Brevard Public Schools

APOLLO ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Brevard County School Board on Approved by School Board on Sept. 10, 2026. .

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 launch every student to lead their own learning by building habits and making a difference starting today.

Provide the school's vision statement

Our school is a launchpad for leaders. We grow habits that build confidence, responsibility, and kindness, helping all students to lead at school and in life.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Aimee DiLago

dilago.aimee@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

Oversees all instructional initiatives school wide
Oversees Coaching System and provides feedback and support to Coaches
Develops curriculum and progress monitoring checkpoints throughout the year
Hires personnel
Leads professional learning
Assigns duties and responsibilities
ESSA data monitoring

Attendance data and intervention
Leads school-based Leadership Team
Scheuduling (inclusive and master)

Leadership Team Member #2

Employee's Name
Michelle Gainer

gainer.michelle@brevardschools.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Discipline data and intervention
Professional Learning
Instructional coaching
Subgroup data monitoring
Teacher Mentor Program School-based
Leadership Team Member
Testing Coordinator
Best Practices in Inclusive Education (BPIE)

Leadership Team Member #3

Employee's Name
Vanessa Harris

harris.vanessa@brevardschools.org

Position Title
Literacy Coach

Job Duties and Responsibilities

Coaching team School-based
Leadership Team member
Literacy Support/Coaching Literacy Professional Learning
MTSS process monitoring
Data Analysis
Intervention
Support Grade level planning 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.

Stakeholders are essential to the learning community and provide feedback towards the School Improvement Process (SIP). Their input is provided through the School Advisory Committee and the Comprehensive Needs Assessment (CNA), where components of the SIP are shared along with data to support the decisions made for continuous improvement. During the SAC and CNA 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. Survey data and SAC feedback from stakeholders are collected and reviewed through multiple opportunities throughout the year to inform decision-making and guide continuous school improvement efforts.

Quarter 1
Engage stakeholders in the School Improvement Process (SIP) by presenting baseline data and initial SIP components during School Advisory Council (SAC) and Comprehensive Needs Assessment (CNA) meetings. Collect input from teachers, parents, students, and community partners to inform priorities and gather recommendations for action steps that support student achievement.
Quarter 2
Facilitate ongoing stakeholder involvement through SAC meetings and surveys to review progress toward SIP goals. Share mid-year data updates and gather feedback to refine strategies, ensuring alignment with student needs and continuous improvement efforts.
Quarter 3
Provide stakeholders with opportunities to analyze updated student performance data and evaluate the effectiveness of SIP action steps. Collaborate with SAC and CNA participants to adjust interventions and identify additional supports needed to enhance student outcomes.
Quarter 4
Engage stakeholders in reflecting on overall SIP implementation and student achievement results. Use SAC discussions, surveys, and CNA feedback to evaluate successes and areas for growth, and collaboratively develop recommendations to guide planning for the upcoming 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 School Improvement Plan (SIP) will be developed with clearly defined quarterly monitoring goal. Those quarterly goals will be monitored monthly to ensure effective implementation and to measure its impact on increasing student achievement in meeting the State's academic standards, with a particular focus on students with the most significant achievement gaps. This monitoring will involve an ongoing process of data disaggregation with stakeholders, correlating student achievement to the action steps outlined in the SIP.

Progress will be reviewed through grade-level meetings, data chats, faculty meetings, and School Advisory Council (SAC) meetings. Attendance data will also be regularly monitored to identify trends and inform targeted strategies to improve overall daily attendance.

To ensure continuous improvement, the plan will be revised as needed by analyzing areas of concern and developing purposeful, targeted action steps that directly address identified needs and support student success.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-6**
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	**NO**
RAISE SCHOOL	**YES**
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)*** **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: 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	71	69	81	70	87	80	80			538
Absent 10% or more school days	18	22	22	20	18	25	36			161
One or more suspensions	2	13	12	12	26	19	9			93
Course failure in English Language Arts (ELA)	0	0	0	1	2	8	1			12
Course failure in Math	0	0	0	1	1	13	0			15
Level 1 on statewide ELA assessment	20	32	27	24	37	27	10			177
Level 1 on statewide Math assessment	19	28	37	26	36	33	7			186
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	18	12	25	29	28	34	1			147
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	15	10	21	20	18					84

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	20	19	20	24	30	13			138

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	6	6	10	0	1	0			23
Students retained two or more times	0	0	0	2	1	1	5			9

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	67	94	72	101	86	84	81			585
Absent 10% or more school days	29	26	16	25	27	30	33			186
One or more suspensions	6	7	7	16	21	16	16			89
Course failure in English Language Arts (ELA)				6	12	1				19
Course failure in Math				6	19					25
Level 1 on statewide ELA assessment	21	39	23	34	44	29	19			209
Level 1 on statewide Math assessment	28	37	29	29	43	36	17			219
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	14	28	18	42	28	12	12			154
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	9	17	14	13	19					72

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		17	20	13	26	35	26			137

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	5	3	13	1					23
Students retained two or more times				1	2	4	4			11

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*	47	65	62	43	62	59	38	61	57
Grade 3 ELA Achievement	45	63	61	47	58	59	30	59	58
ELA Learning Gains	61	67	63	56	62	60	60	64	60
ELA Lowest 25th Percentile	57	61	58	61	57	56	66	60	57
Math Achievement*	42	66	66	41	63	64	39	62	62
Math Learning Gains	57	68	64	57	67	63	63	68	62
Math Lowest 25th Percentile	55	55	50	50	54	51	59	59	52
Science Achievement	33	66	62	35	62	58	29	60	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					62	63		57	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	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	397
Total Components for the FPPI	8
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
50%	49%	48%	39%	41%	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	38%	Yes	7	
Black/African American Students	39%	Yes	5	
Hispanic Students	42%	No		
Multiracial Students	47%	No		
White Students	57%	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	47%	45%	61%	57%	42%	57%	55%	33%					
Students With Disabilities	20%	14%	62%	64%	13%	59%	64%	11%					
Black/African American Students	28%	25%	57%	59%	28%	52%	57%	6%					
Hispanic Students	50%		52%		41%	41%		25%					
Multiracial Students	46%		61%		38%	41%							
White Students	58%	50%	66%	52%	51%	65%	67%	48%					
Economically Disadvantaged Students	42%	42%	58%	58%	38%	54%	50%	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	43%	47%	56%	61%	41%	57%	50%	35%					
Students With Disabilities	17%	12%	46%	56%	18%	40%	39%	13%					
Black/African American Students	22%	20%	42%	50%	20%	41%	30%	22%					
Hispanic Students	48%		61%		45%	70%							
Multiracial Students	53%		63%		41%	67%		30%					
White Students	53%	59%	61%	78%	54%	63%	67%	44%					
Economically Disadvantaged Students	39%	48%	53%	62%	33%	52%	48%	32%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	38%	30%	60%	66%	39%	63%	59%	29%					
Students With Disabilities	13%	3%	59%	67%	11%	39%	41%	9%					
Black/African American Students	16%	15%	46%	63%	18%	49%	52%	13%					
Hispanic Students	47%	36%	68%		50%	71%							
Multiracial Students	47%		73%		43%	50%							
White Students	47%	34%	65%	62%	47%	71%	70%	41%					
Economically Disadvantaged Students	34%	27%	57%	67%	34%	60%	57%	24%					

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	41%	63%	-22%	60%	-19%
ELA	4	41%	61%	-20%	60%	-19%
ELA	5	37%	62%	-25%	61%	-24%
ELA	6	64%	74%	-10%	62%	2%
Math	3	34%	66%	-32%	66%	-32%
Math	4	32%	62%	-30%	65%	-33%
Math	5	35%	58%	-23%	62%	-27%
Math	6	65%	74%	-9%	60%	5%
Science	5	36%	64%	-28%	60%	-24%

III. Planning for Improvement

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

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

Most Improvement

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

Analysis of schoolwide performance data from 2025 to 2026 demonstrates significant academic growth, particularly in upper elementary grade levels. The most notable gains occurred within cohort groups, with students progressing from Grade 5 to Grade 6 showing substantial increases in both Mathematics (+30 percentage points) and English Language Arts (+29 percentage points). Additional improvements were observed in Grade 4 ELA (+12 percentage points) and Grade 6 Math (+11 percentage points), indicating strengthened instructional impact at key transition points.

Schoolwide trends further reflect positive movement, including a 5-percentage-point increase in ELA overall achievement, ELA learning gains, ELA performance among the lowest 25% of students, and Math performance among the lowest 25%. These gains highlight the school’s success in accelerating learning for both the general population and targeted subgroups.

Collectively, these outcomes indicate that the school’s strongest area of success is vertical alignment and student progression between Grade 5 and Grade 6, as well as targeted support for struggling learners. Contributing factors to these improvements include the implementation of strong collaborative team structures, consistent high expectations for all students, clearly established classroom routines and procedures, and a cohesive instructional approach centered on ongoing data monitoring and responsive instruction.

Lowest Performance

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

Analysis of 2026 performance data highlights several areas of concern related to overall student achievement, particularly in early grades and across content areas. The lowest levels of performance were observed in Grade 4 Mathematics (33%), followed closely by Grade 3 Mathematics (34%), indicating that foundational math skills in primary and intermediate grades remain a significant challenge. Additionally, Science performance (36%) continues to lag behind other content areas, despite slight improvement, and Grade 3 ELA (45%) reflects below-expected literacy proficiency at a

critical early grade level.

These trends indicate that Mathematics in Grades 3 and 4 is the most critical area of need, with performance levels significantly lower than other grades and subjects. Science performance also remains an area requiring targeted attention, as overall achievement has not yet reached desired levels.

Several contributing factors have impacted student performance in these areas, including inconsistent staffing, student mobility and transfers, and ongoing attendance challenges, all of which have disrupted continuity of instruction. Additionally, a lack of consistent classroom routines and instructional structures has limited the effectiveness of Tier 1 instruction and student engagement.

Collectively, these factors have contributed to gaps in foundational skill development, particularly in Mathematics and early literacy, underscoring the need for strengthened instructional consistency, targeted interventions, and systems that support stability in both staffing and student learning environments.

Greatest Decline

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

Analysis of student performance data from 2025 to 2026 reveals notable declines in key transition points, particularly as students move from Grade 3 to Grade 4. The most significant decrease occurred in Mathematics within the cohort transition from Grade 3 to Grade 4, declining by 7 percentage points (40% to 33%), representing the largest overall drop. Additional declines were observed in Grade 3 Mathematics (−6 percentage points) and Grade 4 Mathematics (−2 percentage points), further emphasizing concerns with foundational math development. In English Language Arts, the cohort decline from Grade 3 to Grade 4 (−4 percentage points) and a smaller decrease in Grade 3 ELA (−2 percentage points) suggest a similar, though less pronounced, pattern.

These trends indicate that the transition into Grade 4 is a critical area of concern, particularly in Mathematics, where early foundational skill gaps appear to significantly impact student performance. The data suggests that students may not be entering Grade 4 with the necessary conceptual understanding and fluency required for success with more complex mathematical content.

Contributing factors to this decline may include insufficient development of foundational math skills in the primary grades, limiting students' readiness for higher-level problem solving and application in Grade 4. Additionally, a strong instructional emphasis on ELA in Grade 3, while beneficial for literacy

outcomes, may be contributing to an imbalance in instructional focus, potentially leading to gaps in mathematics achievement.

These findings highlight the need to ensure balanced instructional priorities across content areas, strengthen early mathematics foundations, and provide targeted support during key grade-level transitions to prevent further declines in student performance.

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.

Analysis of 2026 performance data reveals a significant achievement gap across both grade levels and content areas. The highest level of performance was observed at 65% in Grade 6 for both ELA and Mathematics, while the lowest performance occurred in Grade 4 Mathematics at 33%, resulting in a 32-percentage-point gap. This disparity highlights a substantial difference in student outcomes between upper elementary and lower grades.

Further examination of the data indicates that this gap is most pronounced between Grades 3–4 and Grade 6, suggesting inconsistencies in student learning progression across grade levels. Additionally, a clear content-based gap is evident, with Mathematics performance in the low 30s to 40s significantly lagging behind ELA performance, which ranges from the mid-40s to mid-60s in many grade levels.

These trends suggest that while instructional practices and interventions in upper grades, particularly Grade 6, are yielding strong results, earlier grades are not consistently building the foundational skills necessary for sustained academic success.

Several contributing factors may be influencing this gap, including:

- Gaps in foundational skill development in early grades, particularly in Mathematics
- Differences in instructional effectiveness and implementation of Tier 1 practices
- Variability in student readiness due to attendance, mobility, and prior learning experiences

Collectively, these factors contribute to uneven student outcomes and highlight the need for a stronger focus on vertical coherence, balanced instructional priorities, and early intervention systems to ensure that all students are prepared to meet grade-level expectations as they progress through the school.

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 Systems (EWS) data from Part I indicates two primary areas of concern impacting student success. First, a significant number of students (161) are chronically absent, missing 10% or more of school days. This concern spans multiple grade levels, this suggesting a systemic issue with attendance that may be contributing to gaps in academic performance and engagement.

Second, academic performance data reveals a high percentage of students performing at Level 1 on state assessments, with 177 students in ELA and 186 students in Math. The concentration of Level 1 students is especially evident in Grades 4 and 5, indicating substantial foundational skill deficits in both content areas. This is further compounded by 138 students identified with two or more early warning indicators, demonstrating that many students are experiencing multiple risk factors simultaneously.

Highest Priorities

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

Highest Priorities

- **Math**
- **Science**
- **ELA (3rd)**

Analysis of current data identifies critical priorities impacting student achievement. Science performance remains stagnant at 37%, indicating limited growth and a need for strengthened instruction. Additionally, declines at the transition into Grade 4, particularly in Mathematics, along with low Math performance in Grades 3–4, point to gaps in foundational skills. While ELA performance is stronger overall, inconsistencies in early literacy outcomes suggest a need to maintain a balanced instructional focus across ELA and Math.

The most urgent priority is to strengthen early Mathematics instruction and improve the transition into Grade 4, while continuing to support ELA growth and increasing focus on Science. These efforts should center on strong Tier 1 instruction, vertical alignment, and targeted interventions to ensure all students build the foundational skills necessary for long-term success.

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

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

Area of Focus #1

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

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.

ESSA Subgroup Improvement Plan: Students with Disabilities (SWD) Data Summary:

- 6 consecutive years under 41% 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 May 2027, increase proficiency among Students with Disabilities (SWD) from below 38% to at least 41% on the statewide assessments through improved instructional access, targeted interventions, and inclusive teaching practices

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 regular administrative walkthroughs, lesson plan reviews, and collaborative planning documentation to ensure fidelity to aligned and inclusive instructional practices. All Resource and ESE teachers will attend collaborative planning, which will be a protected no-meeting time. During planning, teams will ensure instruction is cohesive across settings so that whole group, small group, and resource instruction are aligned and connected, creating a smooth instructional flow rather than fragmented experiences for students.
Teachers will receive feedback aligned to the walkthrough tool, with an emphasis on scaffolding, differentiation, and Science of Reading practices.

Impact will be monitored through ongoing analysis of progress monitoring data (i-Ready, FAST,

Penda) every six weeks to track student growth. Monthly data chats will focus on subgroup performance, including SWD, to guide instructional adjustments. IEP progress will be reviewed quarterly to ensure students are meeting individual goals. Mid-year and end-of-year data will be used to measure progress toward the goal of increasing proficiency to at least 41% by May 2026.

Adjustments to instruction, intervention, and professional development will be made based on data trends and evidence of student progress.

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 following evidence-based interventions will support improved outcomes for Students with Disabilities: 1. Standards-Aligned Tier 1 Instruction with Supports All students will receive grade-level instruction with scaffolds, accommodations, and strategies such as modeling, guided practice, and checks for understanding. Monitoring: Lesson plans, walkthroughs, observations, and IEP implementation checks 2. Data-Driven Small Group Instruction Students will receive targeted small-group instruction based on data (i-Ready, FAST, Penda) to address skill gaps and IEP goals. Monitoring: Progress monitoring every 6–8 weeks, small-group plans, intervention logs, and data chats 3. Co-Teaching and Collaborative Planning General education, ESE, Resource teachers, and the Literacy Coach will participate in weekly protected collaborative planning to align instruction and supports across settings. Monitoring: Schedules, planning agendas, classroom observations, and IEP fidelity checks 4. Academic Vocabulary Instruction Explicit vocabulary instruction will be embedded across content areas to support comprehension. Monitoring: Assessment data, walkthroughs, and student work 5. Increase implementation of BPIE inclusive practices to ensure SWD access, participation, and progress in general education classrooms. Monitoring: Conduct classroom walkthroughs using BPIE indicators with ESE Support Specialist.

Rationale:
Summary of Monitoring: Implementation and impact of the above interventions will be monitored through frequent data reviews, observations, and fidelity checks. Student progress will be tracked using i-Ready, FAST, Penda, formative assessments, IEP progress reports, and subgroup performance data to ensure movement toward the measurable goal of increasing SWD proficiency to at least 41% by May 2027.

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
1st Quarter – Establish Strong Tier 1 Supports for SWD

Person Monitoring:
Leadership Team

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions (includes Gen Ed, Resource, and Intervention):
Deliver standards-aligned instruction with IEP accommodations and scaffolds.
Implement cohesive lesson planning across Gen Ed, ESE, and Resource to support instructing SWD.
Use baseline data to create targeted small groups for SWD.
Provide daily fluency and explicit vocabulary instruction.
Instructional Coach:
Begin coaching cycles focused on explicit instruction.
Leadership Actions:
Establish SWD data tracking systems.
Monitor walkthroughs and lesson plans for IEP alignment and scaffolding.
Ensure all teachers attend protected collaborative planning.

Action Step #2
2nd Quarter – Strengthen Data-Driven Instruction for SWD

Person Monitoring:
Leadership Team

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions (includes Gen Ed, Resource, and Intervention):
Adjust instruction and small groups based on SWD progress monitoring data.
Maintain alignment across whole group, small group, and resource instruction.
Provide targeted supports to address SWD skill gaps.
Leadership Actions:
Monitor PLCs and data chats with a focus on SWD progress.
Provide feedback on differentiation and accommodations.
Review intervention effectiveness for SWD.
Coach Actions:
Coaching cycles focused on explicit instruction.

Action Step #3
3rd Quarter – Intensify Interventions for SWD

Person Monitoring:
Leadership Team

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions (includes Gen Ed, Resource, and Intervention):
Intensify small group and targeted instruction for SWD based on mid-year data.
Adjust supports to ensure progress toward IEP goals.
Continue cohesive, aligned instruction across all settings.
Leadership Actions:
Conduct focused walkthroughs on SWD interventions and differentiation.

Provide targeted coaching for SWD instruction.
Monitor fidelity of IEP implementation and interventions.
Coach Actions:
Coaching cycles focused on explicit instruction.

Action Step #4
4th Quarter – Maximize SWD Growth and Close Gaps

Person Monitoring:
Leadership Team

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions (includes Gen Ed, Resource, and Intervention):
Target remaining SWD skill gaps using data.
Maintain strong Tier 1 and intervention support.
Monitor progress toward proficiency and IEP goals.
Leadership Actions:
Monitor SWD progress toward the 41% proficiency goal.
Provide final feedback and instructional support.
Analyze end-of-year SWD data to evaluate goal attainment.
Coach Actions:
Coaching cycles focused on explicit instruction.

Area of Focus #2

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

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

Area of Focus Description and Rationale

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

ESSA Subgroup Improvement Plan: Black/African America Students (BLK)

Data Summary:

• 4 consecutive years under 41% 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 May 2027, increase proficiency among Black/African American Students (BLK) from 39% to at least 41% on the statewide assessments through improved instructional access, targeted interventions, and inclusive teaching practices

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 regular administrative walkthroughs, lesson plan reviews, and collaborative planning documentation to ensure fidelity to inclusive instructional practices and IEP-aligned accommodations. Teachers will receive feedback aligned to our walkthrough tool, with an emphasis on scaffolding, differentiation, and Science of Reading strategies.

Impact will be monitored through ongoing analysis of progress monitoring data (e.g., i-Ready, FAST, Penda) every 6 weeks to track student growth. Monthly data chats will focus on AA/BLK subgroup performance to guide instructional adjustments. IEP progress reports will be reviewed quarterly to determine if students are meeting individual goals. Mid-year and end-of-year performance data will be used to assess overall progress toward the goal of increasing proficiency to at least 41% by May 2027.

Adjustments to instruction, intervention, and professional development will be made based on data trends and evidence of student progress.

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:
To improve academic outcomes for our Black/African American students, we are implementing targeted, evidence-based interventions across relevant grade levels. These include: Culturally Responsive Teaching Strategies Teachers will engage in ongoing professional development to implement culturally responsive teaching practices that affirm students' identities and create inclusive learning environments. Monitoring: Classroom walk-throughs, teacher self-reflection tools, and feedback from instructional coaches. Small Group, Data-Driven Instruction Based on formative and summative data, students will receive differentiated small group instruction using high-impact strategies focused on specific learning gaps. Monitoring: Bi-weekly data meetings, progress monitoring through i-Ready, PM assessments, and student work analysis. ASP/Additional Supports (interventionist) Identified students will participate in structured, additional supports weekly, focused on ELA and Math foundational skills. Monitoring: logs, assessment data comparison, and monthly review of tutoring effectiveness. Mentoring Select students will be matched with adult mentors to build strong, supportive relationships that positively influence academic engagement and behavior. Monitoring: Attendance and behavior data, student surveys, and mentor feedback. By aligning these practices with our schoolwide goals and regularly monitoring implementation and outcomes, we aim to close achievement gaps and improve overall proficiency for our Black/African American student

population

Rationale:
Summary of Monitoring: Implementation and impact of the above interventions will be monitored through frequent data reviews, observations, and fidelity checks. Student progress will be tracked using i-Ready, FAST, Penda, formative assessments, IEP progress reports, and subgroup performance data to ensure movement toward the measurable goal of increasing BLK/AA proficiency to at least 41% by May 2027.

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
1st Quarter – Establish Data-Driven Grouping and Strong Tier 1

Person Monitoring:
Leadership Team

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions:
Use i-Ready, FAST, Penda (3–6), and classroom data to form small groups every 6–8 weeks.
Deliver targeted small-group instruction during designated time.
Implement Tier I instruction with scaffolds and supports.
Participate in weekly collaborative planning with Interventionist and Literacy Coach.
Coach Actions:
Provide PD and coaching on scaffolds and best practices.
Ensure weekly collaborative planning occurs with fidelity.
Coaching cycles focused on explicit instruction.
Leadership Actions:
Monitor data analysis, grouping, and lesson plans.
Ensure weekly collaborative planning occurs with fidelity.
Quarterly Goal:
All Black/African American students are grouped based on data, and Tier I instruction consistently includes scaffolds and targeted supports.

Action Step #2
2nd Quarter – Strengthen Targeted Instruction and Monitoring

Person Monitoring:
Leadership Team

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions:
Adjust small groups based on updated data every 6–8 weeks.
Provide targeted instruction to address identified skill gaps.

Continue scaffolded Tier I instruction.
Coach Actions:
Coaching cycles focused on explicit instruction.
Support collaborative planning and intervention alignment.
Leadership Actions:
Monitor effectiveness of small groups through data chats.
Provide feedback on instructional practices and scaffolding.
Quarterly Goal:
Black/African American students demonstrate measurable growth based on progress monitoring data.

Action Step #3
3rd Quarter – Intensify Supports Based on Data

Person Monitoring:
Leadership Team

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions:
Intensify small group instruction for students not making sufficient progress.
Continue data-driven adjustments and scaffolded lessons.
Collaborate to ensure aligned instruction across all settings.
Coach Actions:
Provide targeted coaching for teachers of highest-need students.
Provide coaching for explicit instruction for all teachers.
Leadership Actions:
Conduct focused walkthroughs on small group instruction and engagement.
Monitor intervention effectiveness.
Quarterly Goal:
Targeted students show accelerated growth and reduced skill gaps.

Action Step #4
4th Quarter – Maximize Achievement and Close Gaps

Person Monitoring:
Leadership Team

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions:
Focus instruction on remaining skill gaps using data.
Maintain strong Tier I and small group supports.
Prepare students for end-of-year assessments.
Coach Actions:
Coaching cycles focused on explicit instruction.
Leadership Actions:
Monitor overall progress and instructional consistency.
Provide final feedback and support adjustments.
Analyze subgroup data for goal attainment.
Quarterly Goal:
Increase proficiency and close achievement gaps for Black/African American students.

Area of Focus #3

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

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.

Apollo Elementary will focus on improving ELA achievement and literacy growth in grades 3–6 through standards-based instruction, targeted intervention, and support for students in the lowest 25%. Schoolwide ELA achievement increased from 43% to 46%, while ELA learning gains improved from 56% to 61%. Although growth was evident, overall proficiency levels remain below desired expectations.

Data analysis identified continued needs in grades 3–5, particularly in 4th grade, despite improvement from 29% to 41%. Third grade remained stagnant at 45%, and 5th grade showed only slight growth. These trends indicate a need to strengthen reading comprehension, vocabulary, and differentiated instruction to ensure all students achieve grade-level proficiency and sustained academic growth.

In grades K–2, FAST ELA data also identified a need to strengthen foundational literacy skills. Kindergarten proficiency was 39%, 1st grade proficiency was 34%, and 2nd grade proficiency was 39%. These data points indicate a continued focus on phonemic awareness, phonics, fluency, vocabulary, and early comprehension skills to build strong reading foundations and increase student readiness for intermediate grade-level expectations.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

No Answer Entered

Grades 3-5: Instructional Practice specifically related to Reading/ELA

No Answer Entered

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

No Answer Entered

Monitoring

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

We will monitor our ELA growth by continuing effective practices from the previous year while making targeted adjustments to improve student achievement. Ongoing review of instructional practices, student data, and feedback will guide refinements to ensure progress toward our desired outcomes.

Implementation Monitoring

- Conduct regular walkthroughs with actionable feedback focused on standards-aligned, explicit instruction, checks for understanding, feedback, and scaffolding.
- Monitor use of K–5 instructional slide decks to ensure consistency and reduce variability.
- Review collaborative planning and weekly PLCs with the Literacy Coach for alignment and instructional quality.
- Provide ongoing coaching (modeling, co-teaching, feedback).

Instructional Expectations

- Monitor fidelity of:
    - K–2: 105-minute ELA block with 30-minute UFLI phonics (Tier 1)
    - 3–4: Word Origins (morphology) instruction
    - Use of multisensory phonics materials

Student Grouping & Practice

- Monitor K–2 flexible small groups based on weekly UFLI data.
- Ensure daily fluency practice in all grades.

Assessment & Data

- Track K–5 digital unit assessments (standards mastery and goal setting).
- Conduct monthly K–6 fluency checks.
- Maintain a schoolwide data spreadsheet for all data points.

Feedback & Adjustment

- Use data and walkthroughs to guide instruction, interventions, and continuous improvement.

Person responsible for monitoring outcome

Aimee DiLago, Vanessa Harris

Evidence-based Intervention:

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

Description of Intervention #1:

Evidence-based ELA interventions will be implemented with fidelity through systematic and explicit instructional delivery, including teacher modeling, scaffolded guided practice, and ongoing progress monitoring to ensure student mastery of targeted literacy skills. Reading materials include: UFLI,

Phonics for Reading, and Rewards.(T)

Rationale:
All materials follow science of reading strategies, including explicit instruction.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

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

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
1st Quarter – Establish Consistent Explicit Instructional Practices

Person Monitoring:
Leadership Team

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions:
Implement K–5 instructional slide decks with fidelity.
Deliver explicit, standards-aligned instruction with checks for understanding, feedback, and scaffolding.
Implement K–2 105-minute ELA block with 30-minute UFLI phonics.
Begin 3–4 Word Origins instruction.
Use weekly UFLI data to form flexible small groups (K–2).
Flexible grouping for reteaching (3-5).
Administer unit assessments and begin student goal setting.
Conduct daily fluency practice and monthly fluency checks.
Participate in PLCs and collaborative planning.
Implement lesson plans aligned to evidence-based ELA programs with explicit instruction (modeling, guided practice, feedback). Participate in PLCs to ensure consistent pacing and instructional structures, and begin targeted small group interventions based on baseline data.
Leadership Actions:
Conduct walkthroughs with feedback.
Monitor implementation of slide decks and ELA block.
Set clear expectations for planning, instructional delivery, and use of evidence-based programs.
Conduct walkthroughs to establish look-fors around explicit instruction and ensure systems for PLC coherence are in place.
Coach Actions:
Conduct walkthroughs with feedback.
Support PLCs and data tracking systems.
Begin coaching cycles.
Support teachers through modeling explicit instruction and facilitating PLCs focused on alignment and planning. Provide coaching on implementing interventions with fidelity and using student data to form groups.

Action Step #2
2nd Quarter – Strengthen Data-Driven Explicit Instruction

Person Monitoring:
Leadership Team

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions:
Continue Tier 1 instructional practices with consistency.
Adjust small groups and instruction based on data.
Use assessment results to guide reteaching and enrichment.
Continue progress monitoring and student goal setting.
Refine instruction using student data and implement differentiated small group instruction consistently. Strengthen use of explicit instructional strategies and adjust interventions as needed.
Leadership Actions:
Provide targeted feedback through walkthroughs.
Monitor PLC data discussions.
Monitor fidelity of implementation through observations and provide targeted feedback. Ensure coherence across grade levels by supporting data-driven PLC discussions and instructional adjustments.
Coach Action:
Provide targeted feedback through walkthroughs.
Continue coaching and professional development.
Review schoolwide data for trends.
Facilitate collaborative planning.
Facilitate data chats and model differentiated instructional strategies. Provide targeted coaching cycles to strengthen small group instruction and intervention practices.

Action Step #3
3rd Quarter – Intensify Targeted Instruction

Person Monitoring:
Leadership Team

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions:
Use mid-year data to target instruction.
Maintain fidelity of phonics, morphology, and fluency practices.
Adjust pacing and provide reteaching as needed.
Continue small group instruction and progress monitoring.
Continue Tier 1 explicit instruction practices with consistency.
Deliver rigorous, data-driven instruction and adjust interventions based on ongoing progress monitoring. Collaborate in PLCs to refine instructional practices and intervention groupings.
Leadership Actions:
Focus walkthroughs on differentiation and interventions.
Identify instructional gaps using walkthrough and data trends.
Inspect small group and independent practice for alignment with Tier 1 instruction.
Reinforce expectations for high-quality instruction and consistent intervention practices. Monitor student progress and ensure accountability for instructional adjustments.
Coach Actions:
Provide targeted coaching and modeling.
Monitor effectiveness of interventions.
Use mid-year data to guide decisions.

Facilitate collaborative planning.
Support teachers with advanced instructional strategies and intervention refinement. Lead PLCs focused on deep data analysis and effective scaffolding practices.

Action Step #4
4th Quarter – Maximize Achievement and Reflect

Person Monitoring:
Leadership Team

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions:
Maintain strong Tier 1 and small group instruction.
Target remaining gaps using data for Tier 1 instruction.
Continue fluency practice and final progress monitoring.
Reflect on outcomes and instructional practices.
Provide final push instruction to identified students to fill instructional gaps.
Evaluate effectiveness of instructional practices and interventions, and adjust to close remaining gaps. Collaborate on end-of-year data reflections and plan for student transitions.
Leadership Actions:
Monitor end-of-year implementation.
Monitoring final push instruction.
Evaluate overall implementation and student outcomes, ensuring sustainability of coherent instructional systems. Plan next steps for continued improvement.
Coach Actions:
Provide final feedback and coaching.
Analyze end-of-year data.
Support planning for the next school year.
Identify targeted students for final push instruction to fill instructional gaps.
Support reflection on instructional effectiveness and intervention impact. Assist in planning for next year's instructional priorities and professional development.

Area of Focus #4

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Math Area of Focus:

Strong Foundational Math Skills in Primary and Intermediate Grades

Rationale: Analysis of prior year achievement data indicates that mathematics proficiency remains a critical area of need for our school. In 2025, overall math achievement was 41%, and in 2026 it

showed only a slight increase to 42%. While this reflects a marginal gain of 1 percentage point, the data demonstrates that less than half of students are meeting proficiency expectations. Based on this data, mathematics has been identified as a priority focus area in the School Improvement Plan. Addressing this need is essential to improving overall student achievement, closing learning gaps, and ensuring long-term academic success for all learners.

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 2027, the percent of students proficient in overall Math achievement will increase from 42% to 50%.

Monitoring

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

From PM 1 to PM2, we want to see at least 70% of students meeting proficiency on the benchmarks already taught that are seen on the FAST. From PM 2 to PM3, we want to see at least 70% of students meeting proficiency on the new benchmarks being taught.

Implementation will be monitored through ongoing review of PLC agendas and notes to ensure alignment with district resources, incorporation of visuals and manipulatives, and intentional planning for rigorous instruction. Instructional walkthroughs will be conducted regularly by administration and coaches, using a focused look-for tool to observe the transfer of PLC planning into classroom practice. Instructional coaches will support teachers through coaching cycles, providing targeted feedback and follow-up aligned to PLC goals. Student work samples and assessment data will be reviewed regularly to assess the effectiveness of instructional strategies and guide necessary adjustments. Monthly progress monitoring meetings will be held to analyze student performance trends and determine next steps. Additionally, participation in professional development sessions related to area of need of students and staff.

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:

Leverage Professional Learning Communities (PLCs) to facilitate collaborative planning that

increases teachers' capacity to deliver high-quality, standards-aligned instruction.

Rationale:
Through structured collaborative planning and PLC time, teachers will engage in facilitated planning sessions using district aligned resources, incorporate visuals and manipulatives into lessons, and intentionally plan for engaging, cognitively demanding tasks. Teachers will utilize district created slide show presentations that ensures explicit instruction in the lessons. Ongoing coaching, feedback, and progress monitoring will ensure continuous improvement and instructional effectiveness. ESSA Level of evidence 2: PLCs, combined with planning for systematic, explicit instruction with visuals/ manipulatives.

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
1st Quarter: Primary K-2: Establish Coherent Tier 1 Instruction starting with NSO Benchmarks.

Person Monitoring:
Aimee DiLago

By When/Frequency:
Quarter 1

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions:
- Familiarize yourself with all tools in the grade level app for mathematics, including the 2026-2027 year-at-a-glance, instructional guides, B1G M, district created slideshow presentation, and other resources.
- Introduce and model Big M strategies during planning sessions to build common instructional language.
- Collaboratively plan with ESE teachers, AP, instructional math coach (when available) using instructional guides and slide show lesson presentations. Slide show lesson presentations will be non-negotiable; however, usage requires planning and editing to include warm-up routines, independent practice, and check for understandings. Ensure collaborative planning includes ESE access points, scaffolds, and supports aligned to Tier 1 tasks.
- Use explicit instruction daily, including modeling, guided practice, and independent practice. This should be very fluid when utilizing the district created slide-show lesson presentations. Embed Big M strategies (e.g. manipulatives (T), math discourse) into every small group session.
Coach Actions:
-Once a month, lead collaborative planning sessions to unpack NSO benchmarks, ensuring teachers clearly understand grade-level expectations and learning progressions.
- Develop and communicate non-negotiables for Tier 1 math instruction (e.g., daily number sense routines, explicit modeling, student discourse).
-Support teachers in familiarizing them with curriculum and BPS resources.
- Provide timely, actionable feedback to teachers that is specific to NSO instruction and Tier 1 effectiveness.
Leadership Actions:
- Participate in collaborative planning sessions to unpack NSO benchmarks, ensuring teachers clearly

understand grade-level expectations and learning progressions.
- Ensure all classrooms implement standards-aligned, high-quality core instructional materials that prioritize conceptual understanding in number sense.
- Use data to identify trends and guide instructional adjustments within Tier 1 before moving to interventions.
- Conduct frequent classroom walkthroughs focused on evidence of coherent Tier 1 instruction (e.g., alignment to standards, student engagement, use of math practices).
- Provide timely, actionable feedback to teachers that is specific to NSO instruction and Tier 1 effectiveness.
- Use observation data to inform additional support, coaching, and professional learning needs.

Action Step #2
1st Quarter: Intermediate 3-6: Establish Tier 2 and Tier 3 Instruction and create PMP's by September 19th to remediate any gaps in NSO Benchmarks.

Person Monitoring:
Aimee DiLago

By When/Frequency:
Quarter 1

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions:
- Using five pieces of data, determine which students will be in Tier 2 and Tier 3 instruction. Per the B1G MI, schools have 45 days to establish Tiered instruction and create PMPs.
- Five pieces of instructional data can include, PM3 from the previous school year, D3 from the previous school year, PM 1, D1, teacher observations, and unit assessment data.
- Under the grade level app in the mathematics folder, use the grade level math intervention documents to establish students' intervention Tier with the math intervention decision tree, decide which intervention program to use, and find the progress monitoring forms to use every 10 days.
- Collaborative planning for Tier 2 and Tier 3 Instruction is protected, purposeful, and data-driven. Tier 2 Intervention plans connected to current Tier 1 pacing/skills.
- Embed Big M strategies (e.g. manipulatives (T), math discourse) into every small group session.
Coach Actions:
- Define Tier 2 and Tier 3 intervention structures from the district intervention guides aligned to NSO benchmarks.
- Use data to identify students and assign intervention supports.
- Provide PD (T) and coaching on intervention strategies and progress monitoring.
Leadership Actions:
- Use data to identify students and assign intervention supports.
- Ensure PMP completion by September 19th.
- Track implementation and adjust supports through data reviews and professional learning.

Action Step #3
2nd Quarter: Primary K-2: Strengthen math collaborative planning using district instructional guides and slide presentations with principal and math coach once a month.

Person Monitoring:
Aimee DiLago

By When/Frequency:
Quarter 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions:
- Schedule and Prepare Monthly Meetings: Coordinate with the assistant principal and math coach to set a consistent monthly planning date.
- Review district instructional guides and upcoming math standards in advance to come prepared with

questions and ideas. Embed Big M strategies (e.g. manipulatives (T), math discourse) into every small group session.
- Actively Engage in Collaborative Planning. Participate in discussions focused on aligning lessons to district expectations and BEST benchmarks. Share classroom data, strategies, and student needs to guide collaborative decisions. ESE support teachers included in planning for alignment to core standards/skills. Intensify instruction by increasing opportunities for guided practice and immediate feedback for small group/ESE students.
- Utilize District Resources Effectively. Integrate district-provided instructional guides and slide presentations into lesson planning. Adapt materials to meet the needs of diverse learners while maintaining alignment.
Coach Actions:
- Facilitate monthly collaborative planning sessions with K–2 teachers, the assistant principal, and math coach to ensure consistent use of district instructional guides and aligned slide presentations focused on NSO benchmarks.
- Develop clear planning expectations and protocols (e.g., unpacking standards, identifying key concepts, selecting tasks, and anticipating misconceptions) to ensure planning sessions produce coherent Tier 1 instruction.
- Model and support effective lesson design by incorporating district-provided slides, math discourse strategies, and differentiated supports during planning sessions.
-Monitor implementation and provide feedback through classroom walkthroughs and professional learning follow-ups to ensure strategies discussed during collaborative planning are reflected in daily instruction.
Leadership Actions:
- Monitor implementation and provide feedback through classroom walkthroughs
- Provide professional learning follow-ups to ensure strategies discussed during collaborative planning are reflected in daily instruction.
- Have data chats with teachers and students

Action Step #4
2nd Quarter: Intermediate 3-6: Make data driven adjustments to Tier 2 and 3 Instruction. Ensure that the benchmarks being remediated align to support core Tier 1 instruction.

Person Monitoring:
Aimee DiLago

By When/Frequency:
Quarter 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions:
- Analyze Tier 2 and Tier 3 data to identify skill gaps and adjust small group instruction accordingly.
- Align intervention instruction with Tier 1 benchmarks to reinforce core learning and ensure consistency. Embed Big M strategies (e.g. manipulatives (T), math discourse) into every small group session.
- Use progress monitoring to refine grouping, strategies, and pacing based on student response to interventions.
- Collaborate with team members to make data-driven decisions and improve the effectiveness of supports.
- ESE support teachers included in planning for alignment to core standards/skills. Intensify explicit instruction by increasing opportunities for guided practice and immediate feedback for small group/ESE students.
Coach Actions:
- Collaborate with team members to make data-driven decisions and improve the effectiveness of supports.

- Provide targeted coaching and support to teachers on how to adjust interventions, including grouping students, selecting appropriate strategies, and intensifying instruction when progress is limited.
- Monitor effectiveness of interventions through walkthroughs, student data tracking, and professional learning discussions to ensure that adjustments result in improved student outcomes and increased alignment with Tier 1 expectations.
Leadership Actions:
-Facilitate regular data review cycles with grade-level teams to analyze progress monitoring and diagnostic data, ensuring Tier 2 and Tier 3 instruction is adjusted based on specific student needs and benchmark gaps.
-Align intervention plans to Tier 1 instruction by verifying that all Tier 2 and Tier 3 lessons directly support grade-level NSO benchmarks and reinforce core instructional strategies used in the classroom.
-Monitor effectiveness of interventions through walkthroughs, student data tracking, and professional learning discussions to ensure that adjustments result in improved student outcomes and increased alignment with Tier 1 expectations.

Action Step #5
3rd Quarter: Primary K-2: Make data-driven adjustments using PM 2 data and strengthen small group instruction.

Person Monitoring:
Aimee DiLago

By When/Frequency:
Quarter 3

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions:
- Analyze PM 2 data to identify targeted skill gaps and inform small group instruction.
- Adjust small group lessons using data-driven strategies to address specific student needs. Embed Big M strategies (e.g. manipulatives (T), math discourse) into every small group session.
- Group and regroup students flexibly based on ongoing progress monitoring and performance trends.
- Implement targeted, evidence-based practices within small groups to strengthen skill mastery.
- Reflect on student progress regularly and refine instruction to ensure continued growth and effectiveness.
- ESE support teachers included in planning for alignment to core standards/skills. Intensify explicit instruction by increasing opportunities for guided practice and immediate feedback for small group/ESE students.
Coach Actions:
- Support teachers in planning and delivering targeted small group instruction.
- Monitor implementation through walkthroughs, coaching, and professional learning.
Leadership Actions:
- Lead PM 2 data analysis to identify updated student skill gaps.
- Set expectations for consistent data-driven small group practices.
- Monitor implementation through walkthroughs and professional learning.

Action Step #6
3rd Quarter: Intermediate 3-6: Monitor achievement data to see how well Tier 1 core instruction is working with both Tier 2 and 3 instruction.

Person Monitoring:
Aimee DiLago

By When/Frequency:
Quarter 3

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

Teacher Actions:
- Analyze achievement data across Tier 1, Tier 2, and Tier 3 to evaluate the effectiveness of core instruction. Tier 2 and Tier 3 Instruction should be supporting current benchmarks being taught to close any gaps.
- Compare student performance trends to determine if Tier 1 instruction is meeting the needs of all learners.
- Use data insights to identify gaps between Tier 1 outcomes and intervention results.
- Adjust core instruction based on data to better support students receiving Tier 2 and Tier 3 interventions.
- Embed Big M strategies (e.g. manipulatives (T), math discourse) into every small group session.
-Collaborate with team members to ensure alignment and strengthen the impact of Tier 1 instruction across all tiers.
- ESE support teachers included in planning for alignment to core standards/skills. Intensify explicit instruction by increasing opportunities for guided practice and immediate feedback for small group/ ESE students.
Coach Actions:
- Guide teachers to adjust Tier 1 based on intervention data patterns.
- Monitor alignment across tiers through walkthroughs and PLCs.
Leadership Actions:
- Lead data reviews across Tier 1, 2, and 3 to evaluate instructional effectiveness.
- Analyze trends to determine if Tier 1 is reducing need for interventions.
- Monitor alignment across tiers through walkthroughs and professional learning.

Action Step #7
4th Quarter: Primary K-2: Continue to monitor and adjust instruction, focusing on bubble students to move them to proficiency.

Person Monitoring:
Aimee DiLago

By When/Frequency:
Quarter 4

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions:
- Monitor student data regularly to identify bubble students who are close to proficiency.
- Provide targeted small group instruction focused on closing specific skill gaps for these students. Embed Big M strategies (e.g. manipulatives (T), math discourse) into every small group session.
- Adjust instructional strategies and supports based on ongoing progress monitoring data.
- Track student growth and refine explicit instruction to ensure bubble students make progress toward proficiency. Utilize Title One staff to maximize instructional time for these students on the cusp (T).
- ESE support teachers included in planning for alignment to core standards/skills. Intensify explicit instruction by increasing opportunities for guided practice and immediate feedback for small group/ ESE students.
Coach Actions:
- Guide targeted instructional planning by supporting teachers in designing small group and differentiated instruction that addresses specific skill gaps for identified students.
- Provide coaching and modeling on effective strategies to accelerate learning for bubble students, including scaffolding, guided practice, and frequent checks for understanding.
Leadership Actions:
- Facilitate ongoing data monitoring cycles with K–2 teams to identify and track bubble students using formative assessments and progress monitoring aligned to math benchmarks.
- Monitor student progress and instructional impact through walkthroughs, data chats, and professional learning discussions to ensure adjustments are resulting in increased proficiency.

Action Step #8
4th Quarter: Intermediate 3-6: Continue to monitor achievement data and adjust Tier 2 and 3 Instructional groups, while also providing small group Tier 1 instruction to the bubble students to help move them to proficiency on PM3.

Person Monitoring:
Aimee DiLago

By When/Frequency:
Quarter 4

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions:
- Monitor achievement data regularly to evaluate the effectiveness of Tier 1 instruction and identify student needs.
- Adjust Tier 2 and Tier 3 instructional groups based on data to better target student skill gaps.
- Embed Big M strategies (e.g. manipulatives (T), math discourse) into every small group session.
- Provide focused small group Tier 1 instruction for bubble students to reinforce key benchmarks before students take their final FAST PM. Utilize Title One staff to maximize instructional time for these students on the cusp (T).
- Use ongoing progress monitoring to refine instruction and ensure students are moving toward proficiency.
- ESE support teachers included in planning for alignment to core standards/skills. Intensify explicit instruction by increasing opportunities for guided practice and immediate feedback for small group/ ESE students.
Coach Actions:
- Support targeted Tier 1 small group instruction for bubble students.
- Monitor impact through walkthroughs, PLCs, and progress data.
Leadership Actions:
- Lead data reviews to adjust Tier 2 and Tier 3 groups based on student performance.
- Promote flexible grouping aligned to current data.
- Monitor impact through walkthroughs and progress data.

Area of Focus #5

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Science proficiency at Apollo Elementary has remained consistently below desired performance levels over the past three school years. Data indicates that 31% of students achieved proficiency in 2023–2024, followed by a slight increase to 35% in 2024–2025, and a decreas to 33% in 2025–2026. Overall student performance in science remains significantly below expectations, indicating a need for focused instructional improvement and targeted support.

Rationale:
The decrease in science proficiency over time suggests that current instructional strategies and

student supports are not yet producing substantial gains. With less than half of students demonstrating proficiency, there is a clear need to strengthen science instruction through increased rigor, alignment to Florida Science standards, and intentional integration of hands-on, inquiry-based learning opportunities. Additionally, data trends indicate a need for improved vocabulary development, scientific reasoning, and consistent exposure to complex texts and tasks. Addressing these areas will support deeper student understanding and help accelerate progress toward proficiency 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.

Increase science proficiency from 33**% to at least 53%** by the end of the 2026–2027 school year.

Monitoring

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

Science will be monitored by:

- **Quarterly assessments and BPS Unit Summative Assessments used consistently by teachers.**
- **Ongoing formative assessments and exit tickets.**
- **PLC data discussions and action planning**
- **Walkthrough and coaching feedback cycles**
- **Student work analysis (labs, writing, CER responses)**

Person responsible for monitoring outcome

Aimee DiLago

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:

STEMscopes is a research-based, Tier I science curriculum aligned with Florida’s Standards. It follows the 5E instructional model (Engage, Explore, Explain, Elaborate, Evaluate) and includes hands-on labs, digital simulations, and formative assessments. PENDA is an interactive, self-paced digital platform aligned with Florida science standards. It provides remediation, enrichment, and progress monitoring, offering real-time feedback and data-driven insights. Academic language is a critical predictor of science success. Daily explicit vocabulary instruction is embedded throughout all lessons and an expectation amongst all teachers. The STEM teacher co-plans and co-teaches 5th grade science and provides intervention support for 3rd and 4th grade standards.

Rationale:
STEMscopes is supported by moderate evidence (Tier 2) showing positive effects on student science achievement. Its use of multimodal learning supports diverse learners and enhances content mastery. PENDA is grounded in learning science and supported by ESSA Tier 3 evidence. Its adaptive nature and embedded assessments help close learning gaps and accelerate learning. Explicit vocabulary instruction has strong research backing (Tier 1/Tier 2 evidence) for improving content understanding and academic achievement. Collaborative teaching with the STEM teacher for improving student outcomes.

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
1st Quarter: Establish coherent Tier 1 Science Instruction

Person Monitoring:
Aimee DiLago

By When/Frequency:
Quarter 1

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions:
- Use BPS Science Instructional Guide and STEMscopes to lesson plan collaboratively with general education teachers, STEM teacher and administration. .
- Utilize explicit instruction during the science block using the (I Do, We Do, You Do) model.
- Teaching the Scientific Method to 5th grade during the Nature of Science Unit to ensure understanding for the 5th grade Science Fair project requirement.
-High-quality science instruction for students with disabilities will be ensured through co-planning and collaboration with the ESE teacher, including front-loading of key science vocabulary, explicit instruction with scaffolded supports, and targeted small group facilitation to promote access to grade-level content.
Leadership Actions:
- Complete classroom walk-throughs during the science blocks in each grade to ensure Tier 1 science explicit instruction is being taught with fidelity.
- Provide feedback to teachers based on observation data during walk-throughs
Coach Actions (STEM Teacher):
- Set science learning intentions for students at the beginning of the year and throughout each unit in science
- Participate in collaborative planning with General Education teachers.
- Supporting 3th, 4th, and 5th grade students with tested item specs during activity.
- Supporting 5th grade students within the General Education Science block to reinforcement for grade level standards.
- Administer the PENDA SSA to 5th grade students to identify student preforming on, below, or above grade level.

Action Step #2
2nd Quarter: Use assessment data to set W.I.G.s (Wildly Important Goal) for science

Person Monitoring:
Aimee DiLago

By When/Frequency:
Quarter 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions:
- Teachers collaboratively analyze BPS Summative Assessment and PENDA assessment data to identify high-priority science standards where students show the greatest need for improvement.
- Teachers use the assessment data to set a clear, measurable Wildly Important Goal (W.I.G.) with students that target increasing student proficiency in specific science benchmarks.
- Teacher's co-plan and implement standards-aligned lessons that integrate hands-on STEM experiences with core science instruction to support the identified W.I.G.s.
- Teachers regularly monitor student progress using formative assessments and students track growth toward the W.I.G., where teachers adjust instruction as needed during collaborative planning.
- Teachers actively engage students in tracking their progress toward the W.I.G. by making goals visible and celebrating improvements to build motivation and ownership.
- Teachers will briefly review the Scientific Method as needed to help students to determine the appropriate questions for the 5th grade Science Fair requirement.
-High-quality science instruction for students with disabilities will be ensured through co-planning and collaboration with the ESE teacher, including front-loading of key science vocabulary, explicit instruction with scaffolded supports, and targeted small group facilitation to promote access to grade-level content.
Leadership Actions:
- The leadership team helps to facilitate data discussions with teachers to support the development of targeted science W.I.G.s with students.
- The leadership team ensures protected time for collaborative planning so gen ed and STEM teachers can analyze data, plan instruction, and monitor progress toward their W.I.G.s.
- The leadership team supports teachers by providing resources, professional development, and instructional guidance aligned to identified science standards and goals.
- The leadership team monitors implementation through classroom walkthroughs and data reviews to ensure alignment with the established student W.I.G.s and effective instructional practices.
- The leadership team celebrates student and teacher progress toward science goals and adjusts supports based on data to ensure continued growth.
Coach Actions (STEM Teacher):
- Lead data discussions that connect Tier 1 instruction, intervention, and student outcomes.
- Participate in collaborative planning by assisting General Education teacher to analyzing student data, plan instruction, and monitor progress towards the individual students W.I.G.s.
- Supporting 3th, 4th, and 5th grade students with tested item specs during activity.
- Supporting 5th grade students within the General Education Science block to reinforcement for grade level standards.

Action Step #3
3rd Quarter: Monitor Data and Adjust

Person Monitoring:
Aimee DiLago

By When/Frequency:
Quarter 3

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions:
- Teachers regularly monitor BPS Summative Assessment and PENDA assessment data to evaluate student progress toward previously established science W.I.G.s(Wildly Important Goals) and identify

areas that require instructional adjustments.
- Teachers meet during collaborative planning to analyze updated data, reflect on the effectiveness of instructional strategies, and make targeted adjustments to lessons and interventions to better support student learning.
- Teachers intentionally align remediation and core instruction by reinforcing key science standards in the STEM lab to ensure consistent exposure and practice.
- Teachers continue to track and share progress with students, adjusting goals as needed and celebrating growth to maintain student engagement and ownership of learning.
-High-quality science instruction for students with disabilities will be ensured through co-planning and collaboration with the ESE teacher, including front-loading of key science vocabulary, explicit instruction with scaffolded supports, and targeted small group facilitation to promote access to grade-level content.
Leadership Actions:
- The leadership team facilitates ongoing data discussions to support monitoring and instructional adjustments.
- The leadership team protects time for collaborative planning and intervention planning.
- The leadership team ensures support and resources for strong, targeted remediation efforts.
- The leadership team monitors implementation through walkthroughs and data reviews.
- The leadership team recognizes progress and adjusts support based on data.
Coaching Actions (STEM Teacher):
- The STEM teacher leads strong, targeted remediation by providing focused small-group instruction and hands-on support for students who have achievement gaps in science standards that are being assessed.
- Administer the PENDA SSA to 5th grade students to identify student preforming on, below, or above grade level.
- Lead data discussions that connect Tier 1 instruction, intervention, and student outcomes.
- Participate in collaborative planning by assisting General Education teacher to analyzing student data, plan instruction, and monitor progress towards the individual students W.I.G.s.
- Supporting 3th, 4th, and 5th grade students with tested item specs during activity.
- Supporting 5th grade students within the General Education Science block to reinforcement for grade level standards.

Action Step #4
4th Quarter: Refine instruction and remediation in order to maximize student proficiency in targeted science standards, including fifth grade on the Science FAST Assessment

Person Monitoring:
Aimee DiLago

By When/Frequency:
Quarter 4

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teacher Actions:
- Teachers use BPS Summative and PENDA data to make final instructional adjustments and target priority science standards.
- Teachers provide focused review and spiral practice of tested standards, with intentional emphasis on 5th grade FAST science readiness.
- The STEM teacher delivers targeted small-group remediation and enrichment based on specific student gaps in tested standards.
- Activity teachers intentionally incorporate science vocabulary into lessons to reinforce key concepts across all learning environments.
- Teachers engage students in W.I.G.(Wildly Important Goals) tracking and test readiness strategies to build confidence and ownership for the FAST assessment.

-High-quality science instruction for students with disabilities will be ensured through co-planning and collaboration with the ESE teacher, including front-loading of key science vocabulary, explicit instruction with scaffolded supports, and targeted small group facilitation to promote access to grade-level content.
Leadership Actions:
- The leadership team facilitates data check-ins to ensure instruction and review are aligned to FAST-tested science standards.
- The leadership team protects time for targeted review, intervention, and 5th grade test preparation.
- The leadership team ensures resources and support are prioritized for remediation and FAST readiness efforts.
- The leadership team monitors instruction, including vocabulary integration across classrooms, through walkthroughs and data reviews.
- The leadership team supports a positive testing culture by recognizing effort, progress, and readiness for the FAST Science assessment.
Coaching Actions (STEM Teacher):
- Lead data discussions that connect Tier 1 instruction, intervention, and student outcomes.
- Participate in collaborative planning by assisting General Education teacher to analyzing student data, plan instruction, and monitor progress towards the individual students W.I.G.s.
- Supporting 3th, 4th, and 5th grade students with tested item specs during activity.
- Supporting 5th grade students within the General Education Science block to reinforcement for grade level standards.

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 a comprehensive review of prior year attendance data, student attendance has been identified as a critical area of focus. The school’s overall Average Daily Attendance (ADA) was 91.8%, which is below the expected benchmark of 95%.

Quarterly trends indicate a decline in attendance over time. In Quarter 1, 60% of students met the adequate attendance level (≥95%); however, this decreased to 42% by Quarter 4. At the same time, the percentage of students in the critical attendance range (<90%) increased from 20% in Q1 to 36% in Q4, demonstrating a significant rise in chronic absenteeism as the year progressed.

Grade-level data highlights the greatest concerns in PK (88.1% ADA; 47% critical), 1st grade (90.7% ADA; 32% critical), and 6th grade (90.1% ADA; 44% critical). Across the school, a large percentage of students fall within the severe and critical attendance categories, limiting access to core instruction,

interventions, and enrichment.

Attendance was identified as a systemic need, as more than half of students did not consistently meet the adequate attendance threshold. Improving attendance is essential to increasing student achievement and ensuring equitable access to learning opportunities.

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 Average Daily Attendance (ADA) from 91.8% to 95%, and reduce the percentage of students in the critical attendance category (<90%) to 15% or less, as measured by quarterly attendance reports.

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.

Quarter 1: ADA will increase to 93%, with 65% of students meeting ≥95% attendance.
Quarter 2: ADA will increase to 94%, with 70% of students meeting ≥95% attendance.
Quarter 3: ADA will increase to 94.5%, with 75% of students meeting ≥95% attendance.
Quarter 4: ADA will reach 95%, with 80% or more of students meeting ≥95% attendance.

2 consecutive absences - Teacher contacts family to check in, communicate concern, and offer support
5 total absences - Assistant Principal meets with student and contacts family to reinforce expectations and identify barriers; for students with disabilities (SWD), an IEP meeting will be convened to review attendance concerns and determine needed supports
8 absences - Attendance team (admin, counselor, ESE teacher if applicable) develops an individualized attendance improvement plan. At this point a truancy referral will be made.

Progress will be monitored weekly, monthly, and quarterly using attendance dashboards and data reports.

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 Multi-Tiered System of Supports (MTSS) for attendance, including consistent attendance monitoring, family engagement, targeted interventions, and student incentives. Tier 1 includes schoolwide expectations, Leader in Me, daily attendance tracking, and positive reinforcement. Tier 2 includes early identification of at-risk students, parent communication, and attendance plans. Tier 3 provides intensive supports such as mentoring, individualized attendance contracts, and collaboration with community resources. These interventions will be implemented across all grade levels, with a focus on PK, 1st, and 6th grades due to higher rates of chronic absenteeism. Effectiveness will be monitored through weekly attendance reviews, MTSS meetings, monthly leadership reviews, and quarterly ADA data analysis using attendance dashboards and intervention logs.

Rationale:
Research supports that early identification, consistent monitoring, family engagement, and positive incentives are effective strategies for improving attendance and reducing chronic absenteeism. A tiered approach ensures supports are aligned to student need and increases the likelihood of achieving the schoolwide goal of 95% ADA.

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
1st Quarter: Establish Attendance Systems & Leader in Me Foundations (T) Describe the Actions to Be Taken Leadership Actions: Establish a schoolwide attendance monitoring system that includes daily attendance tracking and weekly attendance data reviews through PLC and MTSS meetings. Communicate clear attendance expectations and goals to students, families, and staff. Review and reinforce implementation of all 7 Habits schoolwide as part of the school's second year of Leader in Me implementation. Develop schoolwide expectations for the use of student leadership/data binders and attendance WIGs (Wildly Important Goals). Create attendance recognition systems for individual students and classrooms with monthly incentives and celebrations. Identify students with attendance concerns early and begin Tier 1 supports and family communication. Leadership Actions (Action Team): Support teachers with attendance monitoring and student goal-setting practices. Assist with identifying at-risk students and developing attendance intervention plans. Conduct attendance check-ins for targeted students and families. Support implementation of attendance awareness activities and family outreach efforts. Teacher Actions (Gen Ed, ESE, ELL): Explicitly teach and review the 7 Habits (T) and classroom leadership expectations. Implement student leadership/data binders and support students in tracking attendance goals and WIGs. Establish consistent classroom routines and procedures that promote student engagement and connectedness. Monitor daily attendance and communicate concerns with families in a timely manner. Recognize and celebrate positive attendance habits within the classroom. Coach Actions (Guidance): - Reviewing student attendance records monthly. - Contacting families and scheduling attendance meetings for General Education students. - Communicating with Admin, ESE Support Specialist, and ESE Case Manager to set up attendance meetings for ESE students, - Create student/family action plan to support attendance needs.

Person Monitoring:
Action Team for Attendance

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership teams will review weekly attendance data and chronic absenteeism trends during PLC and MTSS meetings.
Classroom walkthroughs will monitor implementation of Leader in Me (T)practices, data binders, and attendance WIGs.
Monthly attendance reports will be reviewed to identify grade-level trends and students needing additional support.
Student and classroom participation in attendance celebrations and goal-setting activities will be monitored.

Action Step #2
2nd Quarter: Strengthen Student Ownership & Family Engagement Describe the Actions to Be Taken Leadership Actions: Monitor attendance trends monthly to identify grade-level and subgroup needs. Strengthen family engagement (T)efforts through ongoing communication and attendance awareness initiatives. Provide support and resources for families experiencing barriers impacting attendance. Continue implementation monitoring of Leader in Me practices, student binders, and attendance WIGs. Leadership Actions (Action Team): Facilitate mentoring opportunities for students with attendance concerns. Increase family outreach efforts for students identified as chronically absent. Support attendance celebrations and student recognition activities. Teacher Actions (Gen Ed, ESE, ELL): Conduct classroom leadership meetings focused on attendance and goal monitoring. Support students in regularly updating data binders(T) and reflecting on attendance progress. Maintain consistent communication with families regarding attendance goals and concerns. Continue classroom attendance incentives and recognition systems. Coach Actions (Guidance): - Reviewing student attendance records monthly. - Contacting families and scheduling attendance meetings for General Education students. - Communicating with Admin, ESE Support Specialist, and ESE Case Manager to set up attendance meetings for ESE students, - Create student/family action plan to support attendance needs. (T)

Person Monitoring:
Action Team

By When/Frequency:
Monthly Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Attendance data will be reviewed monthly to monitor improvements in average daily attendance and reductions in chronic absenteeism.
Leadership teams will monitor family engagement participation and communication logs.
Walkthrough data will be used to monitor implementation of leadership meetings, student binders, and attendance tracking.
Progress for identified students will be reviewed through MTSS meetings and intervention documentation.

Action Step #3
3rd Quarter: Implement Targeted Attendance Interventions Through MTSS Describe the Actions to Be Taken Leadership Actions: Utilize MTSS processes to monitor attendance interventions and student progress. Target support for high-need grade levels, including PK, Grade 1, and Grade 6. Monitor implementation fidelity of attendance intervention plans and Leader in Me practices. Expand student leadership opportunities to strengthen student connectedness and engagement. Leadership Actions (Action Plan): Provide targeted interventions and mentoring for students with chronic absenteeism. Conduct problem-solving meetings for students with multiple attendance risk factors. Collaborate with

community agencies and families to address barriers impacting attendance. Teacher Actions (Gen Ed, ESE, ELL): Continue daily attendance monitoring and documentation of interventions. Utilize student conferences and leadership opportunities to reinforce attendance expectations. Implement targeted classroom supports for students with ongoing attendance concerns. Continue reinforcing classroom routines, engagement strategies, and leadership practices. Coach Actions (Guidance): - Reviewing student attendance records monthly. - Contacting families and scheduling attendance meetings for General Education students. - Communicating with Admin, ESE Support Specialist, and ESE Case Manager to set up attendance meetings for ESE students, - Create student/family action plan to support attendance needs.

Person Monitoring:
Action Team

By When/Frequency:
Monthly Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
MTSS teams will review attendance intervention data biweekly to determine effectiveness of supports.
Leadership teams will monitor attendance growth within targeted grade levels and student groups.
Student mentoring participation and intervention outcomes will be documented and reviewed.
Classroom walkthroughs and PLC discussions will monitor consistency of implementation schoolwide.

Action Step #4
4th Quarter: Sustain Attendance Growth & Celebrate Success Describe the Actions to Be Taken Leadership Actions: Evaluate schoolwide attendance data and effectiveness of intervention systems. Celebrate attendance growth and student leadership successes through quarterly recognition events. Develop plans to sustain attendance systems and Leader in Me (T) practices for the upcoming school year. Share attendance growth data with staff, students, and families. Leadership Actions (Action Team): Review intervention outcomes and identify students needing continued support. Assist with transition planning for students with ongoing attendance concerns. Support schoolwide celebrations and recognition activities. Teacher Actions (Gen Ed, ESE, ELL): Reflect with students on attendance growth and leadership goal progress. Continue implementation of leadership binders (T) and attendance goal tracking. Celebrate student attendance accomplishments and classroom growth. Reinforce positive attendance habits and expectations through end-of-year activities. Coach Actions (Guidance): - Reviewing student attendance records monthly. - Contacting families and scheduling attendance meetings for General Education students. - Communicating with Admin, ESE Support Specialist, and ESE Case Manager to set up attendance meetings for ESE students, - Create student/family action plan to support attendance needs.

Person Monitoring:
Action Team

By When/Frequency:
Monthly Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
End-of-year attendance data will be analyzed to evaluate reductions in chronic absenteeism and increases in average daily attendance.
Leadership teams will review effectiveness of Leader in Me implementation and attendance incentive programs.
Student, teacher, and family feedback surveys will be used to evaluate school culture and engagement efforts.
Data from MTSS, attendance interventions, and classroom implementation will guide planning for the following 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.

The approved SIP is shared with stakeholders through multiple outlets. Our SIP is shared with families through our Title I Annual meeting and sent to all families through our FOCUS communication app. The SIP is also shared on our school webpage for all stakeholders at https://www.brevardschools.org/o/apes.

We offer the ability to translate the SIP into the stakeholder's home language upon request. The approved SIP is shared with faculty and staff during meetings and emails. It is also shared with stakeholders during our School Advisory team's monthly meetings. Progress towards our SIP goals is reviewed after each progress monitoring assessment window and is shared with stakeholders during SAC meetings, faculty meetings, and with families through our FOCUS app

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)).

Apollo is committed to fostering positive relationships with all families through collaborative family engagement events. We have carefully considered the feedback from our Title I survies to design these events, ensuring each is tailored to support a specific need: literacy, math, social and emotional, Kindergarten Readiness, and STEM. In addition, each teacher conducts parent-teacher

conferences to keep parents informed of their child's progress and how they can support their learning at home. Apollo also sends out weekly calls to keep families informed of the exciting happenings each week at Apollo. Our social media and web pages are regularly updated, and a monthly newsletter is sent home to all families, keeping everyone in the loop. We have opportunities for about two-way communication with our stakeholders through our monthly SAC meetings, email, data chats and during parent engagement nights. We provide translation for all our communication to families in their home language. Apollo's PFEP is located at https://www.brevardschools.org/o/apes/page/title-1.

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)).

Apollo has ensured that all academic time is accounted for by monitoring transitions and reducing time spent on non-academic time. We also ensure that our master schedule is aligned to support the needs of all students and maximize instruction.

Three additional teachers and two instructional assistants will be used daily to support the lowest 25% subgroups, Tier One, and students identified as struggling to meet grade level expectations. (T) Teachers and instructional assistants will use instructional resources such as UFLI, Phonics for Reading, and Rewards for tiered interventions to improve phonics, fluency, and literacy instruction. (T) Title I instructional assistant will help support student attendance. IA will contact parents and help overcome barriers to increase attendance. Literacy Coach will collaboratively plan and support all ELA classrooms, including coaching cycles. (T) Supplemental Resources: School Site licenses for Lexia and Accelerated Reader to provide skill-based supplemental instruction for Tier I and 2 students to work on deficit skills and increase student achievement in ELA. (T) Parent and Family Engagement: Host academic-focused Parent and Family Engagement events - Family Literacy Nights- Supporting Reading over school breaks, FAST testing strategies, and support - created to facilitate parent involvement and support for their children with literacy at home. (T) Technology: Promethean boards will be purchased to increase student engagement. (T)

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)).

Our School Improvement Plan is a comprehensive plan that utilizes federal, state, and local services, resources, and programs collaboratively to ensure all students can meet challenging state standards. Student Services and Florida Diagnostic and Learning Resources System (FDLRS) provide instructional support services to students, families, and teachers of students with exceptionalities. Title IX/McKinney Vento delivers support and services like school supplies, tutoring, counseling, and transportation for our families in transition. In collaboration with the Early Learning Coalition of Brevard, we host a Voluntary Prekindergarten Program at our elementary school. Our VPK program is a free early learning program to prepare four-year-olds for kindergarten and build the foundation for school success. We offer kindergarten orientation and kindergarten to help transition from early childhood education programs to Apollo Elementary School. During our orientation, families experience some of the learning activities in the kindergarten. Families with their children are encouraged to tour the school during Kindergarten in July. This allows students and families to preview before the first day of school, helping to increase comfort levels and a successful start in elementary school.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

Our school has various services designed to help students, parents, and teachers develop positive learning experiences. Students have access to a school counselor and social worker. These professionals can assist students in addressing challenges, fostering resilience, managing emotions, and playing interpersonal skills in both individual and group settings. Basic care needs are also addressed. Mentors are available for students as assigned by campus staff, district mentors, and community mentor volunteers.

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)).

All sixth graders have the Advisory Block built into their daily schedule, preparing our students to have multiple teachers. We encourage our students to communicate with their teachers, help them stay calm about changing academic standards, and teach them how to keep an open mind and advocate for themselves. Both Madison Middle School and Jackson Middle School visit Apollo Elementary to speak with incoming 6th-grade students, answer questions, and begin the scheduling process. Apollo students also have the opportunity to visit Jackson Middle School in the evening for a campus tour. Approximately 90% of our students transition to Jackson Middle Academy.

Addressing Problem Behavior and Early Intervening Services

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

At Apollo, we implement a Multi-Tiered System of Supports (MTSS)—an evidence-based framework that integrates academic and behavioral instruction and intervention. Using data-driven problem-solving, we deliver support at varying levels of intensity (tiers) to meet the diverse needs of all

students.

Our MTSS model is strengthened through our commitment to:

- Positive Behavioral Interventions and Supports (PBIS): Promoting a positive school climate by explicitly teaching and reinforcing appropriate behavior.
- Leader in Me: Empowering students with leadership, responsibility, and goal-setting skills based on Franklin Covey's 7 Habits of Highly Effective People.

Together, these systems create a cohesive, student-centered environment that fosters both academic achievement and social-emotional growth. (T

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)).

Teacher Retention and Professional Learning Plan

Teacher retention improves when educators have access to professional learning opportunities and support that are aligned with their needs, interests, and goals. To support this, teachers will participate in weekly Professional Learning Communities (PLCs). These PLC meetings will provide job-embedded learning focused on data analysis and instructional strategies.

• Grades K–3: Weekly PLCs will focus on deepening understanding of best instructional practices rooted in the science of reading, Uncomplicated Ed, A Roadmap to Mastery. (T)

• Grades 4–6: Weekly PLCs will also focus on instructional practices grounded in the science of reading, using Uncomplicated Ed, A Roadmap to Mastery. (T)

Additionally, all teachers will engage in weekly PLCs designed to build consistent, research-based instructional approaches. New teachers will participate in the New Teacher Academy and receive individualized support from a school-based mentor. Teachers who need additional support will also have access to a district based mentor to ensure their professional growth and success. On early release Fridays, professional development will focus on Visual Learning: Effective Strategies and Best Practices, aimed at enhancing student engagement and clarity of instruction. (T) All staff will also participate in Leader in Me professional learning, which supports personal and professional growth, leadership development, and a positive school culture. (T)

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)).

We offer a kindergarten orientation to help families transition from an early childhood education program to kindergarten. During the orientation, families can experience some kindergarten learning activities, visit our school, and meet the kindergarten team and other staff members. Families are provided with strategies and materials to support their student's transition into kindergarten. (T)

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.

High-quality general education instruction is essential for improving outcomes for students with disabilities (SWD), as data shows a strong correlation between the performance of general education students and that of SWD.

We will continue moving forward with the support facilitation model, students with disabilities will spend the majority of their day in general education classrooms. As a result, core instruction provided by the general education teacher must address the diverse learning needs of all students. Historically, our school culture has leaned toward the belief that SWD should be taught in separate settings. We are actively shifting this mindset by providing professional development and sharing five years of schoolwide data, which demonstrates that separate settings are not the most effective approach. While often well-meaning, traditional practices must evolve to better serve our students. Research and our own data support the conclusion that students make the most academic progress when their general education teacher assumes primary responsibility for their instruction. Our resource teachers will now deliver the majority of their support within the general education classroom, rather than pulling students out for separate instruction. To support this shift, the administrative team has scheduled all district assessments to enable strategic data analysis. We will examine missed standards for targeted students and guide instructional planning accordingly. Teachers will design and implement small-group lessons to reteach those standards.

Regular Problem-Solving Team meetings will be held to identify students who may need intervention through the RtI process, as well as to identify Tier 1 instructional concerns in classrooms. Frequent walkthroughs will be conducted to ensure fidelity and monitor progress

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).

Our subgroups performing below 41% are Students with Disabilities (SWD) and African American students.

The leadership team will facilitate weekly data-driven PLCs focused on analyzing subgroup performance data. These PLC conversations will guide instructional decisions, ensuring teachers are implementing targeted strategies and interventions to support both African American students and Students with Disabilities in core instruction and intervention blocks.

1. Resources

Educational Resources

- Individualized Education Programs (IEPs)
    - Customized plans outlining supports, accommodations, and measurable goals for SWD
- Culturally Responsive Instruction
    - Instructional practices and materials that reflect students' backgrounds and increase engagement and rigor for African American students
- Phonics Programs
    - Structured literacy programs such as *Orton-Gillingham, UFLI, and 95 Percent Group*
- Math Intervention
    - K–2: *Kickstart*
    - 3–5: *Corrective Math*
- Assistive Technology
    - Text-to-speech tools, phonics applications, and adaptive learning platforms

Personnel Resources

- Special Education Teachers & Paraprofessionals
    - Deliver targeted, small-group and individualized instruction
- General Education Teachers
    - Provide rigorous Tier 1 instruction with embedded differentiation
- Speech-Language Pathologists (SLPs)
    - Support language development impacting literacy
- Interventionists / Instructional Coaches
    - Support implementation of data-driven and culturally responsive practices

2. Rationale

Data

- Phonics and Foundational Skill Gaps
    - SWD continue to demonstrate needs in decoding and phonemic awareness, which are critical to reading proficiency
- Subgroup Achievement Gap
    - African American students require increased access to high-quality, culturally relevant instruction and targeted supports
- IEP and Progress Monitoring Data
    - Provides ongoing insight into student growth and instructional effectiveness for SWD
- Assessments
    - *Quickstart, STAR Reading & Math, PM1, PM2*, and classroom-based common assessments

3. Plan & Timeline

Month 1:

- Assessment & Data Analysis
    - Conduct phonics screeners and analyze subgroup data (SWD and African American students)
    - Review IEP goals, progress monitoring data, and benchmark results
- Goal Setting
    - Develop targeted instructional goals aligned to identified skill gaps
- PLC Focus
    - Provide professional learning on structured literacy, differentiation, and culturally responsive strategies

Months 2–3:

- Implementation of Interventions
    - Provide daily small-group or individualized instruction targeting phonics and math skill deficits
    - Utilize explicit, systematic, and multisensory instructional practices
- Strengthen Tier 1 Instruction
    - Ensure culturally responsive strategies and differentiation are embedded in core instruction
- Resource Deployment
    - Implement targeted programs and assistive technology with fidelity

Months 4–6:

- Progress Monitoring & Data Cycles
    - Use ongoing assessment data to monitor subgroup growth
    - Continue weekly PLC data discussions to adjust instruction
- Instructional Adjustments
    - Refine interventions and supports based on student response
- Sustain Effective Practices
    - Identify and scale successful strategies across classrooms and grade levels

Outcome

This plan ensures intentional, data-driven, and equitable instruction through ongoing PLC collaboration, targeted interventions, and culturally responsive practices, resulting in increased student achievement and reduced gaps for African American students and 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