Brevard Public Schools

HARBOR CITY ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

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

C. Demographic Data 5

D. Early Warning Systems 6

II. Needs Assessment/Data Review 9

A. ESSA School, District, State Comparison 10

B. ESSA School-Level Data Review 11

C. ESSA Subgroup Data Review 12

D. Accountability Components by Subgroup 13

E. Grade Level Data Review 16

III. Planning for Improvement 17

IV. Positive Learning Environment 34

V. Title I Requirements (optional) 41

VI. ATSI, TSI and CSI Resource Review 47

VII. Budget to Support Areas of Focus 49

School Board Approval

This plan was approved by the Brevard County School Board on Brevard School Board approved Sept. 9, 2025.

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our purpose is to create a safe environment where students are inspired to be lifelong learners and where everyone makes a difference.

Provide the school's vision statement

Students who rise above; Teachers who go beyond!

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

Christine Boyd

boyd.christine@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

School Leadership Team, monitoring progress monitoring, data collection, ESSA subgroup data identification and collection, instructional leaders, engage stakeholders, and collaborate in the school's decision-making process, manage and administer the instructional program so as to ensure all students have the opportunity to learn, instructional coaching, and professional development.

Leadership Team Member #2

Employee's Name

Tami Lanterman

lanterman.tami@brevardschools.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Discipline data and intervention, professional development, instructional coaching, subgroup data monitoring, assist teachers in organizing classrooms for effective learning, implement and schedule all standardized testing, assist teachers in interpreting and implementing the district's curriculum and School Leadership Team.

Leadership Team Member #3

Employee's Name
Emily Broy

broy.emily@brevardschools.org

Position Title
Literacy Coach

Job Duties and Responsibilities

School Leadership Team, plan and organize for appropriate instruction, utilize a variety of instructional techniques to meet the individual needs of students, evaluate student’s progress on a regular basis, use appropriate Instruction strategies and materials that reflect each student's culture, learning styles, ESE needs and socioeconomic background and train teachers in data analysis and using data to differentiate instruction.

2. Stakeholder Involvement

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

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

At Harbor City, we welcome stakeholder involvement and development of the School Improvement. Harbor City gives staff, families, and community members a variety of opportunities to give input and were invited to the Comprehensive Needs Assessment for the 25-26 school year. Parents, staff, and students were provided the Thought Exchange survey, which allowed feedback and input into our

programs and operations at Harbor City. The school-wide Title One survey was also used for feedback and input. Input on SIP goals was collected during the end of year SAC meeting, where the Title One EOY review was presented. The draft of the SIP plan, created by our School Leadership team and school faculty, was presented to faculty, SAC, and our families at our Title One Annual Meeting.

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 2025-2026 SIP monitoring, for effective implementation and progress toward focus area achievement goals, will be continuous throughout the school year. Individual subgroup and student progress will be reviewed and discussed at grade level data chats. The Title One Mid-Year Program Review will look at student academic progress, trends, and implementation of the SIP. Walk through data collection, data chats, and informal planning sessions will lead to a revise of SIP as the year progressing, allowing for stakeholder input. Revisions will occur based on the needs identified during these review meetings to ensure continuous school improvement.

C. Demographic Data

2025-26 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**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: B** **2022-23: B** **2021-22: B** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	36	48	56	82	45	41	42	0	0	350
Absent 10% or more school days	11	16	12	12	6	16	18	0	0	91
One or more suspensions	0	4	7	6	5	2	7	0	0	31
Course failure in English Language Arts (ELA)	0	0	0	1	2	2	7	0	0	12
Course failure in Math	0	0	0	0	1	3	1	0	0	5
Level 1 on statewide ELA assessment	0	10	22	36	8	11	12	0	0	99
Level 1 on statewide Math assessment	0	9	16	39	6	9	18	0	0	97
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	17	23	26						69
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	8	12	13	25					58

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	12	11	6	8	12	0	0	55

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	3	0	15	1	0	0	0	0	19
Students retained two or more times	0	0	0	1	0	1	0	0	0	2

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		20	11	14	13	14	10			82
One or more suspensions		7	4	6	3	11	3			34
Course failure in English Language Arts (ELA)					4					4
Course failure in Math					4	2	1			7
Level 1 on statewide ELA assessment		17	23	21	11	17	10			99
Level 1 on statewide Math assessment		18	13	20	8	14	10			83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	5	18						24
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		12	6	13						31

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		14	9	11	11	13	5			63

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	45	62	59	57	61	57	59	58	53
Grade 3 ELA Achievement	35	58	59	58	59	58	55	57	53
ELA Learning Gains	49	62	60	60	64	60			
ELA Lowest 25th Percentile	58	57	56	59	60	57			
Math Achievement*	55	63	64	65	62	62	62	58	59
Math Learning Gains	59	67	63	65	68	62			
Math Lowest 25th Percentile	46	54	51	50	59	52			
Science Achievement	42	62	58	39	60	57	52	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	62	63	67	57	61	55	54	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	456
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
51%	58%	61%	55%	52%		55%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	32%	Yes	3	
English Language Learners	51%	No		
Black/African American Students	27%	Yes	2	1
Hispanic Students	52%	No		
Multiracial Students	54%	No		
White Students	45%	No		
Economically Disadvantaged Students	46%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	45%	35%	49%	58%	55%	59%	46%	42%					67%
Students With Disabilities	19%	26%	45%	50%	28%	44%	35%	8%					
English Language Learners	33%		40%	40%	47%	73%	60%						67%
Black/African American Students	24%				29%								
Hispanic Students	46%	18%	57%	50%	54%	68%	64%						62%
Multiracial Students	39%		47%		57%	73%							
White Students	47%	35%	43%	50%	59%	53%	27%	48%					
Economically Disadvantaged Students	41%	31%	53%	60%	51%	59%	40%	26%					50%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	57%	58%	60%	59%	65%	65%	50%	39%					67%
Students With Disabilities	24%	29%	51%	53%	41%	57%	27%	17%					
English Language Learners	18%		64%		18%	45%							67%
Black/African American Students	27%				36%								
Hispanic Students	57%	64%	65%		57%	65%							77%
Multiracial Students	56%		69%		75%	85%							
White Students	59%	68%	60%	68%	68%	65%	52%	52%					
Economically Disadvantaged Students	54%	54%	60%	57%	62%	61%	40%	40%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	59%	55%			62%			52%					55%
Students With Disabilities	27%	20%			44%			58%					
English Language Learners	45%				45%								75%
Black/African American Students	68%				59%								
Hispanic Students	39%				56%								
Multiracial Students	46%				54%								
White Students	61%	63%			64%			54%					
Economically Disadvantaged Students	55%	48%			58%			50%					

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	33%	58%	-25%	57%	-24%
ELA	4	51%	58%	-7%	56%	-5%
ELA	5	35%	60%	-25%	56%	-21%
ELA	6	56%	70%	-14%	60%	-4%
Math	3	47%	59%	-12%	63%	-16%
Math	4	58%	60%	-2%	62%	-4%
Math	5	35%	57%	-22%	57%	-22%
Math	6	70%	72%	-2%	60%	10%
Science	5	40%	60%	-20%	55%	-15%

III. Planning for Improvement

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

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

Most Improvement

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

Our 5th Grade Science overall proficiency increased from 39% to 43% overall from Y2024 to Y2025.

Penda use and lesson percentages were monitored, with a reward system in place for students and classes.:
Teachers ensured the students were using the PENDA program weekly, pushing out additional lessons tied to each unit of instruction. Teachers, the STEM teacher, and Admin. monitored the usage, with student checks by the teacher, and reviewing the percentage of mastery within the program.

Hands-On Science Labs:
Teachers used hands-on science labs in grades 3-5 to support the science standards at their grade level. The STEM teacher provided support for these lessons by the teachers.

Science PD:
3rd-5th grade teachers participated and were engaged in a grade level specific science professional development. This training focused on their grade level standards that are foundational to mastery of the 5th grade standards, science collaborative planning, and ensuring the schedule at each grade level included a time for weekly in class lessons and hands-on labs.

Lowest Performance

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

The data showed the lowest performing overall proficiency was in ELA 3rd Grade at 35%.

This group of students have been lower performing in prior years. The third-grade students were low at the beginning of the school year, with 9% proficient on PM 1. Though they increased to 35%

proficient by PM 3, the gains did not meet the threshold.
There were several new students that were either ESE or substantially below grade level.
While walkthroughs are conducted using a common tool to facilitate the process, their implementation has not been consistent across the board. Often, these walkthroughs occur individually, which means that not all members of the leadership team, including coaches or administrators, were present.

Greatest Decline

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

The data showed the greatest decline was in ELA 3rd Grade at 35%. Third grade proficiency overall dropped from 58% to 35% proficient from Y2024 to Y2025. This is a 23% proficiency decline.

This group of students have been lower performing in prior years. The third-grade students were low at the beginning of the school year, with 9% proficient on PM 1. Though they increased to 35% proficient by PM 3, the gains did not meet the threshold.
There were several new students that were either ESE or substantially below grade level.
While walkthroughs are conducted using a common tool to facilitate the process, their implementation has not been consistent across the board. Often, these walkthroughs occur individually, which means that not all members of the leadership team, including coaches or administrators, were present.

The data showed at decline in overall math scores from 68% proficiency to 55% proficiency from Y2024 to Y2025. This is a 13% proficiency decline 3rd-6th grade.

The third-grade students, overall, scored lower than their prior classmates in ELA and Math. With staffing issues in our 5th grade, this created inconsistencies of teaching strategies and common planning.
There were several new students that were either ESE or substantially below grade level.
While walkthroughs are conducted using a common tool to facilitate the process, their implementation has not been consistent across the board. Often, these walkthroughs occur individually, which means that not all members of the leadership team, including coaches or administrators, were present.
Collaborative planning and use of math manipulatives was inconsistent.

Greatest Gap

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

The greatest gap when compared to the state average was in our 3rd grade ELA scores. With our SS as 191, the state average was 202, with a gap of 11.

Interpreting the Scores:

- A **school average of 191** means most students are in **Level 2**, which is **not considered proficient**. These students are approaching grade-level expectations but are not quite there.
- A **state average of 202** falls into **Level 3**, which **is considered proficient**. This suggests that, on average, students across the state are meeting grade-level expectations.

Overall Proficiency Reflection:

- If a school's average score is **below 201**, it indicates that **less than half** of the students are likely proficient.
- If the average is **above 201**, it suggests that **more than half** are likely proficient.

This group of students have been lower performing in prior years. The third-grade students were low at the beginning of the school year, with 9% proficient on PM 1. Though they increased to 35% proficient by PM 3, the gains did not meet the threshold.
There were several new students that were either ESE or substantially below grade level.
While walkthroughs are conducted using a common tool to facilitate the process, their implementation has not been consistent across the board. Often, these walkthroughs occur individually, which means that not all members of the leadership team, including coaches or administrators, were present.

EWS Areas of Concern

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

An area of concern on the EWS data is that 91 students out of 349 have 10% or more absences for the school year.

An additional area of concern is 31 students out of 349 have 1 or more suspensions. That is 9% of the student population.

Highest Priorities

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

1. 3rd Grade ELA Proficiency
2. 5th Grade Science
3. Overall, Math achievement

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

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

Area of Focus #1

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

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.

Data Summary:

- 3rd Grade ELA proficiency is currently at 34%, the lowest across all grade levels.
- K–2 proficiency is 51%, and Grades 3–6 average 44%.
- ESSA subgroups below 42% include: SWD, AA/Black, Hispanic, ELL, and Economically Disadvantaged.
- The RAISE target is 42% proficiency for all subgroups.

SMART Goal:

By the end of the 2025–2026 school year, the percentage of 3rd grade students scoring at or above Level 3 on the FAST ELA assessment will increase from 34% to at least 54%, with a minimum of 42% proficiency achieved in each ESSA subgroup (SWD, AA/Black, Hispanic, ELL, and Economically Disadvantaged).

Rationale:

This goal addresses the lowest-performing grade level and aligns with the state's RAISE initiative and ESSA subgroup expectations. The 11-point increase is ambitious yet attainable, based on demonstrated growth trends in K–2 and 3–6.

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

Core Instructional Practices for K–2 Reading

1. Phonological Awareness

- Focus on recognizing and manipulating sounds in spoken language.
- Includes rhyming, syllable segmentation, onset-rime blending, and phoneme manipulation.

2. Phonics and Word Analysis

- **Explicit phonics instruction** is the primary strategy for teaching word reading.
- Students learn letter-sound relationships and how to decode and encode words.
- Instruction is **systematic and sequential**, building from simple to complex patterns.

3. Fluency

- Students practice reading with accuracy, appropriate rate, and expression.
- Repeated reading and modeling fluent reading are common strategies.

4. Vocabulary Development

- Direct instruction of high-utility words.
- Use of rich oral language experiences and read-aloud to build word knowledge.

5. Comprehension

- Instruction includes strategies for understanding texts, such as asking and answering questions, retelling, and identifying key details.
- Emphasis on listening comprehension in early grades, transitioning to reading comprehension as decoding skills develop.

6. Print Concepts

- Understanding the organization and basic features of print (e.g., left to right, top to bottom, spaces between words).

7. Writing and Language

- Early writing instruction includes letter formation, spelling patterns, and sentence construction.
- Students begin composing simple narratives, informative texts, and opinion pieces.

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

Core Instructional Practices for Grades 3–5 Reading/ELA

1. Foundational Skills (as needed)

- Continued support in **phonics and decoding** for students who have not yet mastered foundational skills.
- Use of **diagnostic assessments** to identify and address gaps.

2. Fluency

- Regular practice with **grade-level texts** to build reading fluency.
- Strategies include repeated reading, choral reading, and teacher modeling.

3. Vocabulary Development

- **Explicit instruction** of academic and domain-specific vocabulary.
- Use of **morphology** (prefixes, suffixes, roots) to build word knowledge.
- Integration of vocabulary across content areas.

4. Reading Comprehension

- Instruction in **text structure**, **main idea**, **inference**, **summarizing**, and **author's purpose**.
- Use of **complex texts** with scaffolding to build comprehension.
- Emphasis on both **literary** and **informational texts**.

5. Writing to Respond to Reading

- Students write routinely in response to texts, including **opinion**, **informative**, and **narrative** writing.
- Instruction in **text-based evidence**, **organization**, and **revision** strategies.

6. Speaking and Listening

- Structured opportunities for **academic discussion**, **oral presentations**, and **collaborative conversations**.
- Emphasis on **listening comprehension** and **oral language development**.

7. Assessment and Differentiation

- Use of **formative assessments** to guide instruction.
- **Small-group instruction** and **intervention** for students below grade level.
- **Progress monitoring** aligned with FAST assessments.

Grades K-2: Measurable Outcome(s)

By the end of the 2025–2026 school year, 54% of K–2 students will demonstrate reading proficiency by scoring at or above the 50th percentile on the PM3 Star Early Literacy or Star Reading assessment.

Grades 3-5: Measurable Outcome(s)

By the end of the 2025–2026 school year, at least **54% of students in Grades 3–5** will score at or above Level 3 on the FAST Reading PM3 assessment, with **all ESSA subgroups** reaching a minimum of **42% proficiency**, in alignment with RAISE expectations."

Monitoring

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

Progress Monitoring:
- Use FAST PM1, PM2, and PM3 to track growth.
- Conduct monthly data chats and adjust instructional plans.
- Monitor subgroup data to ensure equitable progress.

Person responsible for monitoring outcome

Christine Boyd, Literacy Coach, and Tami Lanterman

Evidence-based Intervention:

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

Description of Intervention #1:

1. Structured Literacy Instruction (K–5) Description: A comprehensive approach grounded in the Science of Reading, emphasizing explicit, systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. Evidence Base: Rated as Strong Evidence under ESSA. Implementation: Daily whole-group and small-group instruction using a structured literacy curriculum. Use of decodable texts in K–2 and complex texts in 3–5. Monitoring: Lesson fidelity checks by instructional coaches. Weekly walkthroughs and feedback cycles. 2. High-Impact Tutoring (Grades

1–5) Description: Targeted, small-group or one-on-one tutoring sessions focused on foundational reading skills and comprehension. Evidence Base: Strong Evidence (National Reading Panel, WWC). Implementation: Scheduled during intervention blocks or after school. Tutors use aligned materials and progress monitoring tools. Monitoring: Biweekly progress checks using FAST data. Tutor logs and student growth reports. 3. Reading Intervention Programs (e.g., i-Ready, Lexia Core5, or HMH Into Reading) Description: Digital and print-based programs that provide differentiated instruction and practice. Evidence Base: Moderate to Strong Evidence, depending on the program. Implementation: Used during Tier 2 and Tier 3 intervention time. Aligned with diagnostic data to target specific skill gaps. Monitoring: Usage reports and skill mastery tracking. Monthly data team meetings to review student progress. 4. Professional Development in the Science of Reading (K–5) Description: Ongoing training for teachers in evidence-based reading practices, including phonics routines, comprehension strategies, and data-driven instruction. Evidence Base: Moderate Evidence. Implementation: Monthly PD sessions and coaching cycles. Focus on lesson planning, modeling, and feedback. Monitoring: Teacher implementation rubrics. Pre/post PD surveys and student outcome data. 5. Family Literacy Engagement (K–5) Description: Programs and events that equip families to support reading at home. Evidence Base: Promising Evidence. Implementation: Literacy nights, take-home reading kits, and parent workshops. Monitoring: Attendance logs and family feedback. Correlation with student reading growth.

Rationale:
1. Structured Literacy Instruction Why: Research from the National Reading Panel and the Science of Reading shows that students—especially those at risk—benefit most from explicit, systematic instruction in foundational skills. Need: Your school's data shows only 34% proficiency in 3rd grade, with significant gaps in early literacy skills. Structured literacy addresses these gaps directly. 2. High-Impact Tutoring Why: Studies show that frequent, targeted tutoring can accelerate learning by up to 3–5 months per year, especially for struggling readers. Need: Subgroups such as SWD, ELL, and Economically Disadvantaged are performing below the 42% RAISE benchmark. Tutoring provides individualized support to close these gaps. 3. Reading Intervention Programs Why: Programs like Lexia, i-Ready, and HMH Into Reading are backed by moderate to strong evidence and provide differentiated, data-driven instruction. Need: These tools help teachers target instruction based on FAST data and ensure students receive practice at their instructional level. 4. Professional Development in the Science of Reading Why: Teachers are the most important factor in student achievement. PD ensures they are equipped with evidence-based strategies aligned with the B.E.S.T. Standards. Need: Consistent, high-quality instruction across classrooms is essential to raise proficiency from 34% to the 42–45% target. 5. Family Literacy Engagement Why: Family involvement is linked to higher reading achievement. Providing tools and training for families extends learning beyond the classroom. Need: Engaging families helps reinforce skills at home, especially for students in underperforming subgroups.

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
1. Implement targeted small-group instruction using diagnostic FAST data.

Person Monitoring: Christine Boyd, Literacy Coach, Tami Lanterman

By When/Frequency: Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration and the Literacy Coach (T) will guide the teachers to use FAST assessment data (PM1, PM2, and PM3) and classroom-based diagnostics to identify students performing below proficiency in reading. Based on this data, teachers will: Group students by specific skill deficits (e.g., phonics, fluency, comprehension). Deliver targeted small-group instruction during designated intervention blocks. Use evidence-based instructional strategies and materials aligned with the B.E.S.T. Standards. Adjust groups every 4–6 weeks based on ongoing progress monitoring. Monitoring the Impact: The school will monitor the effectiveness of this action through: The Literacy Coach (T) will conduct biweekly progress monitoring using FAST interim checks or curriculum-based measures. Data chats between teachers and instructional coaches to review student growth and adjust instruction. Walkthroughs and fidelity checks by administrators and reading coaches to ensure instructional quality. Student growth tracking from PM1 to PM3 to evaluate the impact on proficiency rates, especially within ESSA subgroups.

Action Step #2
2. Provide professional development support on evidence-based reading strategies aligned with the Science of Reading.

Person Monitoring: Christine Boyd, Literacy Coach, Tami Lanterman

By When/Frequency: Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will implement a structured professional development (PD) plan focused on the Science of Reading and the B.E.S.T. Standards. This includes: The Literacy Coach (T) will provide Monthly PD sessions on topics such as phonics routines, vocabulary instruction, and comprehension strategies. Materials, resources, and PD materials will be provided to teachers (T). Training on using FAST data to inform instruction and group students effectively. Coaching cycles with modeling, co-teaching, and feedback from reading coaches and instructional leaders. Use of walkthrough tools and fidelity checklists to reinforce implementation. Monitoring the Impact: The school will monitor the effectiveness of this PD through: Pre- and post-PD surveys to assess teacher knowledge and confidence. Classroom walkthroughs and lesson plan reviews to ensure strategies are being implemented with fidelity. Student performance data (FAST PM1–PM3) to evaluate the impact of improved instruction on reading outcomes. Teacher reflection logs and coaching notes to track growth in instructional practice over time.

Action Step #3
3. Utilize interventionists and reading coaches to support Tier 2 and Tier 3 students.

Person Monitoring: Christine Boyd, Literacy Coach, Tami Lanterman

By When/Frequency: Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will deploy a third-grade interventionist. Title One IA's (T), Title One Teacher (T), and a reading coach (T) to provide targeted support for students identified as needing Tier 2 or Tier 3 interventions. This includes: Pull-out or push-in small-group instruction focused on specific reading deficits (e.g., decoding, fluency, comprehension). Use of evidence-based intervention programs aligned with the Science of Reading. (T) Collaboration between interventionists, classroom teachers, and coaches to align instruction and share progress data. (T) Regular coaching support for teachers

to strengthen Tier 1 instruction and ensure alignment with intervention strategies. Monitoring the Impact: The school will monitor the effectiveness of this action through: Weekly intervention logs documenting student attendance, focus skills, and instructional strategies used. Progress monitoring data (e.g., FAST interim checks, curriculum-based assessments) reviewed every 2–4 weeks. Data team meetings to evaluate student growth and adjust intervention plans. Fidelity checks by instructional coaches to ensure interventions are delivered as designed.

Action Step #4
4. Monitor subgroup performance monthly and adjust instruction accordingly.

Person Monitoring:
Christine Boyd, Literacy Coach, Tami Lanterman

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will implement a structured process for monthly data analysis focused on the performance of ESSA subgroups (SWD, ELL, AA/Black, Hispanic, and Economically Disadvantaged). This includes: Disaggregating FAST and classroom assessment data by subgroup. Identifying trends, gaps, and students in need of additional support. Adjusting instructional strategies, groupings, and interventions based on subgroup needs. Engaging teachers in data chats and collaborative planning to ensure responsive instruction. Monitoring the Impact: The school will monitor the effectiveness of this action through: Monthly data reports highlighting subgroup performance and growth. Meeting minutes and action plans from grade-level and leadership team meetings. Instructional adjustments documented in lesson plans and intervention logs. Progress toward the 42% RAISE proficiency goal tracked for each subgroup from PM1 to PM3.

Action Step #5
5. Engage families through literacy nights and home reading resources.

Person Monitoring:
Christine Boyd, Literacy Coach, Tami Lanterman

By When/Frequency:
4 times yearly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will implement a family engagement initiative to strengthen home-school connections and support literacy development outside the classroom. This includes: Hosting 1 semester literacy night where families learn strategies to support reading at home. (T) Distributing home reading kits with books, reading logs, and parent guides, including summer slide materials. (T) Offering parent workshops on topics such as reading routines, vocabulary building, and digital literacy tools. Monitoring the Impact: The school will monitor the effectiveness of this action through: Attendance records and feedback surveys from literacy events. Reading log completion rates and student reflections on home reading. Teacher observations of student engagement and reading habits. Correlation of family participation with student reading growth on FAST assessments.

Area of Focus #2

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

Area of Focus Description:

The focus is on increasing student proficiency in **5th Grade Science**, as measured by the Florida Statewide Science Assessment (SSA). This area targets the development of scientific knowledge and inquiry skills through standards-based instruction, digital learning tools, hands-on labs, and collaborative planning. The goal is to ensure that students not only retain foundational science concepts from grades 3–5 but also apply them effectively in real-world and assessment contexts.

Rationale:

In the 2024–2025 school year, **5th grade science proficiency increased from 39% to 43%**, showing positive momentum but still falling short of the state and district expectations. The school has set a goal to reach **54% proficiency** in 2025–2026, reflecting a commitment to closing the achievement gap and accelerating student learning.

This area was identified as a crucial need based on:

- **Assessment data** showing that over half of 5th grade students are not meeting science proficiency benchmarks.
- **Program monitoring** of the **PENDA Science platform**, which revealed increased engagement and mastery when lessons were aligned with instruction and monitored by teachers, STEM staff, and administrators.
- **Hands-on science labs** implemented in grades 3–5, which supported conceptual understanding and student engagement.
- **Targeted professional development** for teachers in grades 3–5, which focused on vertical alignment, collaborative planning, and instructional time for science.

These strategies have laid a strong foundation, and the next step is to intensify their implementation and monitoring to ensure all students are prepared for success on the 5th grade science assessment.

Measurable Outcome

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

- 5th Grade Science Proficiency: **43%**
- Previous Year (2023–2024): **39%**
- Growth: **+4 percentage points**

Target for 2025–2026:

- The school will increase 5th grade science proficiency from **43% to at least 54%**, as measured by the Florida Statewide Science Assessment (SSA).
- This represents an **11 percentage point increase**, building on the momentum from the previous year's growth.
- The goal aligns with state expectations and reflects the impact of targeted instructional strategies, including:
    - Weekly use of the **PENDA Science platform** with monitored lesson completion and mastery.
    - **Hands-on science labs** in grades 3–5 to reinforce conceptual understanding.
    - **Science-specific professional development** and collaborative planning to ensure vertical alignment and instructional time.

Monitoring

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

PENDA Science Usage

-
    - Weekly reports on student logins, lesson completion, and mastery levels.
    - Teacher check-ins to ensure alignment with instructional goals.
- **Hands-On Science Labs**
    - Lab schedules and completion logs for grades 3–5.
    - Student lab reflections or exit tickets to assess engagement and understanding.
- **Professional Development & Planning**
    - Attendance records for PD sessions.
    - Agendas and notes from collaborative planning meetings.
    - Evidence of vertical alignment in lesson plans and pacing guides.

- **Formative Assessments**
    - Bi-weekly or monthly science quizzes aligned to SSA standards.
    - Data analysis to identify trends and adjust instruction.
- **Benchmark Assessments**
    - Mid-year and end-of-year mock SSA assessments.
    - Comparison of cohort performance to previous years.
- **Student Growth Tracking**
    - Individual student progress monitoring using data dashboards.
    - Focus on students moving from Level 1 to Level 2 and beyond.

Person responsible for monitoring outcome
Christine Boyd, Tami Lanterman

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
1. PENDA Science Platform Description: PENDA is a standards-aligned, gamified online science platform that provides interactive lessons and real-time feedback. It is grounded in cognitive science principles such as retrieval practice and immediate corrective feedback. ESSA Tier of Evidence: Tier 2 – Moderate Evidence Supported by quasi-experimental studies showing improved science achievement in elementary and middle school students. Implementation: Weekly student engagement with platform-aligned lessons. Teacher monitoring of lesson completion and mastery reports. Monitoring: Usage analytics (time on task, lesson completion). Mastery data and correlation with formative assessment scores. 2. Hands-On Science Labs (Grades 3–5) Description: Inquiry-based, hands-on science labs that promote experiential learning and conceptual understanding. These labs align with the 5E instructional model (Engage, Explore, Explain, Elaborate, Evaluate). ESSA Tier of Evidence: Tier 1 – Strong Evidence Backed by multiple randomized control trials showing that inquiry-based science instruction improves student achievement and engagement. Implementation: Bi-weekly lab experiences integrated into the science block. Use of lab journals and reflection sheets. Monitoring: Lab completion logs and student reflections. Observation checklists and student performance on related assessments. 3. Science-Specific Professional Development & Collaborative Planning Description: Ongoing PD focused on science content, pedagogy, and vertical alignment across grades. Includes collaborative planning sessions to ensure consistency and coherence in instruction. ESSA Tier of Evidence: Tier 2 – Moderate Evidence Research supports that targeted, content-specific PD improves teacher efficacy and student outcomes. Implementation: Monthly PD sessions and weekly grade-level planning. Focus on unpacking standards, analyzing student work,

and planning labs. Monitoring: PD attendance and feedback surveys. Review of lesson plans and instructional artifacts for alignment.

Rationale:
Improving 5th grade science proficiency is a critical priority for our school, as science literacy is foundational to students' long-term academic success and readiness for STEM careers. The current proficiency rate of 43%, while showing growth from the previous year, remains below state expectations. To close this gap and meet the 2025–2026 target of 54%, we are implementing a multi-tiered, evidence-based approach that addresses both instructional quality and student engagement. This focus is grounded in the following rationale: Data-Driven Need The 4-point gain from 2023–2024 to 2024–2025 demonstrates positive momentum, but also highlights the need for accelerated growth to meet state benchmarks. Subgroup analysis indicates persistent gaps that can be addressed through targeted, high-impact strategies. Alignment with State Standards and Assessments The Florida Statewide Science Assessment (SSA) emphasizes conceptual understanding and application, which our selected interventions directly support. Evidence-Based Practices The use of PENDA Science, hands-on labs, and science-specific professional development are all supported by research and aligned with ESSA's definition of evidence-based interventions. These strategies are designed to increase student engagement, deepen understanding, and improve retention of scientific concepts. Sustainable and Scalable Implementation The interventions are integrated into existing instructional structures, making them sustainable over time. Monitoring systems are in place to ensure fidelity of implementation and to make data-informed adjustments throughout the year. Equity and Access By providing consistent, high-quality science instruction across grades 3–5, we ensure all students—regardless of background—have access to the knowledge and skills needed to succeed.

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

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

Action Steps to Implement:

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

Action Step #1
Implement and Monitor Weekly PENDA Science Usage Ensure all 5th grade students complete assigned PENDA lessons weekly. Monitor student progress and mastery through platform reports by STEM teacher.

Person Monitoring:	**By When/Frequency:**
Christine Boyd, Tami Lanterman	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Track Weekly Usage Reports Monitor student logins, time on task, and lesson completion. Identify students who are not meeting usage expectations and provide targeted support. Analyze Mastery Data Review student performance on PENDA lessons to assess understanding of key concepts. Use data to inform small group instruction and reteaching needs. Provide student incentives for completion of assignments and leveling up performance. (T) Correlate with Formative Assessments Compare PENDA mastery data with classroom quiz and test results to validate effectiveness. Adjust lesson assignments based on areas of weakness. Conduct Monthly Data Reviews Instructional leadership team will meet monthly to review usage and performance trends. Share findings with teachers during PLCs to drive instructional decisions.

Action Step #2
Facilitate Bi-Weekly Hands-On Science Labs in Grades 3–5 Develop and schedule labs aligned to SSA standards using the STEM teacher on the wheel. Collect student reflections and assess understanding through lab-based tasks.

Person Monitoring:
Christine Boyd, Tami Lanterman

By When/Frequency:
2 x month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action to Be Taken Science teachers in grades 3–5 will implement hands-on science labs every two weeks, aligned with Florida science standards and the 5E instructional model (Engage, Explore, Explain, Elaborate, Evaluate). STEM Lab Coordinator and Instructional Coach will support teachers in planning, resourcing, and modeling effective lab facilitation. Materials provided for labs and Science Fair Projects. (T) Labs will be designed to reinforce key concepts assessed on the Florida Statewide Science Assessment (SSA), such as scientific inquiry, life science, earth/space science, and physical science. Monitoring the Impact To ensure the labs are both implemented effectively and improving student outcomes, the school will: Track Lab Implementation Maintain a lab schedule and completion log for each class. Use teacher reflection forms to document successes, challenges, and student engagement. Collect Student Artifacts Gather lab journals, exit tickets, and student work samples to assess understanding and application of scientific concepts. Use rubrics to evaluate the quality of student responses and scientific reasoning. Conduct Classroom Walkthroughs Administrators and instructional coaches will conduct monthly walkthroughs during lab sessions using a science-specific observation tool. Feedback will be shared with teachers to support continuous improvement. Analyze Assessment Data Compare performance on unit assessments and formative checks before and after lab implementation. Identify trends in student mastery of lab-related standards. Student Voice Use student surveys or quick reflections to gather feedback on lab experiences and perceived learning gains.

Action Step #3
The STEM teacher and administration will conduct Science-Specific Professional Development and Monthly Collaborative Planning Focus on vertical alignment, data analysis, and instructional strategies. Document planning outcomes and adjust instruction based on student needs.

Person Monitoring:
Christine Boyd, Tami Lanterman

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action to Be Taken The Instructional Coach and Assistant Principal for Curriculum will lead bi-monthly professional development (PD) sessions focused on: Deepening science content knowledge. Exploring high-impact instructional strategies aligned to SSA standards. Strengthening vertical alignment across grades 3–5. Monthly collaborative planning meetings will be held for grade-level teams to: Analyze student data. Co-plan science lessons and labs. Share best practices and instructional resources. Monitoring the Impact To ensure this professional learning leads to improved instruction and student outcomes, the school will: Track Participation and Engagement Maintain attendance logs and agendas for each PD and planning session. Document key takeaways and action items from each meeting. Review Instructional Artifacts Collect and review lesson plans, lab activities, and student work samples developed during planning. Ensure alignment with standards and integration of PD strategies. Conduct Classroom Observations Use a science-focused walkthrough tool to observe implementation of strategies discussed in PD. Provide feedback and coaching based on observation trends. Gather Teacher Feedback Use exit tickets or short surveys after each PD session to assess its effectiveness and relevance. Use feedback to refine future PD

topics and planning agendas. Monitor Student Progress Family Science Night: Providing instruction, materials, and strategies to master science standards and complete Science Engineering Fair Projects. (T) Analyze formative and summative assessment data to determine the impact of improved instruction. Use data to guide future PD and instructional adjustments.

Area of Focus #3

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

Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale

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

Mathematics Proficiency (Grades 3–6)

Overall math proficiency dropped from 68% to 55% from Y24 to Y25. This is a crucial area of need due to the low proficiency and drop. Students require lessons that are based on student engagement, collaborative planning, and use of manipulatives. This will lead to an overall increase in 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 the end of the 2025–2026 school year, **60% of students** will score at or above grade-level proficiency on the **FL FAST ELA and Math assessments**, reflecting a **5 percentage point increase** from the 2024–2025 results.

Monitoring

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

Progress will be monitored through:

- **Quarterly FAST Progress Monitoring (PM1, PM2, PM3)**
- **Monthly formative assessments**
- **Data chats with teachers and students**
- **Walkthroughs and instructional rounds**
- **MTSS (Multi-Tiered System of Supports) data reviews**

Person responsible for monitoring outcome

Christine Boyd and Tami Lanterman

Evidence-based Intervention:

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

Description of Intervention #1:

Evidence-Based Interventions (Tier 1): Professional Learning Communities (PLCs) for collaborative planning (ESSA Level 2) Use of visuals and manipulatives to support conceptual understanding Differentiated small group instruction based on formative data Cognitively demanding tasks aligned to standards Systematic reteaching based on student performance

Rationale:

Leverage Professional Learning Communities (PLCs) to facilitate collaborative planning that increases teachers' capacity to deliver high-quality, standards-aligned instruction. Rationale: Through structured 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. 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 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Collaborative Planning with Grade Level PLC Teams: Support teachers in developing high-quality, standards-aligned lessons during collaborative planning.

Person Monitoring:	**By When/Frequency:**
Christine Boyd and Tami Lanterman	Ongoing

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

Action Steps: 1. Facilitate weekly PLCs with instructional coaches or facilitators to guide standards-based lesson planning. Subs will be provided to teachers. (T) 2. Ensure planning sessions incorporate use of district-approved instructional resources (e.g., curriculum guides, pacing documents, assessment tools). 3. Embed planning for visuals, realia, and manipulatives to support conceptual understanding. (T) 4. Emphasize the intentional selection of cognitively engaging tasks aligned to lesson objectives and standards. 5. Utilize common planning templates and tools to promote consistency and clarity across grade levels.

Action Step #2

Coaching: Provide targeted, job-embedded support to strengthen instructional practices.

Person Monitoring:	**By When/Frequency:**
Christine Boyd and Tami Lanterman	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Assign instructional coach and Title One Teacher to support grade-level teams based on identified areas of need. (T) 2. Schedule regular classroom visits for observation and side-by-side coaching. 3. Use data from walk-throughs and lesson plans to tailor coaching conversations. 4. Facilitate pre- and post-conferences to reflect on instruction and refine practice. (T)

Action Step #3
Math Interventions and Tier I Support

Person Monitoring:
Christine Boyd and Title One Teacher

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Title One IA's and Title One Teacher supporting Tier I instruction by pushing into the classrooms. (T) Title One IA's and Title One Teacher pulling small math intervention groups using the materials listed on the Math Decision Tree. (T) Providing manipulatives and a check out system for engaging materials to enhance lessons by Title One Team. (T) Hosting Math Family Night(s) and Summer Slide materials provided to families. (T)

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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

Area of Focus Description: Positive Learning Environment through PBIS

The school is committed to fostering a safe, respectful, and engaging learning environment by implementing a school-wide Positive Behavioral Interventions and Supports (PBIS) framework. This approach emphasizes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school climate. The focus is on improving student behavior, reducing disruptions, and increasing instructional time through consistent expectations, positive reinforcement, and data-driven decision-making.

Rationale:

During the 2024–2025 school year, the school recorded **592 office discipline referrals**, with the most frequent behaviors being **horseplay (101)**, **minor classroom disruptions (87)**, **willful**

disobedience (78), **physical aggression (70)**, and **refusal to follow classroom rules (52)**. These behaviors led to **152 administrative detentions**, **156 lunch detentions**, and **102 out-of-school suspensions**, resulting in significant **loss of instructional time** and contributing to increased **student absences**.

This data highlights the urgent need for a structured, proactive approach to behavior management. Implementing PBIS will help reduce the frequency of disruptive behaviors, improve student engagement, and promote a more inclusive and supportive school culture. By focusing on teaching and reinforcing positive behaviors, the school aims to reduce disciplinary incidents, increase time on task, and support academic achievement for all students.

Measurable Outcome

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

Prior Year Data (2024–2025):

- **Total Office Discipline Referrals**: 592
    - Horseplay: 101
    - Minor Classroom Disruption: 87
    - Willful Disobedience: 78
    - Physical Aggression: 70
    - Refusal to Follow Rules: 52
- **Disciplinary Actions**:
    - Administrative Detention: 152
    - Lunch Detention: 156
    - Out-of-School Suspensions: 102

Measurable Outcome for 2025–2026:

- The school will reduce the total number of office discipline referrals by **25%**, from **592 to fewer than 444**.
- The number of **out-of-school suspensions** will decrease by **20%**, from **102 to fewer than 82**.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of

how ongoing monitoring will impact student achievement outcomes.

The school will implement a structured, data-driven approach to monitor the effectiveness of PBIS strategies and their impact on student behavior and learning outcomes.

Monitoring Tools and Processes:

- **Monthly Behavior Data Reviews**:
  - Referral data will be disaggregated by grade level, behavior type, location, and time of day.
  - Trends will be analyzed to identify high-frequency behaviors and target areas for intervention.
- **PBIS Team Meetings**:
  - A dedicated PBIS team will meet monthly to review data, evaluate the fidelity of implementation, and adjust strategies as needed.
- **Positive Behavior Tracking**:
  - Use of a digital or manual system (e.g., PBIS Rewards, ClassDojo) to track the number of students receiving positive behavior recognition.
- **Walkthroughs and Fidelity Checks**:
  - Administrators and coaches will conduct regular walkthroughs using a PBIS fidelity checklist to ensure consistent implementation of expectations and reinforcement systems.
- **Student and Staff Surveys**:
  - Climate and perception surveys will be administered at the beginning, middle, and end of the year to assess changes in school culture and student engagement.

Impact on Student Achievement:

- **Reduced Disruptions = Increased Instructional Time**:
  - Fewer referrals and suspensions will lead to more time spent in class, directly supporting academic growth.
- **Improved Engagement and Attendance**:
  - A positive school climate encourages regular attendance and active participation, both of which are linked to higher achievement.
- **Equity in Behavior Support**:
  - Monitoring subgroup data ensures that all students receive fair and effective behavioral support, reducing disproportionality and promoting inclusive learning environments.

Person responsible for monitoring outcome
Tami Lanterman

Evidence-based Intervention:

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

Description of Intervention #1:

1. School-Wide PBIS Framework (Tier 1) Description: A proactive, school-wide system that teaches and reinforces clear behavioral expectations across all settings. Evidence Base: Rated as Strong Evidence by the What Works Clearinghouse and supported by over two decades of research. Implementation: Establish 3–5 positively stated expectations (e.g., Be Safe, Be Respectful, Be Responsible). Teach expectations explicitly in all settings (classroom, hallway, cafeteria, etc.). Reinforce positive behaviors through a consistent reward system. Monitoring: Monthly PBIS team meetings to review referral data. Fidelity checklists and walkthroughs to ensure consistent implementation. Student recognition data tracked through PBIS Rewards or similar platforms. 2. Check-In/Check-Out (CICO) for Tier 2 Support Description: A targeted intervention for students with frequent minor behavior infractions. Students check in with an adult mentor at the start and end of each day. Evidence Base: Moderate to Strong Evidence for improving behavior and engagement. Implementation: Daily goal sheets aligned with school expectations. Regular communication with families. Monitoring: Weekly review of goal sheet data. Adjustments made based on student progress and feedback. 3. Resiliency Curriculum Description: Weekly Resiliency lessons focused on self-awareness, self-regulation, empathy, and responsible decision-making. Evidence Base: Strong Evidence (CASEL-endorsed programs). Implementation: Integrated into morning meetings or advisory periods. Reinforced through classroom discussions and activities. Monitoring: Teacher implementation logs. Student self-assessments and reflection journals. Observation of skill application in real-time scenarios. 4. Restorative Practices Description: Strategies such as restorative circles and conferences to build relationships and resolve conflicts. Evidence Base: Promising Evidence for reducing suspensions and improving school climate. Implementation: Used as an alternative to exclusionary discipline. Facilitated by trained staff. Monitoring: Logs of restorative sessions. Reduction in repeat offenses and suspensions.

Rationale:

The school’s behavioral data from the 2024–2025 school year revealed 592 office discipline referrals, with the most frequent infractions being horseplay, minor classroom disruptions, willful disobedience, physical aggression, and refusal to follow rules. These behaviors led to over 400 disciplinary actions, including 102 out-of-school suspensions, resulting in significant loss of instructional time, increased student absences, and a negative impact on academic achievement and school climate. To address these challenges, the school is implementing a multi-tiered system of support grounded in Positive Behavioral Interventions and Supports (PBIS). This approach is supported by strong evidence under ESSA and is proven to: Reduce disruptive behaviors and disciplinary referrals. Increase student engagement and time on task. Improve school climate and student-teacher relationships. Promote equity by reducing disproportionate discipline among subgroups. By combining Tier 1 PBIS practices, targeted Tier 2 supports like Check-In/Check-Out, social-emotional learning, and restorative practices, the school is proactively addressing the root causes of behavioral issues. These interventions are designed to teach and reinforce positive behaviors, rather than relying solely on punitive measures, and are monitored through ongoing data analysis, fidelity checks, and student feedback. This comprehensive, evidence-based approach ensures that all students—especially those

with the highest behavioral needs—receive the support necessary to thrive academically and socially in a safe, respectful, and inclusive learning environment.

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

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

Action Steps to Implement:

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

Action Step #1
Train all staff on PBIS Tier 1 practices and expectations.

Person Monitoring:	**By When/Frequency:**
Tami Lanterman	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will provide comprehensive professional development to all staff on the implementation of Tier 1 PBIS practices. This includes: Defining and teaching 3–5 school-wide behavior expectations (e.g., Be Safe, Be Respectful, Be Responsible). Training on how to explicitly teach, model, and reinforce expected behaviors in all school settings. Establishing consistent procedures for acknowledging positive behavior and responding to problem behavior. Providing staff with PBIS implementation tools such as behavior matrices, lesson plans, and reinforcement systems. Training will occur during the first month of school, with follow-up sessions throughout the year and support from the PBIS team and behavior coach. Monitoring the Impact: The school will monitor the effectiveness of this action step through: PBIS Fidelity Checklists: Used during classroom and common area walkthroughs to assess implementation consistency. Staff Surveys: Administered at the beginning, middle, and end of the year to measure staff confidence and consistency in applying PBIS strategies. Referral Data Analysis: Monthly review of office discipline referrals to identify trends and determine if Tier 1 practices are reducing problem behaviors. PBIS Team Logs: Documentation of training sessions, attendance, and follow-up coaching provided to staff. By ensuring all staff are trained and supported in PBIS Tier 1 practices, the school aims to create a consistent, positive environment that reduces behavioral disruptions and increases time for instruction.

Action Step #2
Launch a school-wide positive behavior recognition system (e.g., PBIS Rewards, FOCUS).

Person Monitoring:	**By When/Frequency:**
Tami Lanterman	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action to Be Taken: The school will implement a consistent, school-wide system to recognize and reinforce positive student behavior aligned with the school's PBIS expectations. This includes: Introducing a token economy or point-based system (e.g., PBIS Rewards, ClassDojo, or a custom ticket system). Training staff to consistently acknowledge and reward students for demonstrating expected behaviors. Creating a menu of individual and group incentives (e.g., praise, privileges, certificates, school-wide celebrations). (T) Publicly celebrating positive behavior through announcements, bulletin boards, and assemblies. The system will be inclusive and culturally responsive, ensuring all students have equitable access to recognition. (T) Monitoring the Impact:

The school will monitor the effectiveness of this action step through: Tracking reward data: Number of points/tokens distributed, frequency of recognition by staff, and student participation in incentives. Referral comparison: Analyzing trends in office discipline referrals before and after implementation to assess behavioral improvements. Student and staff surveys: Gathering feedback on the fairness, consistency, and motivational impact of the recognition system. PBIS team reviews: Monthly analysis of recognition data alongside referral data to ensure the system is reinforcing desired behaviors effectively. By reinforcing positive behaviors consistently, the school aims to shift the climate toward a more respectful, engaged, and supportive learning environment, reducing the need for reactive discipline.

Action Step #3
Implement monthly behavior data reviews to identify trends and adjust supports.

Person Monitoring:
Tami Lanterman

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action to Be Taken: The school will establish a structured process for monthly behavior data reviews to ensure that PBIS strategies are responsive and data-informed. This includes: Collecting and analyzing office discipline referral data by grade level, behavior type, location, time of day, and student subgroup. Identifying patterns and trends to inform targeted interventions (e.g., increased supervision in high-incident areas, reteaching expectations). Sharing data summaries with staff during PLCs or faculty meetings to promote transparency and collective problem-solving. Using data to adjust Tier 1 practices and determine the need for Tier 2 or Tier 3 supports. Monitoring the Impact: The school will monitor the effectiveness of this action step through: Monthly PBIS team meeting minutes documenting data analysis and action steps taken. Referral trend reports comparing month-to-month and year-over-year data. Staff feedback on the usefulness of data in guiding behavior management decisions. Reduction in repeated behaviors and referrals in identified hotspots or timeframes. By using data to drive decisions, the school ensures that behavioral supports are proactive, targeted, and continuously refined—leading to a more positive and productive learning environment.

Action Step #4
Provide resiliency instruction weekly in all classrooms.

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action to Be Taken: The school will implement a structured Social-Emotional Learning (SEL) curriculum across all grade levels to support students' emotional regulation, relationship-building, and responsible decision-making. This includes: Delivering weekly Resiliency lessons using an evidence-based program (e.g., FL supported materials or Zones of Regulation). (T) Integrating SEL themes into morning meetings, advisory periods, and classroom discussions. Reinforcing SEL skills through modeling, role-playing, and real-life application. Providing professional development and planning time for teachers to implement SEL with fidelity. Monitoring the Impact: The school will monitor the effectiveness of this action step through: Teacher implementation logs and lesson reflections to ensure consistent delivery. Student self-assessments and reflection journals to track growth in SEL competencies. Behavioral data analysis to identify reductions in referrals related to emotional outbursts, peer conflict, and defiance. Classroom observations and walkthroughs using SEL fidelity checklists. Student and teacher surveys to assess perceptions of classroom climate and emotional safety. By embedding SEL into the school culture, students will develop the skills needed to manage emotions, resolve conflicts, and engage positively with peers and adults—leading to fewer behavioral

disruptions and improved academic focus.

Action Step #5
Engage families through communication about behavior expectations and celebrations.

Person Monitoring:
Tami Lanterman

By When/Frequency:
Ongoing, Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action to Be Taken: The school will actively involve families in promoting a positive school climate by: Communicating school-wide behavior expectations and PBIS strategies through newsletters, family nights, and digital platforms. (T) Hosting bi-quarterly family engagement events focused on behavior supports, SEL, and student recognition. Sharing student behavior progress and celebrations with families via phone calls, emails, and student-led conferences. (T) Providing families with resources and strategies to reinforce positive behavior at home. (T) This action ensures that families are informed, empowered, and aligned with the school's behavioral goals. Monitoring the Impact: The school will monitor the effectiveness of this action step through: Event attendance logs and feedback forms from family engagement activities. Communication tracking (e.g., number of positive calls/ emails home, newsletter distribution). Family surveys to assess understanding of PBIS and satisfaction with communication. Referral data trends to evaluate whether increased family engagement correlates with improved student behavior. Recognition participation rates, such as how many students are celebrated with family involvement. By strengthening the home-school connection, students receive consistent behavioral expectations and support, which reinforces positive behavior and contributes to a more respectful and engaged school community.

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, UniSIG budget, and SWP will be disseminated in various ways to our stakeholders. These documents will be shared and discussed in-person at SAC, PTO, faculty meetings and the Annual Title 1 Meeting. These documents will be sent to all families through our FOCUS communication app and emailed to our staff. Also, flyers, emails, and text messages will be used to notify our stakeholders where these documents can be found in the front office and online. These documents will be translated into the native languages of our stakeholders when requested. Additionally, the progress of the SIP will be reviewed during the Mid (January) and End (May)of year evaluation of the SIP. The results of the mid and end of year SIP evaluations will be shared with all stakeholders in the same manners as mentioned above. The SIP will be made available publicly at www.brevardschools.org/o/hce/page/about-us

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)).

Harbor City encourages and values positive relationships with our parents, families, and other community stakeholders. These positive relationships are built by actively involving the participants in planning, reviewing and improving our school. Harbor City's School Wide Improvement Plan (SWIP), Parent and Families Engagement Plan, Compact and School Wide Title 1 program are reviewed and

developed annually with their input to ensure we are meeting the current needs of our students, parents, and families. Input from parents, families, and other community stakeholders is gathered from the following sources, the District Survey, evaluations of Family Night Events, SAC and PTO meetings. These results and academic data are reviewed during a process called the Comprehensive Needs Assessment (CNA). The CNA allows us to determine our top priorities for the upcoming school year based on the needs of our students. Our parents, families, and other community stakeholders are also involved in the CNA process. The following data sources are analyzed: FAST, STAR, iReady, Lexia, attendance, discipline, subgroups, stakeholder and parent surveys. The CNA is the foundation upon which our SWIP is built. Parents are kept informed of their child's progress via Interim Reports, Report Cards, phone calls, emails, text, and test results (FAST, STAR, Penda, Lexia, and iReady). This open two-way communication and viewing parents, families, as well as other community stakeholders as equals in improving our school, builds positive relationships. The Parent Family Engagement Plan (PFEP) highlights how our school plans to build positive relationships with all stakeholders to support the needs of their students. This includes hosting family engagement events with a focus on strategies to support learning at home, two-way communication strategies, translation opportunities, and methods for keeping families informed of student progress throughout the school year. Harbor City's Family Engagement Plan can be viewed at: www.brevardschools.org/o/hce/documents/parents-%26-students/parents/title-1/579507

Plans to Strengthen the Academic Program

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

To strengthen our school's academic program, we are implementing a multifaceted approach that focuses on increasing student engagement, improving instructional practices, and building staff collective efficacy in all subject areas. To increase student engagement, we plan to employ a teacher (T), two instructional assistants (T), and half the salary of a literacy coach (T). The teacher and the instructional assistants will provide small group instruction for all subgroups of our K-6 students in both ELA and math. Lexia (T) will also be used to improve student engagement and understanding. To improve instructional practices, we plan on utilizing our literacy coach (T) to implement the coaching learning cycle with our ELA teachers. The literacy coach will also conduct PLCs with our ELA based on the Science of Reading and collaborative planning. Tier I engagement strategies will be taught and evaluated, using the Kagan resources and Teach Like a Champion.

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 meet challenging state standards. Materials and Supplies for both parents and students will be provided in K-6th grade (T).

These included:

Title II- Professional Development District resource teachers will provide training for staff members that will focus on engaging students during ELA and mathematics instruction. Materials and Supplies (T).

Title III-ESOL Harbor City will implement appropriate programs, services and training opportunities for school staff and families who have ESOL/ELL students. The Title 1 contact will work with our ESOL/ELL teachers to ensure that information is translated to native languages of our students. Materials and Supplies (T)

Title IV-Well-Rounded Education/School Safety/Educational Technology Harbor City collaborates with the office of Title 1 who works collaboratively with the Office of Educational Technology to address the technology needs of students and families in Title I schools. We work collaboratively to plan and implement appropriate programs, services and training opportunities for school staff and families. These opportunities include access to and utilization of FOCUS as a means of communication between home and school. Parent Involvement materials will be provided throughout the school year through newsletter resources, take home items, and summer slide materials (T).

Title IX-McKinney Vento Our school works collaboratively with the office of Title 1 and the district Homeless Liaison to meet the varying needs of our homeless students' families. Title IX funds provide these families with tutoring, school supplies, counseling, and transportation for families in transition. FDLRS/ESE services Joint professional development opportunities are provided for staff and training opportunities for parents of Title I ESE students by staff from the Office of Exceptional Education, Title I, and FDLRS. We collaborate to address the exceptional needs of students and families without duplicating services. Preschool Programs (VPK) In collaboration with the Eary Learning Coalition (ELC) of Brevard, we host a Voluntary Prekindergarten Program (VPK) at our school. Our VPK program is a free early learning program to prepare four-year olds for kindergarten and build the foundation for school success. allowing us to offer full day services for our VPK students and families. The VPK and ELC offices work together to coordinate parent training opportunities and

transitional services for students entering our school. Activities may include coordinated meetings with ELC, Title I staff, school staff, families, VPK, and kindergarten teachers to discuss specific needs.

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 a variety of services designated to help students, parents, and teachers develop positive learning experiences. Students have access to a school counselor and a school worker. These professionals can assist students in addressing challenges, fostering resilience, managing emotions, and applying 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. Character education is built into our school environment throughout the day and morning routines through our PBIS lessons. Our character education program is focused on character development, mental health, and resiliency. Consultations are available to parents and teachers to include information on referral services in the community with the goals that families have the resources and support needed to address the overall mental wellness of our students.

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)).

STARBASE Academy is a program for our 5th grade students that provides them with hands-on activities related to STEM based careers. All grade levels will be exposed to STEM lessons one time a week by our STEM teacher.

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)).

Harbor City uses a Multi-Tiered System of Supports (MTSS) to prevent and address academic issues. This evidence-based model uses data-based problem solving to integrate academic and behavioral instruction and intervention. The instruction and intervention are delivered to all students in

varying intensities (tiers) based on student need. Data-driven decision making ensures that support and resources reach the appropriate students at the levels needed to accelerate student performance and reach proficiency. Our PBIS program, SR2 (Safe, Responsible, and Respectful), is a multi-tiered intervention program for behavior. It provides the students with expectations throughout the school day and school campus.

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)).

New teachers will participate in a monthly professional learning community during these meetings, job embedded professional learning will be provided that is focused on data analysis and instructional strategies. Professional development focused on teacher clarity will occur during pre-planning and quarterly. New teachers will participate in the new teacher Academy and be supported by a mentor in the same grade level or content area. Struggling teachers will also have the opportunity to work with a school or district-based mentor. Each quarter, teachers will be given a collaborative planning day to review data and plan instruction supported by an instructional coach. Our instructional coach (T) will provide embedded professional learning through coaching cycles. The literacy coach will also conduct PLCs with our ELA staff focusing on the Science of Reading and collaborative planning. Kagan strategies for Tier I instruction and strategies from Teaching Like a Champion. Instructional assistance will work under the supervision and guidance of certified teachers.

Strategies to Assist Preschool Children

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

To aid in the transition from early childhood education to Harbor City Elementary, we offer a kindergarten orientation. During this orientation, families can experience some of the learning activities, expectations, and state standards associated with kindergarten. Families who attend will also receive educational materials to use with their students over the summer as they prepare for kindergarten.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Comprehensive Needs Assessment: Administration and CNA team analyzed data during the summer and created plans based on identified areas of need. The team began by conducting a needs assessment to identify the specific challenges faced by the students, such as academic gaps, and attendance issues.

Resource Evaluation: The Title One and CNA team examined the current allocation and utilization of resources, including Title One teaching staff, technology, instructional materials, support services, and funding. The team evaluated whether these resources were effectively addressing the identified needs and if they aligned with the school's goals.

Gap Analysis: The team compared existing resources and impact on student achievement against identified needs. The team identified gaps that were underutilized or lacking. This included teacher resources, staffing, and professional learning.

Action Plan Developed: Administration identified areas of focus based on multiple data sources. Once determined, appropriate research-based interventions were determined.

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).

- Leadership team will create a master schedule in which ESE student services are addressed with the Support Facilitation Model by first semester. The team will place SWD with stronger teachers, focusing on the grouping for Support Facilitation.
- African/American and ESOL students will be placed with stronger teachers, pulling small group instruction with fidelity. These students were also added to RTI/Intervention groups supported by classroom teachers and Title One Instructional Assistants.
- Every 6 weeks student data, from these subgroups, is reviewed. Students will be added to additional interventions in Tier II and III based on their lack of growth in ELA and Math.
- Teachers will meet in weekly PLC teams, with administration and the literacy coach, learning more about the Science of Reading and instructional engagement strategies that will improve student performance in reading. This time will include collaborative planning.

- iReady paths will be monitored by teachers weekly, ensuring students are working at the correct level of difficulty in ELA and Math.
- Staff will attend 5 Professional Learning sessions, on Early Release Fridays, throughout the school year to enhance their Tier I instruction, increasing engagement, building students' Growth Mindset, and learning how to Teach Like a Champion.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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