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Mathematics and ESE teachers will plan standards-aligned lessons, review accommodations, analyze student misconceptions, and develop appropriate scaffolds. Walkthrough and assessment data will be used to monitor implementation and impact.

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.

Our Area of Focus is improving student attendance and reducing chronic absenteeism in grades 9–12. Consistent attendance directly affects students' access to standards-aligned Tier 1 instruction, interventions, tutoring, ESE services, course completion, credit accumulation, and progress toward graduation.

The data revealed differences among student groups. Hispanic students represented 67.9% of enrollment but 74.5% of chronically absent students. White students represented 9.5% of enrollment and 10.7% of chronic absenteeism. Black/African American students represented 17% of enrollment and 11.1% of chronic absenteeism. These results demonstrate a need for early identification,

culturally responsive family engagement, and individualized support addressing barriers to 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 May 2027, the school will reduce the overrepresentation of Hispanic students among chronically absent students from 74.5% toward their enrollment representation of 67.9%.

Monitoring

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

Attendance will be monitored weekly by grade level, race and ethnicity, disability status, course, and individual student. Students whose attendance falls below 95% will receive early outreach, while students approaching or falling below 90% will receive increasingly intensive support.

Monitoring evidence will include daily and class-period attendance, tardies, course grades, credit accumulation, discipline data, family-contact logs, attendance intervention plans, and other EWS indicators. The attendance and MTSS teams will review student-level data monthly, while the leadership team will evaluate schoolwide and subgroup trends quarterly.

Attendance results will be compared with assessment performance, course grades, credits, and intervention participation to determine how missed instructional time affects student achievement.

Person responsible for monitoring outcome

Principal, Assistant Principal, Attendance Coordinator, School Counselor, Social Worker, MTSS Coordinator, ESE Coordinator, and grade-level administrators.

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:

Tiered Attendance Support System- The school will implement a tiered system for identifying and supporting students with emerging or persistent attendance concerns. Supports will include attendance notifications, student conferences, family outreach, attendance-success plans, mentoring, counseling, and referrals to school or community resources. Implementation will be monitored through weekly attendance reports, intervention records, family-contact logs, and changes in student attendance.

Rationale:
Early identification and increasingly intensive support can prevent occasional absences from becoming chronic patterns. A tiered system allows the school to match interventions with the specific barriers and level of need demonstrated by each student.

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

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

Description of Intervention #2:
Family Attendance Engagement- The school will use timely, personalized communication to inform families about attendance patterns, missed instructional time, academic effects, and available support. Staff will conduct conferences to identify barriers and develop attendance-success plans with measurable goals. Implementation will be monitored through communication logs, conference records, family participation, and subsequent attendance data.

Rationale:
Families may not recognize the cumulative academic effect of absences or may need assistance addressing transportation, health, scheduling, or other barriers. Collaborative problem-solving strengthens the connection between home and school and supports sustained attendance improvement.

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
Weekly Early Warning Attendance Review

Person Monitoring:	**By When/Frequency:**
Attendance Coordinator and Assistant Principal	Beginning August 2026; weekly.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will generate weekly reports identifying students with attendance below 95%, repeated tardies, or emerging patterns of absence. Students approaching or falling below 90% attendance will be referred to the MTSS or attendance team. The team will compare weekly and monthly attendance to determine whether interventions are improving outcomes.

Action Step #2
Student and Family Attendance Conferences

Person Monitoring:	**By When/Frequency:**
School Counselor, Social Worker, and Grade-Level Administrator	School Counselor, Social Worker, and Grade-Level Administrator

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

The school will meet with students and families to identify barriers, establish measurable attendance goals, and develop individualized attendance-success plans. Family contacts, supports provided, and student progress will be documented and reviewed.

Action Step #3
Monitor Attendance and Academic Impact

Person Monitoring:
MTSS Coordinator and Assistant Principal

By When/Frequency:
Monthly MTSS meetings and quarterly SIP reviews.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The team will compare attendance with course grades, credits, assessment results, behavior, and intervention participation. Supports will be intensified or revised when attendance or academic performance does not improve.

Area of Focus #2

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.

Our Positive Learning Environment Area of Focus is improving teacher retention and recruitment in grades 9–12. During the 2025–2026 school year, the school employed 21 teachers and experienced six staffing losses across reading, physical education, science, ELA, mathematics, and elective courses. As a result, 15 of the original 21 teachers remained, producing a teacher-retention rate of approximately 71.4% and a turnover rate of 28.6%.

Staffing changes across multiple subject areas affected instructional continuity, collaborative planning, course scheduling, student-teacher relationships, and consistent implementation of academic interventions. Departures in reading, ELA, mathematics, and science are particularly concerning because these areas are directly connected to the school's identified achievement priorities, including SWD ELA performance, mathematics learning gains, Grade 10 Geometry, and Grade 10 Biology.

Improving teacher retention and recruiting qualified teachers are crucial to providing stable, standards-aligned Tier 1 instruction, specially designed instruction, intervention services, and consistent progress monitoring. The school will strengthen new-teacher mentoring, instructional coaching, professional learning, staff recognition, early recruitment, and opportunities for teachers to provide feedback regarding working conditions and needed support.

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 beginning of the 2027–2028 school year, the school will increase its teacher-retention rate from approximately 71.4% to at least 85%, reducing annual staffing losses from six positions to no more than three of the school's 21 instructional positions. The school will also fill 100% of instructional vacancies with qualified teachers before the first day of school and ensure that all newly hired teachers participate in the school's induction, mentoring, and instructional-coaching program.

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.

Teacher retention and recruitment will be monitored monthly through staffing and vacancy reports, certification status, recruitment and hiring timelines, mentoring and coaching records, professional-learning participation, teacher surveys, stay interviews, and exit interviews. Data will be reviewed by subject area, years of experience, and reason for departure to identify trends and determine appropriate support.

The administrative team will evaluate progress toward the 85% retention goal quarterly. Teacher feedback will be used to address concerns involving workload, instructional resources, school culture, leadership support, professional learning, and opportunities for professional growth. The school will also monitor how vacancies and staffing changes affect course performance, assessment results, intervention delivery, and progress toward SIP goals.

Person responsible for monitoring outcome

Principal, Assistant Principal, Human Resources Representative, Instructional Coaches, Department Chairs, ESE Coordinator, and New Teacher Mentor.

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:

New Teacher Induction and Mentoring- All newly hired teachers in grades 9–12 will participate in a structured induction and mentoring program. Each new teacher will be assigned a trained mentor who will provide support with curriculum implementation, classroom management, lesson planning, assessment, data analysis, school procedures, and professional responsibilities. Mentors will meet with new teachers at least biweekly and provide classroom observations, modeling, collaborative planning, feedback, and problem-solving support. Implementation will be monitored through mentoring logs, meeting records, classroom walkthroughs, teacher surveys, professional-learning participation, and retention data.

Rationale:

During 2025–2026, the school retained approximately 71.4% of its instructional staff and experienced

six staffing losses among 21 teachers. Structured induction and mentoring will help new teachers build confidence, strengthen instructional practices, develop professional relationships, and successfully adjust to the expectations of the school. Providing consistent support can reduce professional isolation and improve teacher retention.

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

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

Description of Intervention #2:
Stay Interviews and Staff Feedback Cycles-The administrative team will conduct structured stay interviews and staff surveys to identify factors that encourage teachers to remain at the school and concerns that may contribute to turnover. Feedback will address workload, leadership support, instructional resources, school culture, professional learning, recognition, communication, and opportunities for professional growth. The leadership team will analyze feedback by department and years of experience while protecting employee confidentiality. Identified concerns will be addressed through documented improvement actions. Implementation will be monitored through survey participation, stay-interview records, action-plan completion, follow-up feedback, and annual retention data.

Rationale:
Timely teacher feedback allows school leaders to identify and address concerns before they result in resignation. Stay interviews support proactive retention efforts by helping leaders understand teacher needs, strengthen working conditions, and provide differentiated support.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

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

Description of Intervention #3:
Job-Embedded Instructional Coaching- Instructional coaches and department chairs will provide differentiated, job-embedded support based on each teacher’s experience, assignment, and professional needs. Support will include collaborative lesson planning, instructional modeling, co-teaching, classroom observation and feedback, student-data analysis, and assistance with evidence-based instructional practices. Implementation and impact will be monitored through coaching logs, collaborative-planning records, classroom walkthroughs, teacher feedback, professional-learning participation, and student-achievement data.

Rationale:
Ongoing instructional coaching provides teachers with practical support connected to their daily responsibilities. It can improve teacher confidence, instructional effectiveness, and access to professional resources. This support is particularly important in reading, ELA, mathematics, science, and ESE because staffing stability in these areas is directly connected to the school’s academic priorities and ATSI improvement efforts.

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
New Teacher Induction and Mentoring

Person Monitoring:
New Teacher Mentor, Instructional Coaches, and Assistant Principal

By When/Frequency:
End of August 2026 mentors assigned; Monthly meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Each newly hired teacher will receive a trained mentor and participate in structured induction activities. Mentors will provide support with lesson planning, classroom management, curriculum, assessment, data analysis, and school procedures. Mentor logs, new-teacher surveys, walkthrough data, and coaching records will be reviewed monthly. The school will compare participation and feedback with midyear and end-of-year retention data to evaluate impact.

Action Step #2
Early Recruitment and Vacancy Monitoring

Person Monitoring:
Principal and Human Resources Representative

By When/Frequency:
Recruitment begins during the second semester; vacancies and applications reviewed monthly until all positions are filled.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will identify anticipated vacancies early, participate in recruitment events, maintain partnerships with educator-preparation programs, and prioritize qualified candidates in reading, ELA, mathematics, science, ESE, and other critical-need areas. Recruitment will be monitored through the number of applicants, interviews, qualified candidates, certification status, hiring timelines, and unfilled positions. The goal is to fill 100% of instructional vacancies before the first day of school.

Action Step #3
Teacher Stay Interviews and Support Plans

Person Monitoring:
Principal and Assistant Principal

By When/Frequency:
Initial staff survey by September 2026; stay interviews conducted each semester; follow-up reviewed quarterly.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The administrative team will gather feedback from teachers regarding working conditions, workload, leadership support, professional learning, instructional resources, and school culture. The leadership team will identify recurring concerns and develop specific support actions. Progress will be monitored through follow-up surveys, staff participation, action-plan completion, and teacher-retention data.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

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 Read 180. 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).

Beginning in August 2026, the school will strengthen Tier 1 instruction, specially designed instruction, IEP accommodation implementation, READ 180, NWEA MAP Growth monitoring, IXL, Tier 2 and Tier 3 interventions, mathematics tutoring, and collaboration between ESE and general education teachers. Progress will be reviewed biweekly through collaborative planning, monthly through MTSS and ESE meetings, and quarterly through SIP reviews.

Teacher retention and student attendance will also be addressed because both directly affect SWD students' consistent access to instruction, intervention, and ESE services. Structured mentoring, instructional coaching, professional learning, stay interviews, early recruitment, and monthly staffing reviews will support the goal of increasing retention to at least 85%. Attendance will be monitored weekly through EWS reports, with student conferences, family outreach, individualized attendance plans, counseling, mentoring, and community referrals provided as needed. The leadership team will examine attendance, staffing stability, intervention delivery, and SWD achievement data together to determine whether resources should be continued, intensified, or revised.

VII. Budget to Support Areas of Focus

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

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

Broward County Public Schools

AVANT GARDE ACADEMY FOUNDATION K8

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 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 18

III. Planning for Improvement 19

IV. Positive Learning Environment 27

V. Title I Requirements (optional) 30

VI. ATSI, TSI and CSI Resource Review 33

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

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

Nabile Hernandez

nhernandez@agabroward.org

Position Title

School 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
Stephanya Renauld

srenauld@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
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.

Leadership Team Member #4

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.

Leadership Team Member #5

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
Collaborate with general education teachers to promote inclusive practices and LRE (LeastRestrictive 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
Communicate effectively with families to explain ESE services, procedural rights, and available supports under Florida law.

Leadership Team Member #6

Employee's Name
Ashlea Vice

avice@agabroward.org

Position Title
School Counselor

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
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
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 Improvement Plan (SIP) was developed through a collaborative process that included input from the school leadership team, teachers, school staff, parents and families, the School Advisory Council (SAC), and community representatives. School performance data, including student achievement, attendance, behavior, and school climate information, was shared with stakeholders to identify strengths and areas for improvement. Stakeholders had the opportunity to review the proposed goals, strategies, and action steps, provide feedback, and recommend revisions. Their input was considered and incorporated, as appropriate, into the final School Improvement Plan. The School Advisory Council reviewed the revised plan prior to its final approval. Throughout the school year, stakeholders will continue to monitor implementation, review progress toward goals, and provide recommendations to support continuous school 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)).

The School Improvement Plan (SIP) will be monitored regularly through data chats, classroom walkthroughs, and collaborative planning to ensure strategies are being implemented effectively and are supporting student growth. Student progress will be monitored using FAST progress monitoring, i-Ready data, formative asessments, and other progress-monitoring tools. Teachers will meet through Professional Learning Communities (PLCs) to review student data, identify areas of need, and adjust instruction and interventions to better support student learning. School leaders will monitor classroom implementation through walkthroughs and observations focused on SIP priorities. Feedback from these observations will be used to provide support, coaching, and professional development as needed.

Stakeholder feedback will be collected through SAC meetings, staff discussions, family surveys, and engagement opportunities. The leadership team will review SIP progress throughout the year and make adjustments based on data and stakeholder feedback to ensure continuous improvement and support student achievement.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**68.1%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **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.*	**2025-26: C** **2024-25:** **2023-24:** **2022-23:** **2021-22:**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	38	33	20							91
Absent 10% or more school days	13	14	7							34
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)	11	16	14							41
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	5	5							12

Current Year 2026-27

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	39	37	19							95
Absent 10% or more school days	8	7	6							21
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment		12	20							32
Level 1 on statewide Math assessment		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
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			1							1
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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	53	67	64		66	61		60	58
Grade 3 ELA Achievement	50	68	64		65	62		62	59
ELA Learning Gains	65	63	62		64	61		61	59
ELA Lowest 25th Percentile	58	56	55		60	55		56	54
Math Achievement*	58	66	64		64	62		60	59
Math Learning Gains	43	60	61		61	60		62	61
Math Lowest 25th Percentile	43	53	52		56	53		60	56
Science Achievement	55	61	60		60	57		55	54
Social Studies Achievement*		77	77		75	74		73	72
Graduation Rate		74	77		68	72		68	71
Middle School Acceleration		80	79		77	75		73	71
College and Career Acceleration		59	61		53	56		49	54
Progress of ELLs in Achieving English Language Proficiency (ELP)				50	60	61		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)

2025-26 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	1
Total Points Earned for the FPPI	425
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
53%	50%					

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	1	
English Language Learners	50%	No		
Black/African American Students	46%	No		
Hispanic Students	54%	No		
White Students	53%	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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	53%	50%	65%	58%	58%	43%	43%	55%					
Students With Disabilities	24%	27%	47%	50%	36%	38%	35%	31%					
English Language Learners	43%	40%	65%	59%	57%	45%	47%	46%					
Black/African American Students	56%	64%	51%		47%	23%	20%	61%					
Hispanic Students	52%	49%	66%	67%	58%	46%	50%	45%					
White Students	52%	42%	67%	52%	64%	45%	35%	70%					
Economically Disadvantaged Students	51%	46%	61%	47%	52%	35%	24%	54%					

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?

From the 2024–2025 to the 2025–2026 school year, ELA proficiency improved in both Kindergarten and 1st grade. Kindergarten ELA proficiency increased from 38% to 50%, representing a 12 percentage-point increase. First grade ELA proficiency also improved, increasing from 5% to 27%, representing a 22 percentage-point increase.

To support this improvement, the school provided professional learning on effective teaching practices, held weekly PLCs to review data and share instructional strategies, followed the pacing guide to ensure standards were taught, and provided targeted remediation for students who needed additional support. Teachers also implemented academic vocabulary strategies, such as explicit vocabulary instruction, the use of visuals, and structured student discussions, to help students access grade-level content. Administrators conducted regular walkthroughs to monitor instruction and provide feedback to support consistent implementation.

Lowest Performance

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

Overall, the data component with the lowest performance during both the 2024–2025 and 2025–2026 school years was 2nd grade ELA proficiency. In the 2024–2025 school year, 2nd grade earned 16% proficiency. In the 2025–2026 school year, 0% of students were proficient in ELA, with all reporting categories demonstrating 0% proficiency.

Among Students with Disabilities (SWD) in 2nd grade, only 1 out of 5 students met proficiency in ELA. In comparison, 2 out of 4 SWD students met proficiency in Math.

These results indicate that foundational literacy skills, vocabulary development, comprehension, and the ability to apply reading strategies across multiple text types continue to be areas of need. Additionally, students demonstrate a need for continued support in foundational math skills, problem-solving, and applying mathematical concepts to grade-level tasks.

A contributing factor to the low performance is that many students have foundational skill gaps, and English is not their first language. As a result, students require additional language supports to access grade-level content, including academic vocabulary in both ELA and Math, making it more challenging to close achievement gaps despite the interventions and supports provided. The high rate

of chronic absenteeism has also contributed to the low performance by limiting students' access to consistent instruction, interventions, and academic support.

Greatest Decline

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

From the 2024–2025 to the 2025–2026 school year, overall Math proficiency in Kindergarten and 1st grade declined. The greatest decrease was observed in Kindergarten Math proficiency, which dropped from 53% to 38%, representing a 15 percentage-point decline. First grade Math proficiency also decreased, from 32% to 26%, representing a 6 percentage-point decline. Among Students with Disabilities (SWD), 40% of students met Math proficiency. These results indicate a need for targeted instructional support in early mathematics to strengthen foundational skills and improve student achievement. A contributing factor to the decline in Math proficiency is that many students entered school with limited foundational math skills and varying levels of school readiness. Additionally, a large percentage of students are English Language Learners and require additional language supports to access mathematical vocabulary and concepts while developing early numeracy skills. Finally, a high rate of chronic absenteeism has also contributed to the low performance by limiting students' access to consistent instruction and academic support.

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 schoolwide gap when compared to the state average was 2nd grade ELA proficiency, which was 54 percentage points below the state average. This was followed by Math proficiency, which was 22 percentage points below the state average. A contributing factor to the low performance is that many students have foundational skill gaps because English is not their first language. As a result, they require additional language supports to access grade-level content, making it more challenging to close achievement gaps despite the interventions and supports provided. Another contributing factor was chronic absenteeism, which limited students' access to consistent instruction, interventions, and academic support.

EWS Areas of Concern

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

During the 2025–2026 school year, 34 students in grades K–2 were absent 10% or more of the school year, representing 37% of students in those grades. Among Students with Disabilities (SWD), 40% were chronically absent. Additionally, 41 students in grades K–2 demonstrated a substantial reading deficiency, representing 45% of students. Among SWD students, 40% demonstrated

substantial reading deficiency. Based on the Early Warning System (EWS) data, the two primary areas of concern are student attendance, as 40% of them were absent 10% or more of the school year, and substantial reading deficiency, as 40% fall into this category.

Highest Priorities

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

As related to Students with Disabilities, our priorities for school improvement are:
1. Decrease chronic absenteeism for SWD. The data shows an alarming percentage of chronic absenteeism for Students with Disabilities
2. I Decrease the percentage of SWD students demonstrating a substantial reading deficiency by increasing teachers' capacity through focused professional development on effective ELA instructional practices, targeted interventions, and strategies to support SWD students in developing foundational reading skills and accessing grade-level standards.
3. Increase Math proficiency for SWD by increasing the pedagogical capacity of teachers by providing focused professional development related to effective instructional practices, especially concerning SWD.

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 is to decrease the percentage of Students with Disabilities (SWD) demonstrating a substantial reading deficiency at Avant Garde Academy Foundation. Based on the Early Warning System (EWS) data, 40% of SWD students were identified as demonstrating a substantial reading deficiency. The data indicates a need to strengthen ELA instruction, provide targeted interventions, and increase opportunities for SWD students to access grade-level standards in order to improve reading skills and academic 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.

Decrease the percentage of Students with Disabilities (SWD) demonstrating a substantial reading deficiency from 40% to 20% by May 2027, as measured by the EWS report.

Monitoring

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

1. The school will provide extended learning opportunities to increase academic support and improve outcomes for SWD students.
2. ESE facilitators will provide standards-based instruction using the district-approved curriculum to support SWD students in meeting grade-level expectations.
3. ESE team will meet monthly to review student data, monitor progress, and adjust supports as needed.
4. The school will provide professional development focused on the effective implementation of accommodations aligned to the IEP and instructional strategies to support SWD student learning in Tier 1 data driven/differentiated instruction.
5. Teachers will provide data-driven, differentiated Tier 1 instruction to address the individual needs of

SWD students.

6. Administrators will conduct classroom walkthroughs to ensure instructional practices are aligned to the needs of SWD students.

Person responsible for monitoring outcome

Principal: Nabile Hernandez Assistant Principal: Stephanya Renauld Instructional Coach: Rossy Savinon ESE Specialist: Noralis Dilan

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 focus on implementing data-driven, differentiated Tier 1 instruction with fidelity to support SWD students in accessing grade-level standards and improving academic outcomes. Professional development sessions will be provided to strengthen effective Tier 1 instructional practices that address the specific learning needs of SWD students. The administrative team will monitor the implementation of strategies shared during professional development through classroom walkthroughs and observations to ensure instructional practices are effectively supporting SWD students' academic growth.

Rationale:

Based on the data, 40% of Students with Disabilities (SWD) demonstrated a substantial reading deficiency. This area was identified as a priority through the Early Warning System (EWS) data. Strengthening differentiated Tier 1 instruction, providing targeted interventions, and ensuring consistent support will help address learning gaps and improve reading outcomes for SWD 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

The school will provide professional development focused on Tier 1 differentiated instruction to support teachers in meeting the needs of SWD students.

Person Monitoring:

Rossy Savinon

By When/Frequency:

By October 2026

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

This action will be monitored through classroom walkthroughs, reviews of instructional practices, and

analysis of student progress data. The administrative team will use walkthrough findings and student performance results to evaluate the fidelity of differentiated instruction implementation, provide targeted feedback, and identify additional supports needed to improve outcomes for SWD students.

Action Step #2
The school will provide professional development focused on implementing accommodations aligned with IEP requirements.

Person Monitoring:
Noralis Dilan

By When/Frequency:
By September 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The action will be monitored the implementation and effectiveness of accommodations through classroom walkthroughs, lesson plan reviews, and student work reviews. Teachers will receive feedback and support to ensure accommodations are being provided with fidelity. Student performance data, including assessment results, progress monitoring data, and IEP goal progress, will be reviewed regularly to determine whether implemented accommodations are positively impacting SWD students' academic outcomes.

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 area of focus is to improve Math proficiency among Students with Disabilities (SWD) by strengthening foundational math skills, mathematical reasoning, and the ability to apply grade-level concepts. Based on the 2025–2026 data, only 40% of SWD students met Math proficiency, identifying Math achievement as an area of need. Kindergarten and 1st grade students demonstrated declines in Math proficiency from the previous school year, with Kindergarten decreasing from 53% to 38% and 1st grade decreasing from 32% to 26%. This area of focus was identified through the review of FAST assessment data and subgroup performance trends. The data showed a need to strengthen Math instruction, provide targeted support, and increase opportunities for SWD students to access grade-level standards and improve academic 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.

Increase Math proficiency for SWD students in grades 3-5 from 40% to 60% on the PM3 FAST assessment by May 2027.

Monitoring

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

1. ESE facilitators will provide standards-based instruction using the district-approved curriculum to support SWD students in meeting grade-level expectations.
2. The ESE team will meet monthly to review student data, monitor progress, and adjust supports as needed.
3. The school will provide professional development focused on the effective implementation of accommodations aligned to IEPs, instructional strategies to support SWD student learning, and data-driven differentiated Tier 1 instruction.
4. Teachers will participate in professional development focused on effective instructional practices, differentiation strategies, and interventions to support the academic needs of SWD students.
5. Teachers will provide data-driven, differentiated Tier 1 instruction to address the individual needs of SWD students.
6. Administrators will conduct classroom walkthroughs to ensure instructional practices are aligned to the needs of SWD students.

Person responsible for monitoring outcome

Principal: Nabile Hernandez Assistant Principal: Stephanya Renauld Instructional Coach: Stephanie Sanchez ESE Specialist: Noralis Dilan

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 focus on implementing targeted small-group Math instruction to provide SWD students with additional opportunities to strengthen grade-level skills, address learning gaps, and improve academic outcomes. Instruction will be guided by student data and monitored through classroom walkthroughs to ensure student needs are being met.

Rationale:

Targeted small-group Math instruction was identified as a necessary strategy based on FAST assessment data and subgroup performance trends showing a need for additional support among SWD students. Providing instruction in smaller groups allows teachers to address specific skill gaps, provide individualized support, and reteach foundational concepts based on student needs. Regular monitoring through student data reviews and classroom walkthroughs will ensure that instruction remains aligned to student needs and supports improved Math achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:
The school will provide ongoing professional development to strengthen teachers' instructional practices and support the academic needs of SWD students. Training will focus on differentiated instruction, effective implementation of accommodations, data-driven instruction, and strategies to support student access to grade-level standards. Professional learning will be aligned to student needs and supported through coaching, collaboration, and classroom walkthroughs to ensure effective implementation.

Rationale:
Based on FAST assessment data and SWD subgroup performance trends, teachers need continued support in implementing effective instructional practices to meet the academic needs of SWD students. Providing professional development focused on differentiated instruction, accommodations, and data-driven practices will help teachers better address individual skill gaps and provide students with access to grade-level standards. Ongoing professional learning will increase teacher capacity and support improved academic outcomes for SWD 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
The school will provide professional development focused on B.E.S.T. Standard Alignment and effective math instructional practices to strengthen Tier 1 instruction for SWD students.

Person Monitoring:	**By When/Frequency:**
Stephanie Sanchez	October 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The administrative team and instructional coaches will monitor implementation through classroom walkthroughs, coaching cycles, lesson plan reviews, and observations of math instruction. Feedback from coaching sessions, walkthrough data, and student performance on progress monitoring and math assessments will be used to evaluate the effectiveness of instructional practices and determine additional coaching and support needed to improve math outcomes for SWD students.

Action Step #2
The school will provide professional development focused on targeted differentiated instruction to support teachers in meeting the needs of SWD students.

Person Monitoring:	**By When/Frequency:**
Stephanie Sanchez	Bi-Weekly classroom walkthroughs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
This action will be monitored through classroom walkthroughs, reviews of instructional practices, and analysis of student progress data. The administrative team will use walkthrough findings and student performance results to evaluate the fidelity of differentiated instruction implementation, provide

targeted feedback, and identify additional supports needed to improve outcomes for SWD students.

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.

For the 2026–2027 school year, Avant Garde Academy Foundation has identified chronic absenteeism as an area of focus for Students with Disabilities (SWD) in grades K–2. Based on attendance data, 40% of K–2 SWD students were chronically absent. Regular attendance is essential for student success and mastery of grade-level standards. This area was identified through the review of attendance data, which showed a need to improve student attendance through consistent monitoring, family engagement, and targeted supports to increase student attendance and 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 chronic absenteeism among Students with Disabilities (SWD) from 40% to 20% by May 2027, as measured by the Early Warning System (EWS) Report.

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 toward reducing chronic absenteeism will be monitored through monthly leadership team reviews of grade-level attendance data to identify trends, monitor students at risk, and evaluate the effectiveness of attendance interventions. The school will implement schoolwide attendance initiatives, including regular parent communication, attendance incentives, and student recognition programs to promote consistent attendance. School, district, and state attendance policies will be reviewed and shared with students and families throughout the year to reinforce attendance expectations. Monitoring data will be used to adjust interventions, provide targeted support, and improve student attendance outcomes.

Person responsible for monitoring outcome

Ashlea Vice, School Counselor Stephanya Renauld: 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:

For the 2026–2027 school year, Avant Garde Academy has identified chronic absenteeism as an area of focus for SWD students. By focusing on consistent monitoring, family engagement, and training for parents and teachers on attendance policies and expectations, the school can identify attendance concerns early, address barriers, and encourage positive attendance habits.

Rationale:

Chronic absenteeism was identified as an area of focus based on attendance data showing that 40% of SWD students were chronically absent. Frequent absences limit students' access to consistent instruction, interventions, and academic support, which can impact their ability to meet grade-level expectations. Focusing on consistent attendance monitoring, family engagement, and training for parents and teachers on attendance policies and expectations will help ensure attendance concerns are identified early, barriers are addressed, and students develop positive attendance habits to support academic 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

Monitor attendance data monthly to identify students with attendance concerns and review grade-level trends.

Person Monitoring:

Ashlea Vice

By When/Frequency:

Monthly

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

The school counselor will review weekly attendance reports to identify SWD students who are at risk of chronic absenteeism based on attendance trends. The counselor will maintain an attendance tracker for identified SWD students and monitor progress throughout the school year. The school will implement attendance incentives and recognition opportunities to encourage improved attendance among identified SWD students. Students who demonstrate attendance improvement or meet attendance goals will be recognized through classroom and schoolwide incentives. The counselor will review attendance data with the leadership team during monthly attendance meetings to monitor progress, identify trends, and adjust supports for SWD students as needed.

Action Step #2

School, district, and state attendance policies will be reviewed and shared with students and families throughout the year to reinforce attendance expectations.

Person Monitoring:
Ashlea Vice

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 share attendance policy information with families through parent newsletters, school communications, and school events to reinforce attendance expectations and the importance of consistent attendance. The school will hold parent meetings for families with attendance concerns to review attendance policies, discuss barriers, and provide available support resources. Teachers will review attendance expectations and the impact of absenteeism on student learning during staff meetings to ensure consistent messaging and support for students. The counselor, teachers, and leadership team will collaborate to identify attendance concerns and provide families with reminders, resources, and support 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 ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

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

Avant Garde Academy Foundation 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.
• 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

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 will use FAST assessment data, i-Ready data, classroom assessments, student work samples, attendance reports, and progress monitoring data to address the identified areas of focus. These resources will support data-driven decision-making, help identify student needs, and guide instructional strategies and attendance supports.
The areas of focus were identified through the review of prior and current year data, which showed a need to improve reading skills and increase student attendance. Data showed K-2 students had

substantial reading deficiency, and 34 students in grades K-2 had attendance below 90%. These resources will be used to monitor progress, adjust supports, and improve student outcomes.

VII. Budget to Support Areas of Focus

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

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

Broward County Public Schools

SOMERSET PREP ACADEMY AT N LAUDERDALE

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 13

D. Early Warning Systems 14

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 39

V. Title I Requirements (optional) 45

VI. ATSI, TSI and CSI Resource Review 50

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

At Somerset Prep North Lauderdale, our mission is to inspire every student to achieve academic excellence, develop strong character, and become confident, lifelong learners. Through a safe, inclusive, and engaging learning environment, we empower students to think critically, lead with integrity, and make meaningful contributions to their communities and the world.

Provide the school's vision statement

Somerset Prep North Lauderdale envisions a future where every student is equipped with the knowledge, skills, character, and resilience to thrive in high school, college, career, and life. We strive to be a premier K–8 charter school recognized for academic excellence, innovation, strong family partnerships, and a culture that nurtures leadership, citizenship, and a passion for lifelong learning.

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

Donyale McGhee

dmcghee@somersetprep.com

Position Title

Principal

Job Duties and Responsibilities

As the Principal, Mrs. McGhee will serve as the chief instructional and organizational leader

responsible for ensuring that the School Improvement Plan drives every aspect of the school's academic and operational success by:

- Leading the development, implementation, and continuous evaluation of the School Improvement Plan.
- Establishing a shared vision focused on academic excellence, equity, and continuous improvement.
- Monitoring student achievement and school performance through comprehensive data analysis.
- Supervising and supporting administrators, teachers, and staff to improve instructional effectiveness.
- Building leadership capacity through coaching, collaboration, and professional learning.
- Ensuring implementation of evidence-based instructional practices and intervention programs.
- Allocating resources strategically to support school improvement priorities.
- Fostering a positive school culture that promotes student achievement, attendance, engagement, and well-being.
- Strengthening partnerships with families, governing board members, and community stakeholders.
- Ensuring compliance with charter, district, state, federal, and accreditation requirements while maintaining accountability for measurable student outcomes.

Ultimately, her responsibility is to ensure that the School Improvement Plan serves as the school's guiding framework for continuous improvement, driving instructional excellence, operational effectiveness, and equitable opportunities for all students. Through collaborative leadership, strategic planning, data-informed decision-making, and accountability.

Leadership Team Member #2

Employee's Name
Dr. Kionnie Maura

kmaura@somersetprep.com

Position Title
Vice Principal

Job Duties and Responsibilities

The Vice-Principal will serve as the implementation leader for the School Improvement Plan by:

- Leading data-driven decision-making.
- Monitoring progress toward measurable goals.

- Supporting high-quality instruction.
- Coordinating professional development.
- Holding staff accountable for implementation.
- Communicating progress with stakeholders.
- Ensuring continuous evaluation and refinement of improvement strategies.
- Promoting collaboration and shared ownership of student achievement.

Ultimately, the Vice-Principal will ensure that the School Improvement Plan is not merely a compliance document but a dynamic framework that guides daily instructional decisions, improves teaching practices, and results in measurable gains in student learning and overall school performance.

Leadership Team Member #3

Employee's Name
Chimere Nesbitt

cnesbitt@somersetprep.com

Position Title
K-5 Assistant Principal

Job Duties and Responsibilities

As the Elementary Assistant Principal (Grades K–5), Mrs. Nesbitt will serve as an instructional and operational leader responsible for supporting the successful implementation of the School Improvement Plan by:

Assisting in the development, implementation, and monitoring of the School Improvement Plan.
Supporting high-quality instruction and evidence-based teaching practices across all elementary grade levels.
Analyzing student achievement, attendance, and behavioral data to guide instructional decisions.
Conducting classroom observations and providing meaningful feedback to improve teaching and learning.
Supporting intervention and enrichment programs that meet the diverse needs of all students.
Facilitating professional learning and collaborative planning to build teacher capacity.
Promoting a safe, positive, and inclusive school climate that supports academic success and student well-being.
Building strong partnerships with families and community stakeholders to enhance student achievement.
Assisting with daily school operations while ensuring compliance with district, state, and federal requirements.

Monitoring implementation of School Improvement Plan initiatives and recommending improvements based on measurable outcomes.

Ultimately, her responsibility will be to ensure that the School Improvement Plan is implemented effectively throughout the elementary school, creating a collaborative learning environment where high-quality instruction, strong leadership, and data-driven decision-making result in improved student achievement, positive school culture, and success for every child in grades K–5.

Leadership Team Member #4

Employee's Name
Najuma McKnight

nmcknight@somersetprep.com

Position Title
Literacy Coach

Job Duties and Responsibilities

As the Literacy Coach (Grades 6–12), Mrs. McKnight will serve as the instructional leader responsible for ensuring that the literacy goals outlined in the School Improvement Plan are effectively implemented and result in measurable improvements in teaching and student learning by:

Leading school-wide literacy initiatives across all content areas.
Analyzing literacy data to guide instructional decisions and monitor student growth.
Coaching teachers to strengthen literacy instruction and improve classroom practices.
Facilitating professional learning that builds teacher expertise in evidence-based literacy strategies.
Monitoring implementation of School Improvement Plan literacy goals and action steps.
Supporting literacy interventions and enrichment opportunities for diverse learners.
Collaborating with administrators, teachers, families, and stakeholders to promote a culture of literacy.
Evaluating instructional effectiveness through ongoing progress monitoring and continuous improvement.

Ultimately, her responsibility is to ensure that the literacy components of the School Improvement Plan are implemented with fidelity, empowering teachers with effective instructional practices and ensuring that all students in grades 6–12 develop the reading, writing, speaking, and critical thinking skills necessary for academic success, graduation, and college and career readiness.

Leadership Team Member #5

Employee's Name

Sebrina Marshall

sebrinamarshall@somersetprep.com

Position Title
6-12 Instructional Coach Math/Science

Job Duties and Responsibilities

As the Curriculum Coach for Mathematics and Science in (Grades 6-12), Ms. Marshall will serve as the instructional leader responsible for ensuring that the School Improvement Plan translates into effective classroom practices and improved student achievement by:

- Leading curriculum alignment and instructional improvement in mathematics and science.
- Analyzing achievement data to drive instructional decisions.
- coaching teachers to improve instructional effectiveness.
- Facilitating professional learning and collaborative planning.
- Monitoring implementation of School Improvement Plan goals and action steps.
- Supporting intervention and enrichment programs based on student needs.
- Evaluating instructional effectiveness through ongoing data analysis.
- Collaborating with administrators and stakeholders to sustain continuous school improvement.

Ultimately, her role is to ensure that the mathematics and science components of the School Improvement Plan are implemented effectively, resulting in high-quality instruction, increased teacher capacity, and measurable gains in student achievement.

Leadership Team Member #6

Employee's Name
Andre Blake

andre.blake@somersetprep.com

Position Title
Instructional Coach Social Science

Job Duties and Responsibilities

As the Instructional Leader, Mr. Blake will serve as the school leader responsible for improving student behavior, attendance, and overall engagement by:

- Leading the implementation and monitoring of the behavior and attendance components of the School Improvement Plan.
- Coordinating the development, implementation, and progress monitoring of Behavior

Intervention Plans (BIPs).
- Monitoring attendance data and implementing interventions to reduce chronic absenteeism and improve student attendance.
- Analyzing behavioral and attendance data to guide school-wide decision-making.
- Supporting teachers with evidence-based behavior management strategies and intervention planning.
- Facilitating professional learning focused on behavior, attendance, PBIS, restorative practices, and student engagement.
- Collaborating with administrators, teachers, counselors, families, and community agencies to remove barriers to student success.
- Monitoring the effectiveness of interventions and recommending adjustments based on student performance data.
- Promoting a positive, safe, and supportive school climate that encourages consistent attendance, positive behavior, and academic achievement.

Ultimately, his responsibility is to ensure that the behavior and attendance components of the School Improvement Plan are implemented with fidelity, that Behavior Intervention Plans (BIPs) are effectively developed and monitored, and that school-wide attendance and behavioral initiatives lead to measurable improvements in student engagement, school climate, and academic success.

Leadership Team Member #7

Employee's Name
Camille Clair

cclair@somersetprep.com

Position Title
Instructional Coach K-5

Job Duties and Responsibilities

As the Literacy Coach
(Grades K-5), Ms. Claire will serve as the instructional leader responsible for ensuring that the literacy goals outlined in the School Improvement Plan are effectively implemented and result in measurable improvements in teaching and student learning by:

- Leading school-wide literacy initiatives across all content areas.
- Analyzing literacy data to guide instructional decisions and monitor student growth.
- Coaching teachers to strengthen literacy instruction and improve classroom practices.
- Facilitating professional learning builds teacher expertise in evidence-based literacy strategies.

- Monitoring implementation of School Improvement Plan literacy goals and action steps.
- Supporting literacy interventions and enrichment opportunities for diverse learners.
- Collaborating with administrators, teachers, families, and stakeholders to promote a culture of literacy.
- Evaluating instructional effectiveness through ongoing progress monitoring and continuous improvement.

Ultimately, her responsibility is to ensure that the literacy components of the School Improvement Plan are implemented with fidelity, empowering teachers with effective instructional practices and ensuring that all students in grades k–5 develop the reading, writing, speaking, and critical thinking skills necessary for academic success and promotion.

Leadership Team Member #8

Employee's Name
Traci Cole

tcole@somersetprep.com

Position Title
ESE Specialist

Job Duties and Responsibilities

As the Exceptional Student Education (ESE) Specialist, Ms. Cole's primary responsibility is to ensure that students with disabilities receive a Free Appropriate Public Education (FAPE) through high-quality instruction, individualized support, and compliance with federal, state, and local special education requirements. She will collaborate with administrators, teachers, related service providers, families, and community stakeholders to implement the exceptional student education goals outlined in the School Improvement Plan (SIP). Her role includes overseeing the development and implementation of Individualized Education Programs (IEPs), monitoring student progress, ensuring compliance, and providing instructional support to improve academic achievement and postsecondary outcomes for students with disabilities. She will assist in the development and implementation of behavior plans, BIPs for students who rewuire additional behavioral support.

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.

Stakeholder Involvement in the School Improvement Plan (SIP) Development Process
The development of the School Improvement Plan (SIP) is a collaborative, data-driven process that actively engaged a broad range of stakeholders to ensure that the plan reflects the needs, priorities, and goals of the entire school community. Throughout the planning process, stakeholders will review multiple sources of student performance data, identify areas of strengths and needs, establish measurable goals, and contribute to the development of evidence-based strategies and action steps. Their ongoing participation will promote shared ownership, transparency, and accountability for improving student outcomes.

School Leadership Team
The School Leadership Team, consisting of the principal, assistant principals, instructional coaches, department chairs, ESE specialist, school counselor, behavior and attendance coordinator, and other instructional leaders, will facilitate the overall development of the School Improvement Plan. The leadership team will analyze school-wide academic, attendance, behavior, and climate data to identify priority areas for improvement. Team members will collaborate to establish measurable goals, determine evidence-based instructional strategies, allocate resources, and develop monitoring systems to evaluate implementation throughout the school year.

Teachers and School Staff
Teachers and instructional staff will play a critical role in the development of the SIP through participation in Professional Learning Communities (PLCs), grade-level and department meetings, faculty meetings Staff members will review student achievement data, identified instructional strengths and challenges, and provided recommendations for curriculum, intervention, professional development, and instructional support. Their feedback directly informed the development of instructional goals, professional learning priorities, and action plans designed to improve student achievement across all content areas.
Parents and Families
Parents and families were invited to participate through School Advisory Council (SAC) meetings, parent surveys, family engagement events, and school forums. Families provided valuable input regarding student learning, communication, school climate, academic support, and family engagement opportunities. Survey results and stakeholder feedback were analyzed and incorporated into the School Improvement Plan to strengthen home-school partnerships, improve communication, and increase family involvement in supporting student success.
Students (Secondary Schools)
Students in grades 6–12 participated through student leadership organizations, focus groups,

surveys, classroom discussions, and advisory meetings. Students shared their perspectives regarding school climate, instructional practices, academic support, safety, engagement, attendance, and extracurricular opportunities. Their input helped identify barriers to learning and informed the development of strategies designed to improve student engagement, school culture, attendance, and academic achievement.

Business and Community Partners

Business leaders, community organizations, postsecondary institutions, and other community stakeholders contributed through advisory meetings, partnership discussions, and collaborative planning sessions. Their input supported the development of initiatives related to career exploration, college readiness, mentoring, student wellness, community resources, internships, and workforce development. Community partnerships also identified opportunities to provide additional academic, social-emotional, and family support services.

School Advisory Council (SAC)

The School Advisory Council (SAC), composed of administrators, teachers, educational support staff, parents, students (middle/High), business representatives, and community members, served as the primary stakeholder body for reviewing and approving the School Improvement Plan. The SAC reviewed school performance data, discussed school priorities, evaluated proposed goals and strategies, and provided recommendations throughout the planning process. The council ensured that the School Improvement Plan reflected the diverse perspectives and needs of all stakeholder groups while maintaining compliance with the requirements of 20 U.S.C.
6314(b)(2), ESEA Section 1114(b)(2).

Use of Stakeholder Input

Stakeholder feedback was systematically reviewed and used to:

- Identify school strengths, challenges, and root causes affecting student achievement.
- Establish measurable academic, attendance, behavior, and school climate goals.
- Select evidence-based instructional strategies and intervention programs.
- Prioritize professional development based on teacher and student needs.
- Strengthen family engagement and communication practices.
- Expand community partnerships that support student learning and well-being.
- Develop progress-monitoring procedures to evaluate implementation and measure effectiveness throughout the school year.

The School Improvement Plan is viewed as a living document that is continuously monitored and revised based on student performance data and ongoing stakeholder feedback. The collaborative planning process fosters shared responsibility, continuous improvement, and a collective commitment to ensuring that all students achieve academic success and are prepared for college, career, and

lifelong learning.

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)).

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 will be monitored throughout the 2026–2027 school year to ensure that identified strategies are implemented with fidelity and positively affect student achievement. The administrative team, instructional coaches, ESE personnel, MTSS team, and teacher leaders will review implementation and student-outcome data during biweekly collaborative planning meetings, monthly leadership meetings, and quarterly SIP reviews.

Student achievement data will be disaggregated by grade level, subject area, subgroup, and individual student, with particular attention given to Students with Disabilities, Grade 3 ELA students, and students in the mathematics Lowest 25th Percentile. Monitoring evidence will include statewide progress-monitoring results, diagnostic and common formative assessments, student work, intervention data, IEP progress, classroom walkthroughs, lesson plans, attendance, behavior, and intervention-fidelity records. Progress and growth towards standards mastery will be demonstrated by student achievement results on Read 180, IXL, i-Ready and FAST PM1, PM2, and PM3 testing. Teams will compare results with established benchmarks and measurable outcomes to determine whether students are making sufficient progress toward meeting state academic standards.

When data indicate that an action step is not being implemented consistently or is not producing the desired impact, the school will identify the underlying barrier and revise the plan accordingly. Revisions may include additional professional learning, instructional coaching, adjusted student groupings, increased intervention frequency or duration, reallocation of resources, or selection of a

more appropriate evidence-based intervention.

Stakeholder feedback will be gathered through faculty meetings, School Advisory Council meetings, parent and family engagement activities, student input, surveys, and collaborative planning sessions. The leadership team will use this feedback, together with implementation and achievement data, to evaluate progress and make necessary revisions. Updates will be communicated to stakeholders to maintain transparency, shared accountability, and continuous improvement.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**99.4%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **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.*	**2025-26: B** **2024-25: B** **2023-24: B** **2022-23: C** **2021-22: B**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	45	62	73	74	60	65	120	113	111	723
Absent 10% or more school days	4	6	6	7	7	8	5	3	10	56
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	8	3	5	8	15	13	52
Course failure in Math	0	0	0	7	5	8	4	21	15	60
Level 1 on statewide ELA assessment	0	0	0	16	9	12	19	20	19	95
Level 1 on statewide Math assessment	0	0	0	13	15	11	19	20	21	99
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 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	11	8	10	10	18	16	73

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	10	16	7	2	1	1	1	38
Students retained two or more times	0	0	0	1	2	2	3	6	6	20

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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					2	5	3	3	4	17
Course failure in English Language Arts (ELA)										0
Course failure in Math		1	4	1		1	3	4	4	18
Level 1 on statewide ELA assessment	1	2	3	8	5	7	1		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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	[]	[]	[]	[]	[]	[]	[]	[]	[]	0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		1		2						3
Students retained two or more times			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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	54	67	64	53	66	61	50	60	58
Grade 3 ELA Achievement	39	68	64	47	65	62	38	62	59
ELA Learning Gains	62	63	62	58	64	61	62	61	59
ELA Lowest 25th Percentile	56	56	55	58	60	55	54	56	54
Math Achievement*	56	66	64	60	64	62	58	60	59
Math Learning Gains	63	60	61	65	61	60	67	62	61
Math Lowest 25th Percentile	51	53	52	59	56	53	69	60	56
Science Achievement	51	61	60	46	60	57	40	55	54
Social Studies Achievement*	85	77	77	49	75	74	70	73	72
Graduation Rate		74	77		68	72		68	71
Middle School Acceleration	81	80	79	75	77	75	63	73	71
College and Career Acceleration		59	61		53	56		49	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					60	61		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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	598
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
60%	57%	56%	50%	54%	29%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	40%	Yes	5	
English Language Learners	54%	No		
Black/African American Students	60%	No		
Hispanic Students	59%	No		
Economically Disadvantaged Students	60%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	54%	39%	62%	56%	56%	63%	51%	51%	85%	81%			
Students With Disabilities	15%		42%	50%	20%	48%	45%	20%	83%				
English Language Learners	44%	37%	58%	43%	50%	62%	52%	44%	77%	69%			
Black/African American Students	54%	38%	62%	63%	53%	61%	45%	51%	88%	83%			
Hispanic Students	53%	36%	61%	48%	60%	68%	63%	48%	83%	74%			
Economically Disadvantaged Students	54%	38%	62%	56%	56%	63%	51%	50%	85%	80%			

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%

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	37%	64%	-27%	60%	-23%
ELA	4	52%	65%	-13%	60%	-8%
ELA	5	55%	67%	-12%	61%	-6%
ELA	6	50%	68%	-18%	62%	-12%
ELA	7	64%	67%	-3%	62%	2%
ELA	8	54%	63%	-9%	60%	-6%
Math	3	29%	73%	-44%	66%	-37%
Math	4	68%	72%	-4%	65%	3%
Math	5	57%	69%	-12%	62%	-5%
Math	6	46%	63%	-17%	60%	-14%
Math	7	63%	66%	-3%	53%	10%
Math	8	45%	47%	-2%	61%	-16%
Science	5	51%	63%	-12%	60%	-9%
Science	8	49%	49%	0%	52%	-3%
Civics	7	83%	78%	5%	77%	6%
Algebra	8	82%	83%	-1%	84%	-2%
Civics	8	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	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?

Social Studies Achievement showed the greatest improvement, increasing from **49% in 2025 to 85% in 2026**, a gain of **36 percentage points**. This result also exceeded both the district and state averages of 77%. The school strengthened standards-aligned planning, increased the use of common formative assessments, and provided targeted support based on student performance data. Teachers used collaborative planning to identify essential benchmarks, analyze student work, and reteach standards that students had not mastered. Students were also provided with increased opportunities to practice document-based questions, academic vocabulary, reading comprehension, and evidence-based written responses. These actions improved instructional consistency and allowed teachers to intervene before the statewide assessment.

Lowest Performance

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

Grade 3 ELA Achievement had the lowest performance in 2026 at **39%**, compared with **68%** for the district and **64%** for the state.

Contributing factors may have included foundational reading deficiencies, inconsistent attendance, limited vocabulary and background knowledge, and difficulty comprehending complex grade-level text. Some students entered third grade already performing below grade level and required more intensive intervention than could be provided within the available instructional time. Students with Disabilities may have experienced additional challenges accessing grade-level content and applying comprehension strategies independently.

The three-year trend has been inconsistent: performance increased from **38% in 2024 to 47% in 2025**, but declined to **39% in 2026**. This suggests that the improvement achieved in **2025** was not sustained and that stronger progress monitoring and earlier intervention are needed.

Greatest Decline

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

Two components experienced the greatest decline from 2025 to 2026:

- **Grade 3 ELA Achievement:** 47% to 39%, an **8-point** decline.
- **Math Lowest 25th Percentile:** 59% to 51%, an **8-point** decline.

The Grade 3 ELA decline may be connected to persistent foundational reading gaps, inconsistent attendance, and insufficient time for intensive intervention. The decline among the lowest-performing mathematics students suggests that core instruction and supplemental intervention did not consistently meet the needs of students requiring the greatest support.

The mathematics trend is especially concerning because performance decreased from **69% in 2024 to 59% in 2025 and 51% in 2026**. This represents an 18-point decline over two years and indicates a need to evaluate the intensity, frequency, and effectiveness of mathematics interventions.

Greatest Gap

Grade 3 ELA Achievement had the greatest gap when compared with the 2026 state average. The school's performance was **39%**, while the state average was **64%**, resulting in a **25-percentage-point gap**.

This gap may be attributed to students entering third grade with unresolved foundational literacy needs, limited fluency and vocabulary, inconsistent attendance, and difficulty transferring learned strategies to unfamiliar texts. For Students with Disabilities, the gap may also reflect a need for closer alignment among core ELA instruction, specially designed instruction, accommodations, and intervention services.

Although **Grade 3 ELA** improved from **38%** in 2024 to **47%** in 2025, it declined to **39%** in 2026. The data demonstrate that closing the gap will require sustained intervention beginning before third grade, frequent progress monitoring, and shared accountability among classroom teachers, interventionists, ESE teachers, and instructional leaders.

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

Grade 3 ELA Achievement had the greatest gap when compared with the 2026 state average. The school's performance was **39%**, while the state average was **64%**, resulting in a **25-percentage-point gap**.

This gap may be attributed to students entering third grade with unresolved foundational literacy needs, limited fluency and vocabulary, inconsistent attendance, and difficulty transferring learned strategies to unfamiliar texts. For Students with Disabilities, the gap may also reflect a need for closer alignment among core ELA instruction, specially designed instruction, accommodations, and intervention services.

Although Grade 3 ELA improved from **38% i**n 2024 to **47% i**n 2025, it declined to **39%** in 2026. The data demonstrate that closing the gap will require sustained intervention beginning before third grade, frequent progress monitoring, and shared accountability among classroom teachers, interventionists,

ESE teachers, and instructional leaders.

EWS Areas of Concern

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

Based on the EWS data provided, the two most significant areas of concern are **academic performance and students exhibiting multiple early warning indicators**. The current-year data show **95 students performing at Level 1 on the statewide ELA assessment and 99 students performing at Level 1 in mathematics**. In addition, **52 students have an ELA course failure and 60 students have a mathematics course failure**. These indicators suggest a need for targeted academic intervention, frequent progress monitoring, and timely adjustments to instruction for students who are not demonstrating adequate progress.

A second concern is the **73 students identified with two or more EWS indicators**. When students experience multiple risk factors simultaneously, they are at greater risk for continued academic difficulty. The school should use its EWS process to identify these students early, determine the combination of indicators affecting each student, assign appropriate interventions, and regularly monitor their response to supports. Attendance should also be monitored closely, as **56 students were absent 10% or more of school days**.

Highest Priorities

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

Based on the achievement, trend, gap, and EWS data, the school's **five highest priorities** as follows:

1. 1. **Improve Grade 3 ELA achievement.** Grade 3 ELA is the most urgent academic priority because achievement was **39% in 2026**, 25 percentage points below the state average of 64%, and declined from 47% in 2025. Current diagnostic data further identify weaknesses in **Poetry, Literary Elements, Central Idea, Argument, Paraphrase and Summarize, and Morphology**.
   2. **Strengthen mathematics achievement for the lowest-performing students.** Math performance for the Lowest 25th Percentile declined from **69% in 2024 to 59% in 2025 and 51% in 2026**. Current Grade 3 diagnostic data also show significant needs, including **42% weak performance in Number Sense and Additive Reasoning** and only **8% strong/proficient performance in Geometric Reasoning, Measurement, Data Analysis and Probability**. Priority actions should include diagnostic-driven small groups, explicit instruction, intervention fidelity checks, and frequent progress monitoring.
   3. **Reduce the number of students demonstrating multiple Early Warning System indicators.** The EWS data identify **73 students with two or more indicators**, making coordinated intervention a significant schoolwide priority. The school should routinely review EWS data, assign an intervention owner to each identified student, develop

individualized supports, and monitor whether interventions are reducing students' risk indicators.

4. **Address academic failure and Level 1 performance through a strengthened MTSS/intervention system.** EWS data show **95 students at Level 1 in ELA, 99 at Level 1 in mathematics, 52 students with an ELA course failure, and 60 with a mathematics course failure**. The school should strengthen the connection between Tier 1 instruction, supplemental intervention, progress monitoring, and timely instructional adjustments for students who are not making adequate progress.
5. **Improve attendance for students at academic risk while replicating effective instructional practices.** EWS data identify **56 students absent 10% or more of school days**. Attendance interventions should be integrated with academic supports, particularly for students who also demonstrate course failure, Level 1 performance, or multiple EWS indicators. At the instructional level, the school should continue and replicate the standards-aligned planning, common assessment, collaborative data analysis, targeted reteaching, and progress-monitoring practices associated with stronger-performing areas such as Social Studies.

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—ELA

Area of Focus Description and Rationale

The school will accelerate academic achievement for Students with Disabilities in grades K–8 by strengthening access to standards-aligned Tier 1 instruction, specially designed instruction, appropriate accommodations, and targeted interventions in ELA.

Improve Grade 3 ELA achievement. Grade 3 ELA is the most urgent academic priority because achievement was **39% in 2026**, 25 percentage points below the state average of 64%, and declined from 47% in 2025. Current diagnostic data further identify weaknesses in **Poetry, Literary Elements, Central Idea, Argument, Paraphrase and Summarize, and Morphology**.

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.

SMART GOAL- By May 2027, the percentage of Grade 3 Students with Disabilities (SWD) demonstrating proficiency in ELA will increase from the 2026 baseline of 39% to at least 55%, as measured by the Florida FAST ELA assessment**.** This represents a 16-percentage-point increase and will be accomplished through consistent standards-aligned Tier 1 instruction, specially designed instruction, implementation of accommodations, targeted small-group intervention, and progress monitoring.

Monitoring

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

Implementation and impact will be monitored through:

- Monthly review of SWD data by grade level, subject, disability category, and instructional setting.
- Quarterly review of statewide progress-monitoring results, common assessments, diagnostic assessments, IEP progress, and intervention data.
- Classroom walkthroughs focused on standards alignment, specially designed instruction, differentiation, student engagement, and accommodation implementation.
- Collaborative planning among general education teachers, ESE teachers, interventionists, and instructional coaches.
- Review of students not demonstrating expected progress, followed by adjustments to instruction, intervention intensity, group size, or instructional frequency.

Person responsible for monitoring outcome

Principal, Assistant Principal, ESE Coordinator, Literacy Coach, Mathematics Coach, and MTSS 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:

Implement explicit, systematic, and scaffolded instruction within an inclusive MTSS framework. General education and ESE teachers will identify essential standards, model academic thinking, use guided practice, provide immediate corrective feedback, and gradually release responsibility to students. Instruction will include flexible small groups, frequent checks for understanding, appropriate accommodation, and specially designed instruction aligned with each student's IEP.

Rationale:

Students with Disabilities benefit from instruction that is explicit, carefully sequenced, responsive to diagnostic data, and supported through repeated practice and feedback. Coordinating Tier 1 instruction, ESE services, and intervention will provide students with consistent strategies while preserving access to grade-level 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
Action 1: Conduct SWD Data and IEP Reviews

Person Monitoring:
ESE Coordinator and Assistant Principal

By When/Frequency:
Initial review by September 2026; monthly thereafter.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Collaborative teams will review achievement, progress-monitoring, diagnostic, attendance, behavior, and IEP data for each Student with a Disability. Teams will identify unfinished skills, required accommodation, current services, and students needing additional intervention. Progress will be documented and reviewed monthly to determine whether students are responding to instruction.

Action Step #2
Action 2: Strengthen Inclusive Tier 1 and Specially Designed Instruction

Person Monitoring:
Principal and ESE Coordinator, and Instructional Coaches

By When/Frequency:
Weekly collaborative planning; classroom walkthroughs at least twice monthly.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
General education and ESE teachers will collaboratively plan standards-aligned lessons that incorporate explicit instruction, scaffolding, differentiation, and IEP accommodations. Administrators and coaches will conduct walkthroughs and provide feedback. Implementation data will be compared with student assessment results to determine the effect on learning.

Action Step #3
Action 3: Provide Targeted Professional Learning

Person Monitoring:
Principal and ESE Coordinator

By When/Frequency:
Beginning August 2026; follow-up sessions quarterly.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will receive professional learning on specially designed instruction, inclusive practices, accommodation implementation, progress monitoring, and evidence-based literacy and mathematics strategies. Lesson plans, walkthrough data, teacher feedback, and student outcomes will be used to monitor implementation and impact.

Area of Focus #2

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.

Grade 3 ELA Achievement.

The school will improve Grade 3 ELA achievement by strengthening foundational literacy, fluency, vocabulary, comprehension, written response, and student application of grade-level reading standards.

Grade 3 ELA Achievement declined from **47% in 2025 to 39% in 2026**, an eight-percentage-point decrease. The 2026 result was also **25 percentage points below the state average of 64%** and 29 points below the district average of 68%. Although schoolwide ELA Learning Gains increased from 58% to 62%, Grade 3 proficiency remained the school's lowest-performing accountability component. These results indicate that students may be making some progress without closing foundational gaps quickly enough to reach grade-level proficiency.

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

Grade 3 ELA Achievement will increase from **39% in 2026 to at least 50% in 2027**, representing an increase of at least 11 percentage points.

Interim goals will include:

- At least **45%** of Grade **3** students performing on or above grade level by the second statewide progress-monitoring window.
- At least **50%** performing on or above grade level by the final statewide assessment.
- Students receiving intervention will meet their individual progress-monitoring goals or demonstrate an upward trend across consecutive data points.

Monitoring

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

Grade 3 ELA implementation and impact will be monitored through:

- Biweekly review of phonics, fluency, vocabulary, comprehension, and writing data.
- Common formative assessments aligned with priority benchmarks.
- Statewide progress-monitoring results and approved diagnostic assessments.
- Weekly collaborative planning and student-work analysis.

- Walkthroughs focused on explicit instruction, cognitive engagement, checks for understanding, differentiation, and intervention fidelity.
- Movement of students among intervention groups based on demonstrated needs and response to instruction.

Person responsible for monitoring outcome
Assistant Principal, Literacy Coach, Grade 3 Team Leader, Reading Interventionist, and MTSS 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:
Implement explicit, systematic literacy instruction using grade-level complex text, direct vocabulary and comprehension instruction, teacher modeling, guided practice, repeated reading, written responses to text, and immediate corrective feedback. Diagnostic data will be used to provide supplemental small-group intervention targeting specific foundational or comprehension needs.

Rationale:
The eight-point decline and 25-point gap from the state demonstrate a need for stronger core literacy instruction and more responsive intervention. Explicit instruction and frequent progress monitoring will help teachers identify skill deficits early and adjust support before students experience continued 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
Action 1: Diagnose and Group Students by Literacy Need

Person Monitoring:	**By When/Frequency:**
Literacy Coach and Grade 3 Team Leader	Within the first three weeks of school; reviewed every four to six weeks.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will administer approved literacy diagnostics and analyze prior-year assessment data. Students will be grouped according to specific needs in decoding, fluency, vocabulary, comprehension, or written response. Groups will be adjusted based on biweekly progress-monitoring results.

Action Step #2

Action 2: Strengthen Standards-Aligned Tier 1 ELA Instruction

Person Monitoring:
Assistant Principal and Literacy Coach

By When/Frequency:
Weekly planning; walkthroughs at least twice monthly.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action and Impact Monitoring:
Teachers will collaboratively unpack priority standards, plan explicit lessons, develop common formative assessments, and analyze student work. Walkthrough feedback and assessment results will be used to evaluate instructional implementation and determine required reteaching.

Action Step #3
Action 3: Deliver and Monitor Targeted Reading Intervention

Person Monitoring:
MTSS Coordinator, Reading Interventionist, and Literacy Coach

By When/Frequency:
Intervention delivered at least four times weekly; progress reviewed biweekly.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students below grade level will receive targeted intervention in addition to core ELA instruction. The school will monitor attendance, instructional minutes, intervention fidelity, and student response. Students not making sufficient progress will receive an adjusted intervention plan with increased intensity or reduced group size.

Area of Focus #3

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.

Improve Mathematics Performance of the Lowest 25th Percentile
The school will improve mathematics learning gains for students in the lowest-performing quartile by strengthening standards-aligned Tier 1 instruction, mathematical reasoning, prerequisite skills, targeted small-group instruction, and intervention fidelity.

The Mathematics Lowest 25th Percentile component declined from **69% in 2024 to 59% in 2025 and 51% in 2026**. This represents an eight-point decline from the prior year and an 18-point decline over two years. The 2026 result was also below the district average of 53% and state average of 52%. The downward trend indicates that current instruction and intervention have not consistently accelerated the learning of students with the greatest mathematical needs.

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 percentage of students in the Mathematics Lowest 25th Percentile demonstrating learning gains will increase from **51% in 2026 to at least 60% in 2027**, an increase of nine percentage points.

Additionally:

- At least 60% of identified students will meet their individual growth targets on statewide progress monitoring.

At least 70% will demonstrate mastery of priority standards on common formative assessments following instruction and reteaching.

Monitoring

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

Implementation and impact will be monitored through:

- Identification and tracking of every student in the mathematics lowest quartile.
- Biweekly review of common formative assessments and intervention data.
- Statewide progress-monitoring results and mathematics diagnostic assessments.
- Weekly collaborative planning and analysis of student work.
- Walkthroughs focused on explicit instruction, mathematical discourse, use of representations, checks for understanding, differentiation, and corrective feedback.
- Intervention fidelity reviews, including instructional time, group size, lesson completion, and student response.

Person responsible for monitoring outcome

Assistant Principal, Mathematics Coach, Grade-Level Mathematics Team Leaders, Interventionists, and MTSS 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:

Implement explicit mathematics instruction that connects concrete models, visual representations, and abstract symbols. Teachers will model problem-solving processes, use worked examples, teach mathematical vocabulary, address misconceptions, provide guided practice, and require students to

explain and justify their reasoning. Diagnostic data will guide supplemental small-group intervention focused on prerequisite skills and priority standards.

Rationale:
Students in the lowest-performing quartile require systematic instruction that addresses unfinished learning while maintaining access to grade-level standards. The consistent two-year decline demonstrates a need for earlier identification, greater instructional intensity, and more frequent monitoring of student response.

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 1: Identify and Maintain a Lowest-Quartile Student Tracker

Person Monitoring:
Mathematics Coach and MTSS Coordinator

By When/Frequency:
Established by September 2026; updated biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will identify students in the mathematics lowest quartile using prior-year and beginning-of-year data. The tracker will document standards mastery, intervention participation, formative assessment results, and progress-monitoring outcomes. Teams will use the tracker to identify students needing immediate instructional adjustments.

Action Step #2
Action 2: Implement Standards-Based Mathematics Data Cycles

Person Monitoring:
Assistant Principal, Mathematics Coach, and Team Leaders

By When/Frequency:
Weekly planning; formal data cycles every four to six weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will identify priority standards, administer common formative assessments, analyze errors and misconceptions, and plan reteaching or enrichment. Administrators and the mathematics coach will review lesson plans, assessment results, student work, and walkthrough data to monitor implementation.

Action Step #3
Action 3: Provide Targeted Mathematics Intervention

Person Monitoring:
Mathematics Coach, Interventionist, and MTSS Coordinator

By When/Frequency:
At least three to four times weekly; reviewed biweekly.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identified students will receive supplemental small-group instruction targeting prerequisite skills and

priority grade-level standards. Teachers will use explicit modeling, multiple representations, guided practice, and immediate feedback. Students who do not demonstrate adequate progress will receive increased instructional time, a smaller group, or a revised intervention approach.

Area of Focus #4

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.

The school will strengthen its schoolwide Positive Behavioral Interventions and Supports (PBIS) framework to create a safe, positive, and supportive learning environment for all students in grades K–8. The initiative will focus on establishing consistent behavioral expectations, explicitly teaching appropriate behaviors, recognizing positive student behavior, implementing restorative practices, and using behavioral data to guide interventions. Through consistent implementation of PBIS, the school aims to reduce disciplinary incidents, increase instructional time, improve student engagement, and foster a positive school culture that supports academic achievement.

Rationale

A review of the previous year's behavior and school climate data identified student behavior as a significant barrier to maximizing instructional time and student achievement.

Prior-Year Data (2025–2026):

- The school recorded **128 Office Discipline Referrals** for students in grades K–8.
- **27%** of students received one or more office discipline referrals.
- There were **35 Out-of-School Suspensions** and **65 In-School Suspensions**.
- **22%** of all referrals occurred during transitions, lunch, and recess, indicating a need for increased behavioral supports and supervision in common areas.
- The annual school climate survey revealed that only **60%** of students reported feeling consistently safe and respected at school.

These data demonstrate the need to strengthen schoolwide behavioral systems and establish greater consistency in teaching and reinforcing expected behaviors. Frequent disciplinary incidents reduce instructional time, negatively impact classroom learning environments, and interfere with students' academic and social-emotional development. By improving PBIS implementation, the school expects

to reduce behavioral disruptions, improve school climate, increase student engagement, and create conditions that support higher levels of academic success 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.

Baseline Data (2025–2026)

- Office Discipline Referrals: **128**
- Out-of-School Suspensions: **35**
- In-School Suspensions: **65**
- Students reporting, they feel safe and respected: **60%**

By the end of the **2026–2027** school year, the school will:

- Reduce Office Discipline Referrals by **20%**, from **128 to 102 or fewer**.
- Reduce Out-of-School Suspensions by **25%**, from **35 to 26 or fewer**.
- Reduce In-School Suspensions by **20%**, from **65 to 52 or fewer**.
- Increase the percentage of students reporting they feel safe and respected from **60% to at least 80%** on the annual school climate survey.
- Reduce behavior incidents occurring during transitions, lunch, and recess from **22% to 15%** through targeted supervision and behavioral instruction.

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 Leadership Team will monitor implementation and student outcomes through monthly reviews of Office Discipline Referrals, suspension data, behavior incident reports, and school climate indicators. Grade-level teams will analyze behavior trends every four weeks to identify students requiring additional behavioral support and to determine whether interventions are producing the desired outcomes.

The administrative team will conduct regular classroom and common-area walkthroughs using checklists to ensure behavioral expectations are being consistently taught and reinforced. Results from monthly data reviews will be shared with faculty to inform instructional practices, adjust interventions, and provide additional professional learning as needed.

Ongoing monitoring will ensure timely intervention, reduce behavioral disruptions, increase instructional time, improve school climate, and positively impact student achievement.

Person responsible for monitoring outcome
Principal, Assistant Principal, School Counselor, MTSS Leadership Team, Grade-Level Team Leaders

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:
Implement a comprehensive Tier I PBIS framework that establishes consistent behavioral expectations across all school settings, explicitly teaches expected behaviors, recognizes positive student behavior through a schoolwide incentive system, and uses discipline data to guide decision-making.

Rationale:
Research consistently demonstrates that schools implementing PBIS with fidelity experience reductions in office discipline referrals and suspensions while improving school climate, student engagement, and academic achievement. Consistent behavioral expectations create safe learning environments that maximize instructional time.

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

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

Description of Intervention #2:
The PBIS Leadership Team will review monthly discipline reports, walkthrough data, classroom implementation checklists, and PBIS fidelity measures to ensure consistent implementation across all grade levels.

Rationale:
Targeted behavioral interventions help decrease repeated disciplinary incidents by providing students with individualized supports, improving self-regulation, strengthening relationships with adults, and increasing positive behavioral outcomes.

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

Teach and Reinforce Schoolwide Behavioral Expectations

Person Monitoring:
Assistant Principal and PBIS Team, MTSS/RTI Team

By When/Frequency:
Beginning of the school year with reteaching each quarter and following extended school breaks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will explicitly teach schoolwide behavioral expectations in classrooms and common areas using PBIS lesson plans and behavior matrices. Administrators and the PBIS, MTSS/RTI Leadership Team will conduct monthly walkthroughs and review classroom implementation checklists to ensure consistent instruction and reinforcement of expectations.

Action Step #2
Conduct Monthly PBIS Data Reviews

Person Monitoring:
Principal

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The PBIS Leadership Team will review Office Discipline Referrals, suspension data, location-specific behavior reports, and school climate indicators to identify trends and determine the effectiveness of interventions. Data will be used to guide professional learning, allocate resources, and provide additional behavioral supports to students and staff.

Action Step #3
Implement Targeted ELA Intervention for Grade 3 SWD

Person Monitoring:
ELA Instructional Coach / ESE Coordinator

By When/Frequency:
Weekly, with monthly data reviews

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Grade 3 ELA and ESE teachers will provide targeted, standards-aligned small-group instruction to Students with Disabilities based on diagnostic and progress-monitoring data. Instruction will focus on identified areas of need, including Poetry, Literary Elements, Central Idea, Argument, Paraphrase and Summarize, and Morphology. Teachers will implement specially designed instruction and documented IEP accommodations while providing explicit modeling, guided practice, and opportunities for independent application. Student progress will be monitored weekly through formative assessments, student work samples, and intervention data. The ELA Instructional Coach and ESE Coordinator will review data monthly to determine student growth, adjust instructional supports, and identify students requiring additional intervention. Progress toward the goal of increasing Grade 3 SWD ELA achievement from 39% to at least 55% will be monitored throughout the school year.

Area of Focus #2

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

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

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.

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

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

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

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.

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:

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

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 due attendance issues or academic gaps. 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 ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

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

For students with disabilities, reading and math resources are reviewed collaboratively with the district and school-based teams to ensure they align with students' identified needs, IEP goals, grade-level standards, and instructional expectations. Student performance data, progress-monitoring results, classroom assessments, and teacher observations are reviewed regularly to determine the effectiveness of current resources. The team considers whether students are making adequate progress and identifies additional supports, accommodations, interventions, or instructional adjustments when needed. Resources and student progress are revisited throughout the year to ensure instruction remains responsive to individual student needs.

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).

For reading, students with disabilities will receive standards-aligned core instruction along with targeted small-group instruction and intervention based on individual needs. Resources may include the district-adopted ELA curriculum, supplemental reading programs, explicit phonics and foundational skills instruction, differentiated texts, graphic organizers, and approved digital resources. Student progress will be monitored using district assessments, classroom data, and progress-monitoring measures to determine appropriate instructional adjustments.
For math, students with disabilities will receive standards-aligned core instruction supplemented with explicit, systematic instruction, teacher modeling, guided practice, manipulatives, visual representations, and targeted small-group support. District-adopted math resources and approved supplemental programs will be used to address identified skill gaps while maintaining access to grade-level content. Assessment and progress-monitoring data will be reviewed throughout the year to determine student growth and guide reteaching, intervention, accommodations, and instructional supports.

VII. Budget to Support Areas of Focus

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

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