Brevard Public Schools

IMPERIAL ESTATES ELEM. SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (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

Building positive relationships.

Commitment
Consistent
Connect
Confident

Be an A School!

Provide the school's vision statement

Imperial Estates strengthens academic success and develops compassionate community leaders.

With an instructional sense of urgency, IES staff are committed and prepared for data informed tiered instruction, including active teaching and students learning as measured by increased proficiency levels and learning gains.

With a consistent mindset, IES staff are committed to building strong relationships with students & their families, and each other as measured by increased positive ratings within our climate surveys.

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
Cynthia Adams

adams.cynthia@brevardschools.org

Position Title
Principal

Job Duties and Responsibilities

Instructional leader is essential in providing the vision for standards-aligned instruction through professional learning, sharing resources, collaborative planning, monitoring, observation & feedback, and coaching practices.

Leadership Team Member #2

Employee's Name
Whitney Toliver

toliver.whitney@brevardschools.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Instructional leader is essential in providing the vision for standards-aligned instruction through professional learning, sharing resources, collaborative planning, monitoring, observation & feedback, and coaching practices.

Leadership Team Member #3

Employee's Name
Shannon Skeates

skeates.shannon@brevardschools.org

Position Title
Literacy Coach

Job Duties and Responsibilities

Instructional leader is essential in providing the vision for ELA standards-aligned instruction through professional learning, sharing resources, collaborative planning, monitoring, observation & feedback, and coaching practices.

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.

In the Spring of 2025, Imperial's school-based team, including parents, provided input on the SPIE. Priority indicators were identified: implement effective inclusive practices, an MTSS and problem-solving process is consistently used, and general and special education teachers use regularly scheduled collaborative planning time. As a result, in the Spring of 2025, members of our instructional team attended Scheduling Supports professional learning. This learning will be applied to action steps impacting student schedules as we reviewed the data of our students with disabilities. This will benefically impact accelerating student learning and outcomes.

School-wide data, including academic student outcomes, was shared with staff and our School Advisory Council in the Spring of 2025.
Student, staff, and parent survey results were shared with staff and our school community in May 2025.

In June 2025, our school leadership team met with a team of teachers for several days reviewing the data, identifying successes & needs and formalized a plan of focus for the upcoming year. Additional input and feedback opportunities were gathered (CNA/ Title 1).

During the preplanning week of the 2025-2026 school year, in a presentation with all our faculty members we reviewed the data, identified successes & needs and formalized a plan of focus for the upcoming year. Additional input and feedback opportunities were gathered.

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)).

Based upon our SIP goals. we have pre-planned strategic professional learning sessions and placed

the intended topics on our calendar in advance so that we do not lose our focus. It is embedded. This will be reflective in the written communication from the leadership team as well. Other components that contribute include: classroom walk throughs and observations, use of a specific walk through tool, and quarterly student data analysis and goal setting.
We will review student academic growth and proficiency data (such as FAST progress monitoring and iReady diagnostic results) in grade level meetings with teachers, administrative team, and our literacy coach quarterly. We will look for growth within our grade levels, our student subgroups, and at the individual student level.
We will share this information with our SAC and utilize the quarterly progress monitoring SIP tracker. We will revise the plan as necessary to ensure continuous improvement and adjust our tiered instruction.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-6**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**90.5%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)*** **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: C** **2022-23: C** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	42	71	75	79	84	78	79			508
Absent 10% or more school days	7	14	14	12	16	14	16			93
One or more suspensions	1	7	4	7	11	10	15			55
Course failure in English Language Arts (ELA)	0	0	0	0	2	0	8			10
Course failure in Math	0	0	0	1	3	3	1			8
Level 1 on statewide ELA assessment	4	18	21	24	15	32	19			133
Level 1 on statewide Math assessment	4	20	14	25	18	32	40			153
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	18	21	24						67
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	20	14	25	8					71

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	3	5	8	9	12	19	22			78

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	6	7	2	8	0	0	0			23
Students retained two or more times	0	0	0	1	1	1	1			4

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		18	21	13	15	20	18			105
One or more suspensions		4	8	7	14	8	31			72
Course failure in English Language Arts (ELA)							2			2
Course failure in Math							5			5
Level 1 on statewide ELA assessment		10	41	21	21	16	33			142
Level 1 on statewide Math assessment		8	21	23	23	13	42			130
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			9	9						18
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		5	14	11						30

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		6	11	8	16	13	28			82

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	5	19		13						37
Students retained two or more times						1				1

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	44	62	59	47	61	57	49	58	53
Grade 3 ELA Achievement	41	58	59	44	59	58	51	57	53
ELA Learning Gains	51	62	60	58	64	60			
ELA Lowest 25th Percentile	38	57	56	61	60	57			
Math Achievement*	37	63	64	52	62	62	49	58	59
Math Learning Gains	40	67	63	54	68	62			
Math Lowest 25th Percentile	41	54	51	46	59	52			
Science Achievement	44	62	58	48	60	57	44	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	50	62	63	60	57	61	43	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)	CSI
OVERALL FPPI – All Students	43%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	386
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**
43%	52%	52%	53%	41%		58%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	24%	Yes	6	4
English Language Learners	63%	No		
Black/African American Students	37%	Yes	5	
Hispanic Students	35%	Yes	1	
Multiracial Students	51%	No		
White Students	46%	No		
Economically Disadvantaged Students	35%	Yes	1	

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	44%	41%	51%	38%	37%	40%	41%	44%					50%
Students With Disabilities	16%	26%	33%	32%	11%	31%	39%	5%					
English Language Learners			80%			60%							50%
Black/African American Students	31%	33%	50%	43%	27%	37%	42%	29%					
Hispanic Students	35%	29%	47%	20%	33%	44%							
Multiracial Students	54%	50%	61%		41%	48%	36%	64%					
White Students	49%	45%	51%	50%	42%	39%	42%	48%					
Economically Disadvantaged Students	33%	36%	43%	37%	29%	34%	40%	25%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	47%	44%	58%	61%	52%	54%	46%	48%					60%
Students With Disabilities	15%	29%	38%	41%	20%	37%	38%	14%					
English Language Learners	36%		80%		45%	60%							60%
Black/African American Students	25%	29%	56%	71%	29%	43%	45%	24%					
Hispanic Students	38%	40%	55%		49%	48%		55%					
Multiracial Students	56%	30%	59%		49%	53%		77%					
White Students	57%	56%	58%	57%	63%	60%	44%	53%					
Economically Disadvantaged Students	37%	29%	53%	53%	44%	50%	43%	48%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	49%	51%			49%			44%					43%
Students With Disabilities	11%	18%			10%			7%					
English Language Learners	27%				36%								67%
Black/African American Students	27%	33%			28%			17%					
Hispanic Students	40%				38%			25%					
Multiracial Students	60%	50%			57%								
White Students	60%	63%			58%			60%					
Economically Disadvantaged Students	40%	44%			40%			29%					

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	40%	58%	-18%	57%	-17%
ELA	4	35%	58%	-23%	56%	-21%
ELA	5	12%	14%	-2%	12%	0%
ELA	6	49%	70%	-21%	60%	-11%
Math	3	44%	59%	-15%	63%	-19%
Math	4	42%	60%	-18%	62%	-20%
Math	5	25%	57%	-32%	57%	-32%
Math	6	33%	72%	-39%	60%	-27%
Science	5	44%	60%	-16%	55%	-11%

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?

Data components showing the most improvement:

- FAST Reading for 1st grade:: 65% of the grade level is at or above the 40th percentile. Last year only 46% was at or above the 40th percentile.
- FAST Math for 1st grade: Imperial's data is above the state and district average.
- FAST Reading for 2nd grade: 69% of the grade level is at or above the 40th percentile. Last year only 50% was at or above the 40th percentile.
- FAST Math for 2nd grade: Imperial's data is above the state average.

Actions that impacted our success positively:

- professional learning with topics such as Mighty Moves
- collaborative planning with grade levels (especially 2nd grade teachers), literacy coach, and administration
- school-based walk through tool created and reviewed/shared with teachers
- consistent walk thrus by literacy coach and administrative team; with feedback and celebration; documented walk thru log

Lowest Performance

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

Lowest performance:

- Grades 3-6 math overall and learning gains
- Grades 5 & 6 math proficiency levels
- Grade 4 ELA proficiency

Contributing factors:

- Inconsistent fully evident implementation of district instructional plan / aligned instruction / tiered instruction
- some student behavior does not contribute to academic learning enviornment / how we respond to student behavior

- Inconsistent teaching staff / staff absences / collapse & add classes
- Large class sizes

Greatest Decline

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

Greatest decline:

- 5th grade math proficiency level

Contributing factors:

- Inconsistent fully evident implementation of district instructional plan / aligned instruction / tiered instruction / engagement strategies

Greatest Gap

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

Greatest gap

- Grades 5 & 6 math proficiency levels

Contributing factors:

- Inconsistent fully evident implementation of district instructional plan/ aligned instruction / tiered instruction
- some student behavior does not contribute to academic learning enviornment / how we respond to student behavior
- Inconsistent teaching staff / staff absences / collapse & add classes

EWS Areas of Concern

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

- Student Behavior
- Student Attendance (Parent Liaison paraprofessional T)

Highest Priorities

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

1. Increasing Reading proficiency and learning gains for all students; including subgroups
2. Increasing Math proficiency and learning gains for all students; including subgroups
3. Increasing Science proficiency for all students; including subgroups

4. Increasing Student behavior and relationships ; for all students; including subgroups
5. Increasing student and staff attendance

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

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

Area of Focus #1

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

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.

Imperial's overall ELA proficiency goal for grades 3-6 will be to increase from 44%(FAST #3 Spring 2025) to 54% (FAST #3 Spring 2026).

GRADE LEVEL FAST#3 ELA Proficiency Levels (Spring 2025):
K| 45+%
1 | 49%
2 | 53%
3 | 41%
4 | 35%
5 | 45%
6 | 49%

ELA Instruction and learning is identified as a crucial area of support for our students. It impacts our students' success overall, including our students in subgroups such as students with disabilities, black students, Hispanic students, and students impacted by low socio-economic factors. These measurements identifies our school as a RAISE school, CSI level of support, and school grade of C.

Imperial aims to ensure that we achieve the necessary percentage of points to earn a grade of B by strengthening instructional practices, enhancing data-driven decision-making, and improve student outcomes.
We are setting a goal for each grade level to obtain at the minimun 55% proficiency.

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

Standards-focused instruction utilizing Benchmark curriculum (tier 1).

Mighty Moves reading strategies (professional learning, coaching, walk throughs, feedback, data analysis)
Magnetic Reading (K-2)
Lexia (T) (tier2)
iReady and Imagine Learning

Tiered instruction (includes small group reading, intervention, and ASP).
ASP to begin third week of school.
Strategic and intentional utilization of ESE resource teachers, interventionists (T), and ESOL para-professional. **Addition of a reading endorsed teacher interventionist in grade 2.**

Phonics instruction, word study skills, and fluency must occur in K-2. Use of supplementary resources/supplies (T) and extend the core reading block to 120 minutes. Instructional Practices (K-1).
Tier 1 ELA instruction is a critical need, including small group instruction and workstations. We need to be committed and consistent. Incorporate collaborative team planning for each unit. Encourage more teachers to acquire their Reading Endorsement.

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

Standards-focused instruction utilizing Benchmark curriculum (tier 1).
Incorporate collaborative team planning for each unit. (professional learning, coaching, walk throughs, feedback, data analysis)
Lexia (T) (tier2)
iReady and Imagine Learning

Tiered instruction (includes small group reading, intervention, and ASP).
ASP to begin third week of school.
Strategic and intentional utilization of ESE resource teachers, interventionists (T), and ESOL para-professional. **Addition of a reading endorsed teacher interventionist in grade 3.**

Fluency, independent reading, and increased vocabulary must occur in grades 3-5.

Use of supplementary resources/supplies (T) and extend the core reading block to 120 minutes.
Tier 1 ELA instruction is a critical need, including small group instruction and workstations. We need to be committed and consistent. Encourage more teachers to acquire their Reading Endorsement.

Grades K-2: Measurable Outcome(s)

In Spring 2026, students will be proficient on the FAST ELA Assessment #3:

Kindergarten to obtain 55%
1st increase from 45% to 55%
2nd increase from 53% to 57%

In setting these goals, we considered the level of proficiency the students left their prior grade level and projected a goal for when they exit their current grade level.

Grades 3-5: Measurable Outcome(s)

In Spring 2026, students will be proficient on the FAST ELA Assessment #3:
3rd increase from 53% to 57%
4th increase from 41% to 55%
5th increase from 35% to 55%
6th increase from 45% to 55%

In setting these goals, we considered the level of proficiency the students left their prior grade level and projected a goal for when they exit their current grade level.

Monitoring

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

Set quarterly goals. Admin and grade level teams will review the school-wide and grade-level data after PM1 and PM2 of FAST and iReady; as well as analyze data and goals quarterly.

Monitor effective use of online learning platforms iReady, Lexia, and Imagine.

Our Leadership Team will walk into classrooms during the reading block and intervention times to monitor and inspect this practice (instructional walk thru tool).

Person responsible for monitoring outcome

Cynthia Adams / Whitney Toliver/ Shannon Skeates

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:

Systemic and explicit tiered instruction with a focus on the science of reading.

Rationale:

By implementing evidence-based teaching practices found in the science of reading, teachers can

help all students develop strong literacy skills. The science of reading promotes a more effective and equitable approach to literacy instruction, ensuring that all students have the opportunity to become successful readers.

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

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

Action Steps to Implement:

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

Action Step #1
Consistently Plan for Tiered Instruction & Data Analysis

Person Monitoring:	**By When/Frequency:**
Cynthia Adams, Whitney Toliver, Shannon Skeates	quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Principal, assistant principal, and literacy coach(T) will set clear expectations for tiered ELA instruction; will monitor through classroom walk thrus and walk thru tool, and provide targeted feedback to support instructional improvement. 2. Teachers and the reading leadership team will support improved student reading outcomes by leading or participating in professional learning on evidence-based strategies, assisting with implementing data-informed instruction, monitoring the use of high quality instructional materials, and the use of multi-tiered system of supports. 3. Teachers will be intentional with the implementation of ELA standards and high quality instructional material; actively engage in collaborative planning sessions. 4. Teachers & our Literacy Coach will use student achievement data to determine which students need small group instruction, which skills need to be addressed, which teaching materials to use (Lexia)(T), & which progress monitoring assessments to complete outside tier 1 instruction. 5. Strategic and intentional utilization of ESE resource teachers, interventionists (T), and ESOL para-professional during small group reading instruction during the 90 minute block, and during intervention. 6. The leadership team will create strategic grade level academic block schedules and intentional class lists(inclusive scheduling). 7. Teachers will create Progress Monitoring Plans for students who receive tier 2 & 3 instruction and track students' progress within tiered instruction & will review at MTSS meetings. 8. Each quarter teacher teams will meet to collaborate with leadership team to revise the plan. 9. Provide after school tutoring (ASP) (T)specifically focused on areas of academic weakness, to close achievement gaps. Begin by the third week of school. 10. Host family engagement reading events such as Rolling Readers (T). 11. Media specialist will focus on increasing word meaning, vocabulary, and reading comprehension skills.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Imperial's overall math proficiency goal for grades 3-6 will be to increase from 37%(FAST #3 Spring 2025) to 54% (FAST #3 Spring 2026).

GRADE LEVEL FAST#3 Math Proficiency Levels (Spring 2025):
K= 37%
1st= 60%
2nd= 59%
3rd= 44%
4th= 42%
5th= 25%
6th= 33%

Math Instruction and learning is identified as a crucial area of support for our students. It impacts our students' success overall, including our students in subgroups such as students with disabilities, black students, Hispanic students, and students impacted by low socio-economic factors. These measurements identifies our school as a CSI level of support, and school grade of C.

Imperial aims to ensure that we achieve the necessary percentage of points to earn a grade of B by strengthening instructional practices, enhancing data-driven decision-making, and improve student outcomes.
We are setting a goal for each grade level to obtain 55% proficiency, and for students in 1st grade and 2nd grade to increase by 4%.

Measurable Outcome

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

In Spring 2026, students will be proficient on the FAST Math Assessment #3:

Kindergarten to obtain 55%
1st increase from 37% to 55%
2nd increase from 60% to 64%
3rd grade increase from 59% to 63%
4th grade increase from 44% to 55%
5th grade increase from 42% to 55%

6th grade increase from 25% to 55%.

In setting these goals, we considered the level of proficiency the students left their prior grade level and projected a goal for when they exit their current grade level.

Monitoring

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

Set quarterly goals. Admin and grade level teams will review the school-wide and grade-level data after PM1 and PM2 of FAST and iReady; as well as analyze data and goals quarterly.

Monitor effective use of online learning platform iReady, and use of Standards Mastery.

Our Leadership Team will walk into classrooms during the math block and intervention times to monitor and inspect this practice (instructional walk thru tool).

Person responsible for monitoring outcome

Cynthia Adams, Whitney Toliver

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:

Collaborative Planning: Effect size: ~0.93 for collective teacher efficacy (Hattie, 2018) RTI / Tiered Instruction: Effect size ~0.77 (Hattie, 2018)

Rationale:

Collaborative planning contributes to this by improving instructional quality, alignment of curriculum, and shared problem-solving. Improves instructional alignment across classrooms and grades. Enhances teacher professional development through shared practices. Boosts student achievement, especially when planning is data-driven and sustained. RTI / Tiered Instruction: If you’re implementing tiered instruction within an RTI or MTSS framework, you can expect a substantial improvement in student outcomes, especially when combined with collaborative planning and progress monitoring.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1
Consistently Plan for Tiered Instruction & Data Analysis

Person Monitoring:
Cynthia Adams, Whitney Toliver

By When/Frequency:
quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Principal and assistant principal will set clear expectations for tiered math instruction including increased student discourse; will monitor through classroom walk thrus and walk thru tool, and provide targeted feedback to support instructional improvement. 2. Teachers and the leadership team will support improved student math outcomes by leading or participating in professional learning on evidence-based strategies, assisting with implementing data-informed instruction, monitoring the use of high quality instructional materials, and the use of multi-tiered system of supports. 3. Teachers will be intentional with the implementation of math standards and high quality instructional material; actively engage in collaborative planning sessions. 4. Teachers will use student achievement data to determine which students need small group instruction, which skills need to be addressed, which teaching materials to use, & which progress monitoring assessments to complete outside tier 1 instruction. 5. Strategic and intentional utilization of ESE resource teachers, interventionists (T), and ESOL para-professional during small group math instruction during the tier 1 block, and during intervention. 6. The leadership team will create strategic grade level academic block schedules and intentional class lists(inclusive scheduling). 6. Teachers will create Progress Monitoring Plans for students who receive tier 2 & 3 instruction. 7. Teachers will track students' progress within tiered instruction & will review at MTSS meetings. 8. Each quarter teacher teams will meet to collaborate with leadership team to revise the plan. 9. Provide after school tutoring (ASP) (T) specifically focused on areas of academic weakness, to close achievement gaps. Begin by the third week of school. 10. Host family engagement math events (T). 11. PE teacher will incorporate math fact fluency practice during PE class (with physical movement).

Area of Focus #3

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

Instructional Practice specifically relating to Science

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

5th grade State Assessment for Science Proficiency Level (Spring 2025):
5th= 44%

Science Instruction and learning is identified as a crucial area of support for our students. It impacts our students' success overall, including our students in subgroups such as students with disabilities, black students, Hispanic students, and students impacted by low socio-economic factors. These measurements identifies our school as a CSI level of support, and school grade of C.

Imperial aims to ensure that we achieve the necessary percentage of points to earn a grade of B by

strengthening instructional practices, enhancing data-driven decision-making, and improve student outcomes.
We are setting a goal for 5th grade to increase their proficiency level to 55%.

Measurable Outcome

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

The results of the 5th grade State Assessment (Spring 2026): We are setting a goal for 5th grade to increase their proficiency level from 44% to 55%.

Monitoring

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

Set quarterly goals. Admin and grade level teams will review the school-wide and grade-level data sources.

Monitor effective use of online learning platform PENDA.

Our Leadership Team will walk into classrooms during the science block and to monitor and inspect this practice (instructional walk thru tool).

Person responsible for monitoring outcome

Cynthia Adams, Whitney Toliver

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:

Multimodal science vocabulary instruction (e.g., visuals, models, interaction) 0.65 – 0.90 Strong effect

Rationale:

Teaching academic and domain-specific vocabulary significantly improved science comprehension. The most effective approaches are explicit, interactive, and multimodal.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Deepen Science Vocabulary Instruction

Person Monitoring:
Cynthia Adams, Whitney Toliver, Iolani Hardin

By When/Frequency:
quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Grades K-2: STEM teacher will complement the units of science study in alignment with the sequence for the primary grades; stressing hands-on engagement and vocabulary. 2. Grades 3-5 focus: STEM teacher will reteach standards previously taught in other grade levels that wll be tested on the 5th grade assessment; align with the sequence for the grade level such as Solar Systems occurring in the 5th grade gen ed class as well as Solar Systems standards from 3rd and 4th grade in the 5th grade STEM class; stressing hands-on engagement and vocabulary. 3. STEM teacher and 5th grade teacher will plan and collaborate together prior to each Benchmark Block. They will track student progress on tested standards. Based on data, they will revise the focus of STEM activities to target areas where students show less proficiency. 4. ASP Science to begin third week of school. (T) 5. Each grade level's field trips will be science based (KSC, Zoo School, Starbase) (T). 6. Host family engagement science events (T).

Area of Focus #4

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/ African American Students (BLK), Hispanic Students (HSP), Economically Disadvantaged Students (FRL)

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

Federal Percent of Points Index FAST#3 (Spring 2025):

Students with Disabilities	= 24%	6 years in a row
Black Students	= 37%	5 years in a row
Hispanic Students	= 35%	1 year
Economically Disadvantaged Students	= 35%	1 year

Core Instruction and learning is identified as a crucial area of support for our students. It impacts our students' success overall, including our students in subgroups such as students with disabilities, black students, Hispanic students, and students impacted by low socio-economic factors. These measurements identifies our school as a RAISE school, CSI level of support, and school grade of C.

Imperial aims to ensure that we achieve the necessary percentage of points to earn a grade of A by strengthening instructional practices, enhancing data-driven decision-making, and improve student outcomes.

Measurable Outcome

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

In Spring 2026, Imperial's **Federal Percent of Points Index** FAST#3:
Students with Disabilities = will increase from 24% to 41%
Black Students = will increase from 37% to 41%
Hispanic Students = will increase from 35% to 41%
Economically Disadvantaged Students = will increase from 35% to 41%

Monitoring

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

Set quarterly goals. Leadership Team and grade level teams will review the school-wide and grade-level data after PM1 and PM2 of FAST and iReady; as well as analyze data and goals quarterly.

Monitor effective use of online learning platforms iReady, Lexia, & Imagine.

Our Leadership Team will walk into classrooms during small group instruction and intervention times to monitor and inspect this practice (instructional walk thru tool).

Person responsible for monitoring outcome

Cynthia Adams/Whitney Toliver/Shannon Skeates/Kim Thornton

Evidence-based Intervention:

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

Description of Intervention #1:

Targeted Small group Push In instruction in ELA & Math

Rationale:

Instruction being delivered systematically throughout all grade levels will improve student

performance. Small group instruction includes targeted teaching of 2–6 students, allowing teachers to tailor lessons to specific needs such as remediation and skill-building. Instruction is explicit, scaffolded, and differentiated.

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
Reading & Math Small Group Instruction

Person Monitoring:
Cynthia Adams/Whitney Toliver

By When/Frequency:
quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Teachers & leaders attend and implement professional learning: Scheduling Supports, Structured Teaching, Specially Designed Instruction, Imagine Learning, Collaborative Teaching, Lexia (T) effective use and implementation. 2. Teachers will collaborate to design and implement scaffolded lessons that address diverse learning needs, using techniques learned in targeted professional learning. 3. The leadership team will create strategic grade level academic block schedules and intentional class lists(inclusive scheduling); push-in small group instruction supports rather than pull out. 4. Strategic and intentional utilization of ESE resource teachers, interventionists (T), and ESOL para-professional during small group reading & math instruction and intervention. 5. Principal, assistant principal, literacy coach, and district leaders will set clear expectations for tiered instruction; will monitor through classroom walk thrus and walk thru tool, and provide targeted feedback to support instructional improvement and collaborative teaching strategies. 6. Teachers will utilize assessments and resources as identified on the Decision Trees to support intervention. 7. Teachers will utilize iReady Instructional Path weekly, Lexia (T), Imagine Learning, including teacher assigned lessons as appropriate.

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.

After review of our 2024-2025 stakeholder feedback surveys, we learned from our **student survey**

- Our highest rated statement: My teacher always pushes me to do my very best.

- Our lowest rated statement: Students at this school get along with everyone.

We learned from our **parent survey**
Our highest rated statements include:

- Parents are made to feel welcome at this school.
- I feel empowered to play a meaningful role in my child's education.
- School administration treats families with respect.
- I feel comfortable approaching school administration with concerns.

Our lowest rated statements include:

- I feel represented by parent/family groups at my school.
- Discipline is clear and applied fairly to all students.

We learned from our **staff survey**
Our highest rating statements include:

- Staff are accepted for who they are.
- School administration treats teachers with respect.
- I feel comfortable approaching my peers with concerns.
- Teachers at this school respect students.

Our lowest rating statements include:

- Discipline is clear and applied fairly to all students.
- Teachers at this school are highly regarded by students.

In comparing the 23-24 school year to the 24-25 school year, we decreased the number of student discipline referrals from 1,274 to 975. Our area of focus will be on building connections and relationships between our students and our staff through concepts rooted in PBIS.

These impact:

- student behavior and social-emotional well-being
- academic performance and engagement
- disciplinary incidents and suspensions
- school environment
- staff satisfaction and effectiveness

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

Our percent positive on the Spring 2026 Student Climate Survey statement "Students at this school get along with everyone" will increase from 4% to 24%.

Our percent positive on the Spring 2026 Climate Survey statement "Teachers at this school are highly regarded by students" will increase from 36% to 56%.

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.

Access live data quarterly reports through powerbi / Focus reports to monitor the number of discipline referrals and suspensions.

PBIS team will identify priority students, align resources and personnel to be proactive in building relationships and providing support. Team will meet bi-monthly to closely monitor, document, celebrate, and revise the plan as needed.

Person responsible for monitoring outcome

Cynthia Adams/Whitney Toliver

Evidence-based Intervention:

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

Description of Intervention #1:

Positive Behavioral Interventions and Supports, PBIS, is a framework that schools use to improve student behavior and school climate by teaching and reinforcing positive behaviors. It is a proactive approach that focuses on creating a positive and supportive learning environment for all students.

Rationale:

Improved student behavior and social-emotional well-being, Increased academic performance and engagement, Reduced disciplinary incidents and suspensions, More positive and supportive school environment, and Increased staff satisfaction and effectiveness.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1
Implement the Tiered Approach with Positive Behavioral Interventions and Supports

Person Monitoring:
Cynthia Adams/Whitney Toliver

By When/Frequency:
quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1.Team of teachers and administration attend professional learning on key concepts of PBIS and Sources of Strength. 2. Team of teachers collaborate to identify needs and action steps to transform for better outcomes. Then present to whole faculty. 3. Staff will explicitly teach the school expectations and students will practice displaying the expectations. Students leaders will be trained with Sources of Strength and will implement school-based projects. 4. PBiS faculty team will meet bi-monthly to analyze behavior data, identify trends, monitor progress, and make informed decisions about interventions and supports. 5. Identify frequent flyers and problem solve specifics to support student and reshape behavior (behavior intervention, check in/check out, reverse suspension, guidance counselor, social worker, behavior plan, outside counselor) 6. Actively involve families in their child's education through family nights that focus on academic expectations and how to support learning at home. 7. Partner with Dr. Michael Cadore I Am Magnus mentoring program.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

https://imperial.brevardschools.org/o/iees

The approved SIP is shared with stakeholders through multiple outlets. Our SIP is shared with families during our Title 1 Annual meeting and sent to all families through FOCUS. The SIP is uploaded to our website. It is shared with faculty in person and in writing. It is shared with our SAC. Progress monitoring data is shared with faculty and at SAC meetings (open to the public).

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

https://imperial.brevardschools.org/o/iees

Parents have opportunities to provide input to our Parent Family Engagement Plan (PFEP). Our PFEP highlights supporting students and families with reading, math, and science education / learning at home. Supports two way communication. The plan will be shared with families on our website and through Focus.

We have an active SAC and PTO.

Title 1 funds will be used for materials for Parent Engagement Nights. (T)

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)).

1. Principal, assistant principal, and literacy coach(T) will set clear expectations for tiered academic instruction; will monitor through classroom walk thrus and walk thru tool, and provide targeted feedback to support instructional improvement.
2. Teachers and leadership team will support improved student outcomes by leading or participating in professional learning on evidence-based strategies, assisting with implementing data-informed instruction, monitoring the use of high quality instructional materials, and the use of multi-tiered system of supports.
3. Teachers will be intentional with the implementation of standards and high quality instructional material; actively engage in collaborative planning sessions.
4. Teacher will use student achievement data to determine which students need small group instruction, which skills need to be addressed, which teaching materials to use & which progress monitoring assessments to complete outside tier 1 instruction.
5. Strategic and intentional utilization of ESE resource teachers, interventionists (T), and ESOL para-professional during small group instruction.
6. The leadership team will create strategic grade level academic block schedules and intentional class lists(inclusive scheduling).
7. Teachers will create Progress Monitoring Plans for students who receive tier 2 & 3 instruction and track students' progress within tiered instruction & will review at MTSS meetings.
8. Each quarter teacher teams will meet to collaborate with leadership team to revise the plan.
9. Provide after school tutoring (ASP) (T)specifically focused on areas of academic weakness, to close achievement gaps. Begin by the third week of school.
10. Host family engagement events.

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

and resources collaboratively to ensure all students can meet challenging state standards.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

We teach our students to show their SPARK, our school-wide expectations. (PBiS School). We have a PBiS team with teacher participation from each grade level. Students have access to a school counselor and a social worker. They assist students with challenges, resources, conflict-resolution, and problem solving skills. We are becoming a Sources of Strength school and have partnered with Dr. Michael Cadore I Am Magnus mentoring program.

Preparing for Postsecondary Opportunities and the Workforce

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

Students are encouraged to set goals which lead to a college and career future; establish work habits, putting forth effort, increasing stamina, not giving up when things get difficult, and time management.

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)).

We utilize structures of supports such as PBiS and MTSS strategies to support students where they are.

Professional Learning and Other Activities

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

Teachers will participate in weekly grade level meetings and multiple professional learning sessions throughout each semester. These sessions will include job-embedded learning; focused on students' academic data and instructional strategies.

Strategies to Assist Preschool Children

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

To aid in the transition from a prek program to our school, we host a kindergarten orientation. During this event, families experience hands-on learning activities in kindergarten such as a school tour, kindergarten centers, and connecting with key personnel. Our primary teachers host events during the summer for students to start becoming familiar with our campus and our primary teachers before school starts.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

To review the use of resources at IMPERIAL ESTATES to meet the needs of underperforming ESSA subgroups we include the following steps:

Data Collection: Gather data on student performance, resource allocation, and support services from IEPs, assessments, and classroom observations. As a grade level and administrative team, we review student performance data especially in reading and math. Some data that we analysis includes progress monitoring data such as iReady, Lexia (T), Imagine Learning, Penda, and FAST.

Needs Assessment: Identify specific needs by analyzing the data to determine gaps in achievement and resource utilization. We then use the assistance of district decision trees to determine which students need additional instruction, what supplemental materials to utilize during intervention, and how to track and monitor their progress.

Resource Evaluation: Review current resources (staff, materials, technology) and their effectiveness in addressing identified needs. The daily schedule has been created to allow for reading and math intervention blocks.

Action Plan Development: Create a targeted plan to optimize resources, ensuring they are effectively meeting the needs of students in under-performing subgroups.

Ongoing Monitoring: Implement the plan and regularly monitor its impact, adjusting resources as needed based on continuous data review.

We are supported by district leaders in the departments of Title 1, RAISE, and Curriculum & Instruction. These leaders regularly visit our school, walk our classrooms, and guide our team. (T)

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

RESOURCES

1. **Educational Resources:**
   - *Individualized Education Programs (IEPs): Tailored learning plans that outline specific accommodations, modifications, and goals for each student with disabilities.*
   - *Assistive Technology: Tools such as text-to-speech software, audiobooks*
   - *Specialized Instructional Materials: Resources that are adapted to meet the needs of SWD visual aids, or hands-on materials.*
   - **We have utilized Title 1 funds to purchase supplementary materials such as Lexia to**

support reading instruction,. (T)
We also utilize Mighty Moves reading strategies, Imagine Learning to support ESOL students, and Magnetic Reading to support K-2 phonics instruction and skills.

2. ***Personnel Resources:***
   - *Special Education Teachers: Professionals trained to work with SWD and implement IEPs.*
   - Paraprofessionals *who can provide one-on-one or small group support.*
   - *School Psychologists and Counselors: Professionals who can address emotional and behavioral needs.*

RATIONALE

1. *Data and Evidence:*
   - *IEP Effectiveness: Evidence indicates that well-designed IEPs improve educational outcomes by clearly defining goals and supports.*
   - *Impact of Specialized Instruction: Data suggests that specialized instruction from trained professionals leads to better academic performance and social-emotional development for SWD.*

2. Compliance and Legal Requirements:
   - *Individuals with Disabilities Education Act (IDEA): Federal law mandates that schools provide free appropriate public education (FAPE) to students with disabilities, including necessary accommodations and specialized services.*

PLAN AND TIMELINE

1. ***Initial Assessment:***
   - *Evaluate Needs: Conduct assessments of Subgroups to identify their specific needs and current levels of performance.*
   - *Develop IEPs: Collaborate with teachers, parents, and specialists to create or update IEPs for each student.*
   - We plan out in advance the times we will meet after new data is available to revise our plan of intervention.
     We include our ESE resource teachers and Title 1 paraprofessionals as well. (T)

2. ***. Implementation***
   - *Provide Resources: Distribute assistive technology and instructional materials. Train staff on how to use these resources effectively.*
   - *Personnel Deployment: Assign special education teachers and paraprofessionals as needed. Ensure they are familiar with each student's IEP and needs.*

3. ***Monitoring and Evaluation:***
   - *Ongoing Assessment: Regularly review student progress and the effectiveness of the implemented resources and strategies.*

- *Adjust Plans: Make adjustments to IEPs and resource allocation based on data collected and feedback from teachers, students, and parents.*

4. ***Continuous Improvement :***
    - *Professional Learning: Provide ongoing training for staff on new strategies, technologies, and best practices.*
    - *Stakeholder Feedback: Gather input from students, parents, and teachers to continually refine and improve support strategies.*

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