Brevard Public Schools

IMPERIAL ESTATES ELEM. SCHOOL



2026-27 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

To empower every student with the skills needed to grow and achieve (redefined June 2026)

Provide the school's vision statement

Our instructional vision: United in purpose, we provide clear consistent instruction, maintain high expectations, and foster meaningful engagement in a safe and positive learning environment. Through data-informed decisions, timely feedback, and effective learning strategies, we empower every student to grow, achieve, and succeed in school and beyond. (redefined June 2026)

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.
Ensure Scheduling Supports for Students with Disabilities is completed each year during Spring-Summer timeframe.

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 2026, 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 throughout the school year especially during progress monitoring windows. Family survey results were shared with Imperial Estates' summer planning team In June 2026. 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 2026-2027 school year, in a presentation with all our faculty members we will review the data, identify successes & needs and formalize 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

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**91.6%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: C** **2024-25: C** **2023-24: C** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	25	64	62	89	62	77	78			457
Absent 10% or more school days	2	15	16	21	15	12	20			101
One or more suspensions	1	6	9	15	6	13	19			69
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0			0
Course failure in Math	0	0	0	0	0	0	0			0
Level 1 on statewide ELA assessment	0	21	28	29	26	22	29			155
Level 1 on statewide Math assessment	0	18	18	29	22	21	26			134
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	3	4	9	8	12	19			56

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	8	4	11	0	0	0			28
Students retained two or more times	0	0	0	1	0	0	0			1

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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)					2		8			10
Course failure in Math				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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	5	8	9	12	19	22			78

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	51	65	62	44	62	59	47	61	57
Grade 3 ELA Achievement	50	63	61	41	58	59	44	59	58
ELA Learning Gains	60	67	63	51	62	60	58	64	60
ELA Lowest 25th Percentile	60	61	58	38	57	56	61	60	57
Math Achievement*	51	66	66	37	63	64	52	62	62
Math Learning Gains	59	68	64	40	67	63	54	68	62
Math Lowest 25th Percentile	55	55	50	41	54	51	46	59	52
Science Achievement	30	66	62	44	62	58	48	60	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					62	63		57	61

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	416
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
52%	43%	52%	52%	53%	41%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	7	
English Language Learners	58%	No		
Black/African American Students	41%	No		
Hispanic Students	53%	No		
Multiracial Students	57%	No		
White Students	53%	No		
Economically Disadvantaged Students	48%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	51%	50%	60%	60%	51%	59%	55%	30%					
Students With Disabilities	21%	16%	52%	55%	21%	55%	61%	5%					
English Language Learners	54%				62%								
Black/African American Students	40%	42%	47%		52%	56%	40%	8%					
Hispanic Students	51%		62%		49%	57%	50%	50%					
Multiracial Students	55%	67%	68%	90%	43%	68%		8%					
White Students	54%	47%	61%	54%	52%	58%	58%	39%					
Economically Disadvantaged Students	42%	41%	60%	64%	43%	56%	54%	20%					

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%					

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	46%	63%	-17%	60%	-14%
ELA	4	53%	61%	-8%	60%	-7%
ELA	5	44%	62%	-18%	61%	-17%
ELA	6	55%	74%	-19%	62%	-7%
Math	3	51%	66%	-15%	66%	-15%
Math	4	53%	62%	-9%	65%	-12%
Math	5	35%	58%	-23%	62%	-27%
Math	6	54%	74%	-20%	60%	-6%
Science	5	31%	64%	-33%	60%	-29%

III. Planning for Improvement

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

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

Most Improvement

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

Using PowerBi Data (as of 6/5/26), the school grade data component that showed the most improvement was ELA learning gains of students in the bottom quartile. (Confirmed with official release of school grades on 7/1/26).
ELA learning gains of students in the bottom quartile increased from 38% to 60% - a 22 point gain. This growth is attributed to our attention to student data, the start of intervention groups early in the school year, and our schedule of personnel such as ESE resource teachers, interventionists, and paraprofessionals (T). We were also intentional in beginning our ASP sessions (T) by the third week of school and inviting specific students.

Our 2025-2026 overall student outcomes (school grade total of possible points)are the highest they have been since 2020. In one school year, we increased 80 points from 24-25 to 25-26.
In reviewing the past four years data, we currently have the greatest result in ELA, ELA learning gains, math learning gains, and math learning gains of the bottom quartile.
In reviewing the past year's data, we also improved from one year to the next in the categories of ELA learning gains bottom quartile and math achievement.
In the prior three years, our 3rd grade reading scores were decreasing yet this past year we increased them by 9%.

Actions: Consistent Tier 1 explicit instruction, fidelity to intervention using data and prescribed skill focus, push in ESE support, effective us of iReady and Lexia (T).

Lowest Performance

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

Using state FDOE FAST portal data, the data component that showed the lowest performance was science. (Confirmed with official release of school grades on 7/1/26). Our 25-26 science score is 30%, a 14 point decrease from the prior year. One could conclude as a result of inconsistent effective standards-based instruction, use of time, and lack of additional afterschool learning opportunities.

Actions: Change instructional delivery model from one grade 5 science teacher to two grade 5 science teachers, change STEM teacher selection (change in staffing); consistent tier 1 explicit instruction, engaging STEM support, afterschool learning opportunities, focus on science vocabulary and fidelity to PENDA useage.

Greatest Decline

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

Using state FDOE FAST portal data, the data component that showed the greatest decline from the prior year is science. (Confirmed with official release of school grades on 7/1/26).

In reviewing our historical data over the past four years, our science proficiency scores are declining from 44% in 22-23, to 48% in 23-24, to 44% in 24-25, and now 30% in 25-26. One could conclude as a result of inconsistent effective standards-based instruction, use of time, and lack of additional afterschool learning opportunities.

Actions: Change instructional delivery model from one grade 5 science teacher to two grade 5 science teachers, change STEM teacher selection (change in staffing); consistent tier 1 explicit instruction, engaging STEM support, afterschool learning opportunities, focus on science vocabulary and fidelity to PENDA useage.

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.

Using state FDOE FAST portal data, the data component with the greatest gap when compared to the state average was our science achievement score. According to that data source, our science proficiency is at 31%, the state average is 60%, and our district average is 64%. One could conclude as a result of inconsistent effective standards-based instruction, use of time, and lack of additional afterschool learning opportunities.

Actions: Change instructional delivery model from one grade 5 science teacher to two grade 5 science teachers, change STEM teacher selection (change in staffing); consistent tier 1 explicit instruction, engaging STEM support, afterschool learning opportunities, focus on science vocabulary and fidelity to PENDA useage.

EWS Areas of Concern

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

A moment of celebration: We increased our students with disabilities federal index from 24% to 36% within one year (from 24-25 to 25-26).
In reviewing the end of year THE PULSE reports, our quarterly average daily attendance was below 95% each quarter (94.78, 91.56, 93.03, 91.13)

Actions: Create system along with consistent parent liaison (T) to monitor and support students and families with attendance initiatives.

Highest Priorities

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

1. Science (increase proficiency)
2. Math (increase proficiency)
3. ELA (increase proficiency & graduate from RAISE status)
4. ESSA subgroup - SWD(increase federal index rates)
5. Attendance (increase average daily 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.

In reviewing our historical data over the past four years, our FAST reading (Grades 3-6) proficiency scores are ranging from 49% in 22-23, to 47% in 23-24, to 44 % in 24-25, and now 51% in 25-26.

Our ELA learning gains have improved from 58%, to 51%, and currently at 60%.

Our ELA learning gains of our students in the bottom quartile have improved from 61%, to 38%, and currently at 60%.

Our Grade 3 reading proficiency scores are ranging from 44% in 23-24, to 41 % in 24-25, and now 50% in 25-26.
Our school's performance is below the district and state averages.

Measurable Outcome

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

By May 2027, the percent of students proficienct in ELA on the ELA FAST assessment (grades 3-6) will increase 3% from 51% to 54%.

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 tier 1 whole group instruction, small group instruction and intervention times to monitor and inspect this practice (instructional walk thru tool); provide targeted feedback to support instructional improvement.

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:
Explicit Instruction and Teacher Clarity: This is an evidence-based and structured approach where teachers model and explain skills, guide practice, and gradually release responsibility (I Do, We Do, You Do), with sequenced instruction, frequent checks for understanding, feedback, and practice opportunities. Teacher clarity ensures students understand what they are learning, why it matters, and how success will be measured.

Rationale:
We are a Title 1 school, and our student outcome measures have shown inconsistent performance over the past four years. By implementing explicit instruction with fidelity, our school expects to increase the percentage of students meeting or exceeding grade-level reading proficiency, reduce the number of students requiring intensive intervention, and strengthen overall literacy outcomes. Explicit instruction is an evidence-based approach to reading instruction that provides students with clear, direct teaching of essential literacy skills, including phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. At the elementary level, explicit instruction ensures that students receive systematic, sequential lessons with guided practice, immediate feedback, and opportunities for independent application. This instructional approach is especially effective for students who are performing below grade level because it reduces misconceptions, builds foundational reading skills, and promotes mastery before introducing more complex concepts.

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
Quarter 1 Implementation

Person Monitoring:
Cynthia Adams, Whitney Toliver, Shannon Skeates

By When/Frequency:
by end of 1st quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Establish clear expectations for Tier 1 ELA instruction using Florida's BEST standards, Benchmark Advance 2026, and SAVAAS as the first source for instruction.
• Establish expectations for UFLI implementation in K–2, including daily structured phonics lessons and routine fluency checks during the 105 minute reading block.
• Develop and implement instructional non-negotiables during daily lessons (learning intention/anchor chart visual, gradual release, checks for understanding/engagement).
• Conduct classroom observations and provide feedback focused on explicit instruction and student engagement.
• Set up collaborative planning time where grade-level teams including ESE staff, interventionists, and Title 1 staff (T) strategically plan for instruction and interventions.
• Utilize media specialist and library time with an increased focus on fluency, vocabulary, and reading comprehension throughout the year
• Plan for parent engagement and family nights that support our reading goals and initiatives (T)
Literacy Coach Actions:
• Facilitate weekly grade-level collaborative planning focused on explicit reading instruction and alignment to Florida's BEST ELA Standards.
• Support teachers with using explicit instruction strategies in daily lessons by conducting professional learning, modeling, observing instruction and providing feedback/coaching.
• Assist K–2 teachers with the implementation of UFLI with fidelity, including phonics routines and fluency practice.
• Analyze beginning-of-year FAST and classroom assessment data with teachers to identify student needs and establish intervention groups. Assist teachers with PMP requirements. Purchase reading intervention materials (T) to best meet students' needs.
• Monitor effective use of iReady, Lexia (T), and Imagine Learning. Recognize and celebrate students and teachers meeting expectations
• Plan for parent engagement and family nights that support our reading goals and initiatives (T)
Teacher Actions:
• Consistently provide Tier 1 ELA instruction using Florida's BEST standards, Benchmark Advance 2026, and SAVAAS as the first source for instruction.
• With fidelity, provide UFLI lessons in K–2, including daily structured phonics and routine fluency checks during the 105 minute reading block.
• Follow through with instructional non-negotiables during daily lessons (Teachers will be prepared and planned for learning intention/anchor chart visual, gradual release, checks for understanding/engagement). Apply feedback from lesson observations.
• Develop daily routine that includes effective use of iReady, Lexia, and Imagine Learning.
• Set grade level and individual student reading goals.
• Actively participate in collaborative planning time with grade-level teams including ESE staff, interventionists, and Title 1 staff (T) strategically plan for instruction and interventions.
• Identify students at risk for reading difficulties and begin intervention (ASP (T), interventionists, and paraprofessionals (T). Create PMPs and monitor progress.
• Communicate with families about their child's progress and attend parent engagement/family curricula events throughout the year.

Action Step #2

Quarter 2 Consistency

Person Monitoring:
Cynthia Adams, Whitney Toliver, Shannon Skeates

By When/Frequency:
by end of quarter 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Conduct classroom walkthroughs focused on explicit reading instruction, student engagement, and implementation of evidence-based literacy practices.
• Provide teachers with timely feedback following classroom observations, highlighting strengths and identifying next steps for improving reading instruction.
• Recognize effective instructional practices and celebrate student reading growth during faculty meetings and collaborative sessions to reinforce successful implementation.
• Meet with collaborative teams to analyze assessment and progress-monitoring data to identify instructional priorities.
• Participate in weekly grade-level collaborative planning focused on explicit reading instruction and alignment to Florida's BEST ELA Standards; begin gradual release of teachers taking lead.
Literacy Coach Actions:
• Monitor instructional effectiveness to strengthening Tier 1 instruction
• Refine teacher practice by conducting classroom observations, modeling evidence-based literacy lessons, co-teaching, and providing feedback focused on explicit instruction and student engagement.
• Respond to student data by monitoring intervention effectiveness; reviewing tier 2 and 3 intervention data to ensure students are receiving appropriate instruction and making adequate progress toward mid-year benchmarks.
• Monitor PMP requirements.
• Facilitate weekly grade-level collaborative planning focused on explicit reading instruction and alignment to Florida's BEST ELA Standards; begin gradual release of teachers taking lead.
• Deliver job-embedded professional learning based on teacher needs identified through walkthroughs and student achievement data.
• Monitor effective use of iReady, Lexia, and Imagine Learning. Recognize and celebrate students and teachers meeting expectations
Teacher Actions:
• Based upon classroom observations and feedback, refine and strengthen Tier 1 instruction including elements of explicit instruction and student engagement.
• Respond to student data by monitoring intervention effectiveness; reviewing tier 2 and 3 intervention data to ensure students are receiving appropriate instruction and making adequate progress toward mid-year benchmarks.
• Monitor PMP requirements.
• Actively participate in weekly grade-level collaborative planning focused on explicit reading instruction and alignment to Florida's BEST ELA Standards; begin gradual release of teachers taking lead.
• Attend and implement job-embedded professional learning which will increase student achievement data.
• Evaluate the effective use of iReady, Lexia, and Imagine Learning. Recognize and celebrate students for meeting expectations.

Action Step #3
Quarter 3 Refinement

Person Monitoring:

By When/Frequency:

Cynthia Adams, Whitney Toliver, Shannon Skeates — by end of quarter 3

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

Leadership Actions:
• Conduct data chats with teachers to review individual student progress, identify barriers to proficiency, and develop action plans for students approaching grade-level expectations.
• Determine the mid-year bold moves that are needed (abandon, adopt, adapt).
• Ensure that evidence-based literacy practices are implemented consistently and that instructional decisions are driven by student data.
• Provide timely, actionable feedback to teachers following observations, emphasizing instructional strategies that improve student reading outcomes.
• Accelerate reading achievement, monitoring instructional effectiveness, strengthening intervention systems
• Continuous monitoring of implementation, and collaborative professional learning to improve reading achievement.
Literacy Coach Actions:
• Facilitate collaborative planning to analyze FAST PM2 and classroom assessment data and adjust instructional plans to address identified specific student needs. Monitor PMP requirements.
• Shift focus to accelerating student achievement in preparation of PM3
• Coaching becomes increasingly targeted, with an emphasis on closing achievement gaps, strengthening intervention effectiveness, and ensuring high-quality Tier 1 instruction.
• Provide strategies for reviewing priority standards.
• Monitor effective use of iReady, Lexia, and Imagine Learning. Recognize and celebrate students and teachers meeting expectations
Teacher Actions:
• Take ownership in data chats with the leadership team to review individual student progress, identify barriers to proficiency, and develop action plans for students approaching grade-level expectations.
• Actively participate in collaborative planning to analyze FAST PM2 and classroom assessment data and adjust instructional plans to address identified specific student needs. Monitor PMP requirements.
• Shift focus to accelerating student achievement in preparation of PM3
• Attend and implement job-embedded professional learning with an emphasis on closing achievement gaps, strengthening intervention effectiveness, and ensuring high-quality Tier 1 instruction.
• Implement strategies for reviewing priority standards.
• Evaluate the effective use of iReady, Lexia, and Imagine Learning. Recognize and celebrate students for meeting expectations.

Action Step #4

Quarter 4 Maximizing Student Growth

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

Cynthia Adams, Whitney Toliver, Shannon Skeates — by end of quarter 4

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

Leadership Actions:
• Collaborate with team to maximize learning opportunities for students needing more instruction with the priority standards

• Review the effectiveness of Tier 2 and Tier 3 interventions and assist teams in developing recommendations for continued student support.
• Facilitate collaborative data meetings to analyze FAST PM3 results and intervention data to determine student growth and next instructional steps.
• Recognize teacher implementation of effective literacy practices and celebrate student reading growth to reinforce a culture of continuous improvement.
Literacy Coach Actions:
• Maximize learning opportunities for students needing more instruction with the priority standards
• Review the effectiveness of Tier 2 and Tier 3 interventions and assist teams in developing recommendations for continued student support. Monitor PMP end-of-year requirements.
• Facilitate collaborative data meetings to analyze FAST PM3 results and intervention data to determine student growth and next instructional steps.
Teacher Actions:
• Maximize learning opportunities for students needing more instruction with the priority standards
• Review the effectiveness of Tier 2 and Tier 3 interventions and implement recommendations for continued student support. Follow through with end-of-year PMP requirements.
• Actively participate in collaborative data meetings to analyze FAST PM3 results and intervention data to determine student growth and next instructional steps.

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.

In reviewing our historical data over the past four years, our FAST math (Grades 3-6) proficiency scores are ranging from 49% in 22-23, to 52% in 23-24, to 37% in 24-25, and now 51% in 25-26.

Our math learning gains have improved from 54%, to 40%, and currently at 59%.

Our math learning gains of our students in the bottom quartile have improved from 46%, to 41%, and currently at 55%.

Our school's performance is below the district and state averages.

Measurable Outcome

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

By May 2027, the percent of students proficienct on the Math FAST assessment (grades 3-6) will increase 4% from 51% 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. The 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, Fluency Flight, and Standards Mastery.

Our Leadership Team will walk into classrooms during tier 1 whole group instruction, small group instruction and intervention times to monitor and inspect this practice (instructional walk thru tool); provide targeted feedback to support instructional improvement.

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:

Explicit Instruction and Teacher Clarity: This is an evidence-based and structured approach where teachers model and explain skills, guide practice, and gradually release responsibility (I Do, We Do, You Do), with sequenced instruction, frequent checks for understanding, feedback, and practice opportunities. Teacher clarity ensures students understand what they are learning, why it matters, and how success will be measured.

Rationale:

As a result of implementing explicit instruction with fidelity, our school expects to increase the percentage of students demonstrating proficiency in mathematics, reduce the number of students requiring intensive intervention, and strengthen students' ability to apply mathematical concepts. This systematic approach supports equitable learning opportunities and helps ensure that all students develop the mathematical knowledge and skills needed for continued academic success.
Implementing explicit instruction as a schoolwide math intervention ensures that all students receive consistent, high-quality instruction aligned with grade-level standards. Teachers use ongoing formative assessments and progress monitoring to identify skill gaps, differentiate instruction, and provide targeted interventions based on individual student needs. This data-driven approach allows educators to respond quickly when students experience difficulty, preventing learning gaps from widening over time.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

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

Action Steps to Implement:

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

Action Step #1
Quarter 1 Implementation

Person Monitoring:
Cynthia Adams/Whitney Toliver

By When/Frequency:
by end of quarter 1

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Establish clear expectations for Tier 1 math instruction using Florida's BEST standards, district adopted instructional materials, and instructional guides.
• Establish strong explicit instruction emphasizing clear learning intentions/explanations, teacher modeling with think alouds, guided practice, gradual release, frequent checks for understanding, immediate feedback, and opportunities for students to independently apply new skills.
• Establish expectations for consistent instructional routines to include visuals and manipulatives, academic vocabulary, increased student engagement/discourse and frequent checks for understanding.
• Ensure these practices are consistently implemented across classrooms by conducting classroom observations and providing focused feedback
• Set up collaborative planning time where grade-level teams including ESE staff, interventionists, and Title 1 staff (T) strategically plan for tier 1 instruction, unpack standards and plan interventions.
• Partner with math coach to provide professional learning, model effective lessons, co-plan instruction, observe and provide feedback, and support new teachers.
• Utilize activity teachers to determine how math concepts can be supported by them throughout the year
• Plan for parent engagement and family nights that support our math goals and initiatives (T)
Teacher Actions:
• Consistently provide Tier 1 math instruction using Florida's BEST standards, district adopted instructional materials, and instructional guides.
• With fidelity, provide strong explicit instruction emphasizing clear learning intentions/explanations, teacher modeling with think alouds, guided practice, gradual release, frequent checks for understanding, immediate feedback, and opportunities for students to independently apply new skills.
• Follow through with consistent instructional routines to include visuals and manipulatives, academic vocabulary, increased student engagement/discourse and frequent checks for understanding.
• Develop daily routine that includes effective use of iReady, Standards Mastery, and Fluency Flight.
• Set grade level and individual student math goals.
• Actively participate in collaborative planning time with grade-level teams including ESE staff, interventionists, and Title 1 staff (T) strategically plan for instruction and interventions.
• Identify students at risk for math difficulties and begin intervention (ASP (T), interventionists, and paraprofessionals (T). Create PMPs and monitor progress.
• Communicate with families about their child's progress and attend parent engagement/family curricula events throughout the year.

Action Step #2
Quarter 2 Consistency

Person Monitoring:
Cynthia Adams/Whitney Toliver

By When/Frequency:
by end of quarter 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Conduct classroom walkthroughs focused on active student participation, opportunities to explain reasoning, structured practice, and productive mathematical discussions.
• Provide teachers with timely feedback following classroom observations, highlighting strengths and identifying next steps for improving math instruction.
• Recognize effective instructional practices and celebrate student growth during faculty meetings and collaborative sessions to reinforce successful implementation.
• Look for trends to determine whether instructional adjustments are needed. Monitor implementation of the district pacing guide and instructional materials while ensuring teachers spend sufficient time on prerequisite skills and high-priority standards.
• Meet with collaborative teams to analyze assessment and progress-monitoring data to identify instructional priorities. Emphasis is on ensuring interventions are producing results and preparing students for midyear assessments
• Participate in weekly grade-level collaborative planning focused on explicit math instruction and alignment to Florida's BEST Math Standards; begin gradual release of teachers taking lead. Support teachers in reviewing priority standards through standards-based instruction, spiral review, and targeted intervention/reteaching; maintain rigor while providing appropriate scaffolds.
Teacher Actions:
• Based upon classroom observations and feedback, refine and strengthen Tier 1 instruction including active student participation, opportunities to explain reasoning, structured practice, and productive mathematical discussions.
• Respond to student data by monitoring intervention effectiveness; reviewing tier 2 and 3 intervention data to ensure students are receiving appropriate instruction and making adequate progress toward mid-year benchmarks.
• Monitor PMP requirements.
• Actively participate in weekly grade-level collaborative planning focused on explicit math instruction and alignment to Florida's BEST Math Standards; begin gradual release of teachers taking lead. Review priority standards through standards-based instruction, spiral review, and targeted intervention/reteaching; maintain rigor while providing appropriate scaffolds.
• Attend and implement job-embedded professional learning which will increase student achievement data.
• Evaluate the effective use of iReady, Recognize and celebrate students for meeting expectations.

Action Step #3
Quarter 3 Refinement

Person Monitoring:
Cynthia Adams/Whitney Toliver

By When/Frequency:
by end of quarter 3

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Conduct data chats with teachers to review individual student progress, identify barriers to proficiency, and develop action plans for students approaching grade-level expectations.
• Determine the mid-year bold moves that are needed (abandon, adopt, adapt).

• Ensure that non-negotiables are implemented consistently and that instructional decisions are driven by student data.
• Provide timely, actionable feedback to teachers following observations, emphasizing instructional strategies that improve student growth outcomes. Continuous monitoring of implementation, and collaborative professional learning to improve achievement.
• Accelerate student achievement, monitoring instructional effectiveness, strengthening intervention systems
• Work with grade level teams to identify final instructional priorities; monitor PLC effectiveness to ensure meetings focus on improving student outcomes.
Teacher Actions:
• Take ownership in data chats with the leadership team to review individual student progress, identify barriers to proficiency, and develop action plans for students approaching grade-level expectations.
• Actively participate in collaborative planning to analyze FAST PM2 and classroom assessment data and adjust instructional plans to address identified specific student needs. Monitor PMP requirements.
• Shift focus to accelerating student achievement in preparation of PM3
• Attend and implement job-embedded professional learning with an emphasis on closing achievement gaps, strengthening intervention effectiveness, and ensuring high-quality Tier 1 instruction.
• Implement strategies for reviewing priority standards.
• Evaluate the effective use of iReady. Recognize and celebrate students for meeting expectations.

Action Step #4
Quarter 4 Maximizing Student Growth

Person Monitoring:
Cynthia Adams/Whitney TOliver

By When/Frequency:
by end of quarter 4

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Collaborate with team to identify students who need additional support. Ensure instructional time is prioritized for unfinished learning while maintaining grade-level expectations.
• Review the effectiveness of Tier 2 and Tier 3 interventions and assist teams in developing recommendations for continued student support.
• Facilitate collaborative data meetings to analyze FAST PM3 results and intervention data to determine student growth and next instructional steps.
• Recognize student academic growth, classroom achievements, and teacher successes to maintain motivation and reinforce a culture of continuous improvement.
Teacher Actions:
• Maximize learning opportunities for students needing more instruction with the priority standards
• Review the effectiveness of Tier 2 and Tier 3 interventions and implement recommendations for continued student support. Follow through with end-of-year PMP requirements.
• Actively participate in collaborative data meetings to analyze FAST PM3 results and intervention data to determine student growth and next instructional steps.

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.

Using state FDOE FAST portal data, the data component that showed the greatest decline from the prior year is science. (Confirmed with official release of school grades on 7/1/26).

In reviewing our historical data over the past four years, our science proficiency scores are declining from 44% in 22-23, to 48% in 23-24, to 44% in 24-25, and now 30% in 25-26. One could conclude as a result of inconsistent effective standards-based instruction, use of time, and lack of additional afterschool learning opportunities.

Actions: Change instructional delivery model from one grade 5 science teacher to two grade 5 science teachers, change STEM teacher selection (change in staffing); consistent tier 1 explicit instruction, engaging STEM support, afterschool learning opportunities, focus on science vocabulary and fidelity to PENDA useage.

Measurable Outcome

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

By May 2027, the percent of students proficienct on the state Science assessment (grade 5 will increase 20% from 30% to 50%.

Monitoring

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

Set quarterly goals. The leadership team 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 tier 1 whole group instruction in both the general education setting as well as our STEM lab to monitor and inspect this practice (instructional walk thru tool); provide targeted feedback to support instructional improvement.

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:
Explicit Instruction

Rationale:
Through the consistent implementation of explicit science instruction with fidelity, our school expects to increase student proficiency on science assessments; strengthen students' understanding of grade-level science standards, improve scientific reasoning, and greater engagement in science learning. Teachers use modeling, questioning, hands-on investigations, academic discourse, and frequent checks for understanding to reinforce learning and address misconceptions. Research indicates that explicit instruction is particularly effective for students who need additional support with academic vocabulary, reading informational text, and applying scientific reasoning.

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
Quarter 1 Implementation

Person Monitoring:
Adams/Toliver/Zielinski/DelValle/Allen

By When/Frequency:
by end of quarter 1

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Establish clear expectations for Tier 1 science instruction using Florida’s BEST standards, district adopted instructional materials, and instructional guides.
• Establish strong explicit instruction emphasizing clear learning intentions/explanations, teacher modeling with think alouds, guided practice, gradual release, frequent checks for understanding, immediate feedback, and opportunities for students to independently apply new skills.
• Establish expectations for consistent instructional routines to include visuals, hands on experiences, academic vocabulary, increased student engagement/discourse and frequent checks for understanding.
• Ensure these practices are consistently implemented across classrooms by conducting classroom observations and providing focused feedback
• Set up collaborative planning time with the 5th grade team to strategically plan for tier 1 instruction, unpack standards and plan lessons.
• Partner with science coach to provide professional learning, model effective lessons, co-plan instruction, observe and provide feedback, and support 5th grade/STEM teachers.
• Utilize our morning news crew and cafeteria staff to determine how science concepts can be supported by them throughout the year
• Plan for science-based field trips that support our science goals and initiatives (T)

• Plan for parent engagement and family nights that support our science goals and initiatives (T)
Teacher Actions:
• Consistently provide Tier 1 science instruction using Florida's BEST standards, district adopted instructional materials, and instructional guides.
• With fidelity, provide strong explicit instruction emphasizing clear learning intentions/explanations, teacher modeling with think alouds, guided practice, gradual release, frequent checks for understanding, immediate feedback, and opportunities for students to independently apply new skills.
• Follow through with consistent instructional routines to include visuals, hands on experiences, academic vocabulary, increased student engagement/discourse and frequent checks for understanding.
• Develop daily routine that includes effective use of PENDA.
• Set grade level and individual student science goals.
• Actively participate in collaborative planning time with the 5th grade team to strategically plan for tier 1 instruction, unpack standards and plan lessons.
• Identify students at risk for science gaps and begin additional learning opportunities afterschool. ASP (T)
• Communicate with families about their child's progress and attend parent engagement/family curricula events throughout the year.

Action Step #2
Quarter 2 Consistency

Person Monitoring:
Adams/Toliver/Zielinski/DelValle/Allen

By When/Frequency:
by end of quarter 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Conduct classroom walkthroughs focused on active student participation, opportunities to explain reasoning, structured practice, and productive discussions.
• Provide teachers with timely feedback following classroom observations, highlighting strengths and identifying next steps for improving instruction.
• Recognize effective instructional practices and celebrate student growth during faculty meetings and collaborative sessions to reinforce successful implementation.
• Look for trends to determine whether instructional adjustments are needed. Monitor implementation of the district pacing guide and instructional materials while ensuring teachers spend sufficient time on prerequisite skills and high-priority standards.
• Meet with collaborative teams to analyze assessment and progress-monitoring data to identify instructional priorities. Emphasis is on ensuring quality tier 1 instruction is producing results and preparing students for midyear assessments
• Participate in weekly grade-level collaborative planning focused on science instruction and alignment to Florida's BEST Standards; begin gradual release of teachers taking lead. Support teachers in reviewing priority standards through standards-based instruction, spiral review, and targeted intervention/reteaching; maintain rigor while providing appropriate scaffolds.
Teacher Actions:
• Based upon classroom observations and feedback, refine and strengthen Tier 1 instruction including active student participation, opportunities to explain reasoning, structured practice, and productive discussions.
• Actively participate in weekly grade-level collaborative planning focused on explicit instruction and alignment to Florida's BEST Standards; begin gradual release of teachers taking lead. Review priority standards through standards-based instruction, spiral review, and targeted reteaching; maintain rigor while providing appropriate scaffolds.

• Attend and implement job-embedded professional learning which will increase student achievement data.
• Evaluate the effective use of PENDA, Recognize and celebrate students for meeting expectations.

Action Step #3
Quarter 3 Refinement

Person Monitoring:
Adams/Toliver/Zielinski/DelValle/Allen

By When/Frequency:
by end of quarter 3

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Conduct data chats with teachers to review individual student progress, identify barriers to proficiency, and develop action plans for students approaching grade-level expectations.
• Determine the mid-year bold moves that are needed (abandon, adopt, adapt).
• Ensure that non-negotiables are implemented consistently and that instructional decisions are driven by student data.
• Provide timely, actionable feedback to teachers following observations, emphasizing instructional strategies that improve student growth outcomes. Continuous monitoring of implementation, and collaborative professional learning to improve achievement.
• Accelerate student achievement, monitoring instructional effectiveness, strengthening reteaching systems
• Work with grade level teams to identify final instructional priorities; monitor PLC effectiveness to ensure meetings focus on improving student outcomes.
Teacher Actions:
• Take ownership in data chats with the leadership team to review individual student progress, identify barriers to proficiency, and develop action plans for students approaching grade-level expectations.
• Actively participate in collaborative planning to analyze mid-year assessment data and adjust instructional plans to address identified specific student needs.
• Shift focus to accelerating student achievement in preparation of the state science assessment.
• Attend and implement job-embedded professional learning with an emphasis on closing achievement gaps, strengthening intervention effectiveness, and ensuring high-quality Tier 1 instruction.
• Implement strategies for reviewing priority standards.
• Evaluate the effective use of PENDA. Recognize and celebrate students for meeting expectations.

Action Step #4
Quarter 4 Maximizing Student Growth

Person Monitoring:
Adams/Toliver/Zielinski/DelValle/Allen

By When/Frequency:
by end of quarter 4

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Collaborate with team to identify students who need additional support. Ensure instructional time is prioritized for unfinished learning while maintaining grade-level expectations.
• Review the effectiveness of reteaching opportunities and assist teams in developing recommendations for continued student support.
• Facilitate collaborative data meetings to analyze science assessment results and to determine student growth and next instructional steps.
• Recognize student academic growth, classroom achievements, and teacher successes to maintain motivation and reinforce a culture of continuous improvement.

Teacher Actions:
• Maximize learning opportunities for students needing more instruction with the priority standards
• Review the effectiveness of reteaching opportunities and implement recommendations for continued student support.
• Actively participate in collaborative data meetings to analyze science assessment results to determine student growth and next instructional steps.

Area of Focus #4

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

For the past seven years, the Students with Disabilities subgroup (about 29% of our population) has shown the greatest need for targeted support, consistently performing below the ESSA Federal Index of 41%.

A moment of celebration: We increased our students with disabilities federal index from 24% to 36% within one year (from 24-25 to 25-26).

Based on the 25-26 data, SWD proficiency was 21% in ELA, 21% in math, and 5% in science reflecting an achievement gap.

Measurable Outcome

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

By May 2027, the percent of students with disabilities meeting the federal index will increase 5% from 36% to 41%.

Monitoring

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

Student progress will be monitored through FAST assessment data PM1 and PM2, iReady performance, and subject specific intervention growth. The leadership team will conduct classroom walkthroughs and provide targeted feedback to support instructional improvement.

Person responsible for monitoring outcome

Cynthia Adams, Whitney Toliver, Anna Barchak

Evidence-based Intervention:

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

Description of Intervention #1:

Explicit Instruction and Teacher Clarity: This is an evidence-based and structured approach where teachers model and explain skills, guide practice, and gradually release responsibility (I Do, We Do, You Do), with sequenced instruction, frequent checks for understanding, feedback, and practice opportunities. Teacher clarity ensures students understand what they are learning, why it matters, and how success will be measured.

Rationale:

Explicit instruction is a highly effective, evidence-based instructional approach for increasing academic proficiency among students with disabilities because it provides the structured, systematic, and intentional teaching needed to support diverse learning needs. Students with disabilities often benefit from instruction that provides frequent opportunities for review, repetition, and scaffolded practice help students retain new learning and transfer skills across academic settings. Through consistent implementation of explicit instruction with fidelity, our school expects to increase the percentage of students with disabilities who demonstrate proficiency on assessments and make measurable progress toward grade-level academic standards. This intervention supports equitable access to rigorous instruction while ensuring that students receive the individualized supports necessary to maximize their academic achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Quarter 1 Implementation

Person Monitoring:	**By When/Frequency:**
Adams/Toliver/Barchak	by end of quarter 1

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

Leadership Actions:

• Attend and implement professional learning: Scheduling Supports for Students with Disabilities. Create strategic grade level academic block schedules and intentional class lists(inclusive scheduling).

• Establish clear expectations for Tier 1 instruction using Florida's BEST standards, district adopted instructional materials, and students' individual instructional goals.

• Establish strong explicit instruction emphasizing clear learning intentions/explanations, teacher

modeling with think alouds, guided practice, gradual release, frequent checks for understanding, immediate feedback, and opportunities for students to independently apply new skills.
• Establish expectations for consistent instructional routines to include visuals and manipulatives, academic vocabulary, increased student engagement/discourse and frequent checks for understanding.
• Set up collaborative planning time where grade-level teams including ESE staff, interventionists, and Title 1 staff (T) strategically plan for tier 1 instruction, unpack standards and plan interventions. Verify interventions are evidence-based, implemented with fidelity, and aligned with students' IEPs and MTSS supports.
• Strategic and intentional utilization of ESE resource teachers, interventionists, and para-professionals (T) during small group instruction in the gen ed instructional block, and during intervention; push-in small group instruction supports rather than pull out.
Teacher Actions:
• Attend and implement professional learning: Scheduling Supports for Students with Disabilities. Create strategic grade level academic block schedules and intentional class lists(inclusive scheduling).
• Consistently provide for Tier 1 instruction using Florida's BEST standards, district adopted instructional materials, and students' individual instructional goals.
• With fidelity, provide strong explicit instruction emphasizing clear learning intentions/explanations, teacher modeling with think alouds, guided practice, gradual release, frequent checks for understanding, immediate feedback, and opportunities for students to independently apply new skills.
• Follow through with consistent instructional routines to include visuals and manipulatives, academic vocabulary, increased student engagement/discourse and frequent checks for understanding.
• Actively participate in collaborative planning time where grade-level teams including ESE staff, interventionists, and Title 1 staff (T) strategically plan for tier 1 instruction, unpack standards and plan interventions. Verify interventions are evidence-based, implemented with fidelity, and aligned with students' IEPs and MTSS supports.
• Follow through with strategic and intentional utilization of ESE resource teachers, interventionists, and para-professionals (T) during small group instruction in the gen ed instructional block, and during intervention; push-in small group instruction supports rather than pull out.

Action Step #2
Quarter 2 Consistency

Person Monitoring:
Adams/Toliver/Barchak

By When/Frequency:
by end of quarter 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Build teacher capacity by provided needed professional learning on explicit instruction components, include paraprofessionals, and ESE staff.
• Monitor implementation to ensure these practices are consistently implemented across classrooms by conducting classroom observations and providing focused feedback.
• Collaborate with instructional coaches, ESE specialists, and teacher leaders to provide individualized coaching for teachers needing additional support.
• Observe whether students with disabilities are actively responding, receiving frequent opportunities to practice, and demonstrating understanding throughout lessons.
Teacher Actions:
• Based upon classroom observations and feedback, refine and strengthen instruction including active student participation, opportunities to explain reasoning, structured practice, and productive discussions.

• Collaborate with instructional coaches and ESE specialists to strengthen instruction for students with disabilities
• Attend and apply professional learning to build capacity on explicit instruction components
• Respond to student data by monitoring intervention effectiveness; reviewing tier 2 and 3 intervention data to ensure students are receiving appropriate instruction and making adequate progress toward mid-year benchmarks.
• Plan for students with disabilities to actively respond, receive frequent opportunities to practice, and demonstrate understanding throughout lessons.
• Actively participate in weekly grade-level collaborative planning focused on explicit instruction and alignment to Florida's BEST Standards; begin gradual release of teachers taking lead. Review priority standards through standards-based instruction, spiral review, and targeted intervention/reteaching; maintain rigor while providing appropriate scaffolds.

Action Step #3
Quarter 3 Refinement

Person Monitoring:
Adams/Toliver/Barchak

By When/Frequency:
by end of quarter 3

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Conduct data chats with teachers to review individual student progress, identify barriers to proficiency, and develop action plans for students approaching grade-level expectations.
• Determine the mid-year bold moves that are needed (abandon, adopt, adapt).
• Ensure that non-negotiables are implemented consistently and that instructional decisions are driven by student data.
• Provide timely, actionable feedback to teachers following observations, emphasizing instructional strategies that improve student growth outcomes. Continuous monitoring of implementation, and collaborative professional learning to improve achievement.
• Accelerate student achievement, monitoring instructional effectiveness, strengthening intervention systems
• Work with grade level teams to identify final instructional priorities; monitor PLC effectiveness to ensure meetings focus on improving student outcomes.
Teacher Actions:
• Take ownership in data chats with the leadership team to review individual student progress, identify barriers to proficiency, and develop action plans for students approaching grade-level expectations.
• Actively participate in collaborative planning to analyze FAST PM2 and classroom assessment data and adjust instructional plans to address identified specific student needs.
• Shift focus to accelerating student achievement in preparation of PM3
• Attend and implement job-embedded professional learning with an emphasis on closing achievement gaps, strengthening intervention effectiveness, and ensuring high-quality Tier 1 instruction.
• Implement strategies for reviewing priority standards.
• Evaluate the effective use of iReady, Lexia, Penda. Recognize and celebrate students for meeting expectations.

Action Step #4
Quarter 4 Maximizing Student Growth

Person Monitoring:
Adams/Toliver/Barchak

By When/Frequency:
by end of quarter 4

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

step:
Leadership Actions
• Collaborate with team to identify students who need additional support. Ensure instructional time is prioritized for unfinished learning while maintaining grade-level expectations.
• Review the effectiveness of Tier 2 and Tier 3 interventions and assist teams in developing recommendations for continued student support.
• Facilitate collaborative data meetings to analyze FAST PM3 results and intervention data to determine student growth and next instructional steps.
• Recognize student academic growth, classroom achievements, and teacher successes to maintain motivation and reinforce a culture of continuous improvement.
Teacher Actions:
• Maximize learning opportunities for students needing more instruction with the priority standards
• Review the effectiveness of Tier 2 and Tier 3 interventions and implement recommendations for continued student support.
• Actively participate in collaborative data meetings to analyze FAST PM3 results and intervention data to determine student growth and next instructional steps.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

In reviewing the end-of-year THE PULSE reports, our quarterly average daily attendance was below 95% each quarter (94.78, 91.56, 93.03, 91.13)

By reviewing attendance and achievement data on an ongoing basis, our school can identify trends, measure the effectiveness of interventions, and ensure that students remain engaged in learning. Consistent attendance is associated with higher academic performance and improved reading and math proficiency. Ongoing monitoring also strengthens communication between schools, families, and support staff, creating a collaborative approach to addressing barriers to attendance before they negatively affect learning.

Actions: Create system along with consistent parent liaison (T) to monitor and support students and families with attendance initiatives.

Measurable Outcome

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

By the end of the 2026-2027 school year, Imperial Estates will achieve and maintain a minimum quarterly attendance rate of 95% during at least two of the four grading quarters, while increasing the overall annual average attendance rate from 92.63% to at least 94.0%. Progress will be monitored quarterly using attendance data, and targeted interventions will be implemented for students identified as chronically absent to support continuous improvement toward the long-term goal of achieving 95% attendance in every quarter.

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.

Analyze Focus attendance reports monthly to monitor our increasing average daily attendance. Team will identify priority students, align resources and personnel to be proactive in building relationships and providing support to students and families. Team will meet monthly to closely monitor, document, celebrate, and revise the plan as needed.
When students attend school regularly and their progress is continuously monitored, they are more likely to achieve academic success, demonstrate steady growth toward learning standards, and develop the knowledge and skills necessary for long-term educational success.

Person responsible for monitoring outcome

Cynthia Adams, Whitney Toliver, Lauren Greenman

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:

Multi-Tiered System of Supports (MTSS) for Attendance One of the strongest evidence-based strategies for improving elementary school attendance is implementing a Multi-Tiered System of Supports (MTSS) for Attendance, which combines prevention, early identification, data monitoring, family engagement, and targeted interventions. Research from Attendance Works and the Institute of Education Sciences shows that schools are most successful when they address attendance proactively rather than waiting until students become chronically absent.

Rationale:

Ongoing monitoring of student attendance and academic progress helps improve student achievement by identifying concerns early and providing timely support. When students attend school regularly, they have consistent access to instruction, classroom discussions, collaborative learning opportunities, and interventions that build academic skills. Regular monitoring allows educators to track attendance patterns, assess academic performance, and adjust instructional strategies to meet individual student needs.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

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

Action Steps to Implement:

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

Action Step #1
Quarter 1 Establish Expectations and Systems

Person Monitoring:
Lauren Greenman

By When/Frequency:
by end of quarter 1

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Implement daily morning announcements reinforcing expectations and school culture.
• Launch resiliency instruction (self-management, responsibility) through Xello lessons, classroom routines, and PBIS
• Attend BPS attendance training and implement strategies in the attendance guide
• Establish attendance tracking system with teachers, office clerk, and parent liaison (T)
• Establish monthly MTSS team to review student attendance data to identify trends, at-risk students; focus of problem solving
• Develop and launch attendance incentive system for classrooms and individual students with consistent attendance and improved attendance.
Teacher / Parent Liaison Actions:
• Greet students daily and build student relationships (visibility)
• Co-create classroom PBIS expectations with students.
• Teach and reinforce resiliency traits during lessons, discussions, and daily routines
• Begin building friendly family interactions
• Implement attendance tracking system by initiating daily absence calls / attendance emails to families of students with 3 or more absences.
• Participate in monthly MTSS meetings to review student attendance data; to identify trends, at-risk students; create individualized student attendance plans.
• Launch attendance incentive system for classrooms and individual students with consistent attendance and improved attendance.

Action Step #2
Quarter 2 Early Intervention and Family Engagement.

Person Monitoring:
Lauren Greenman

By When/Frequency:
by end of quarter 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Foster strong relationships between students and staff so students feel connected, safe, and motivated to attend school (Sources of Strength, I Am Magnus)
• Reinforce perseverance and responsibility (PBIS expectations) through classroom discussions.
• Monitor attendance trends and evaluate effectiveness of supports and incentives.
• Provide feedback to staff regarding our data and action steps.
Teacher Actions:
• Review attendance data weekly to identify students with emerging attendance concerns before they

become chronically absent (T).
• Contact families after a pattern of absences begins (rather than after excessive absences) to identify barriers and develop solutions.
• Build partnerships with families through regular communication about the importance of attendance, recognition of good attendance, and problem-solving around transportation, health, or scheduling challenges.
• Provide increasing levels of intervention based on student need, such as attendance mentors, check-in/check-out systems, counseling, or referrals to community resources.
• Recognize improved attendance and consistent attendance at the individual level and classroom level.

Action Step #3
Quarter 3 Data-driven adjustments and reinforcement

Person Monitoring:
Lauren Greenman

By When/Frequency:
by end of quarter 3

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Intensify interventions for students with 5 or more absences through targeted attendance plans and family conferences.
• Adjust instruction based on data and reteach self-management and perseverance
• Expand individualized behavior and attendance support plans for students not responding to initial interventions.
• Adjust incentive systems to re-engage students showing declining attendance.
Teacher Actions:
• Reteach behavior/attendance expectations at start of new year.
• Increase outreach to families of students with ongoing attendance concerns and maintain required documentation and communication.
• Continue consistent classroom culture and engagement strategies while reinforcing attendance goals and celebrating student progress.
• Support, monitor, and participate in individualized student intervention plans.

Action Step #4
Quarter 4 Evaluate Average Daily Attendance and Plan for Next Year

Person Monitoring:
Lauren Greenman

By When/Frequency:
by end of quarter 4

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Evaluate attendance trends and effectiveness of interventions.
• Keep support systems in place for students still struggling with attendance.
• Celebrate attendance growth and use the data to plan improvements for next year
• Review impact of resiliency instruction and plan for next year
Teacher Actions:
• Keep strong classroom routines and engagement strategies going through the end of the year.
• Encourage attendance and support final incentive and celebration efforts.
• Participate in discussions about student progress and planning for students who still need support next year.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

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).
We offer the ability to translate the SIP into the stakeholder's home language.

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

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 offer the ability to translate the PFEP into the stakeholder's home language.

We have an active SAC and PTO, and plan to host engaging family nights.

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 will set clear expectations for tiered academic instruction; will monitor through classroom walk thrus and walk thru tool, and provide targeted feedback to support explicit instruction.
2. Teachers and leadership team will support improved student outcomes by leading or participating in professional learning on explicit instruction, 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 state benchmarks and explicit instruction; actively engage in collaborative planning sessions including BPS instructional guides.
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 , and para-professionals (T) 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 (T).

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Our School Improvement Plan is a comprehensive plan that utilizes federal, state, and local services & resources collaboratively to ensure all students can meet challenging state standards. Student

Services and Florida Diagnostic and Learning Resources System (FDLRS) provides instructional support services to students, families, and teachers of students with exceptionalities. Title IX/ McKinney Vento provides support and services like school supplies, tutoring, counseling, and transportation to our families in transition. Title III provides instructional support for our ELL students and translation opportunities for families. Through Title II, professional learning is provided to our staff to improve instructional practices.

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 a Sources of Strength school and have partnered with Dr. Michael Cadore I Am Magnus mentoring program.
Our staff is trained in Younth Mental Health First Aid, CPI verbal de-escalation, and threat management.

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, resiliency, and time management.

PBIS SPARK expectations; bucket fillers.

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. We utilize data-based problem solving ti integrate academic and behavioral instruction and intervention. The instruction and intervention are delivered to all students in tiers; based on student need. Our goal is to increase our academic student proficiency levels.

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 explicit instruction. New teachers will participate in the New Teacher Academy and be supported by a school-based mentor. Paraprofessionals will work under the supervision and guidance of certifies teachers and are frequently invited to attend school-based professional learning during grade level planning times and early release Fridays.

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 ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

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

Our school engages in an ongoing collaborative process with the district to ensure that all resources are strategically aligned to meet the needs of students. This process begins with a comprehensive review of multiple sources of data, including state and district assessment results, progress monitoring data, attendance, behavior trends, and stakeholder feedback.

The school leadership team meets regularly with district leaders and instructional support staff to analyze student performance data and evaluate the effectiveness of current programs, staffing, instructional materials, and interventions. Resource allocation decisions are guided by identified areas of need and are aligned with the School Improvement Plan (SIP), district strategic priorities, and available funding sources.

Throughout the school year, district specialists conduct classroom visits, participate in data chats, and provide coaching and technical assistance to ensure resources are being implemented with fidelity. School and district teams review the impact of professional learning, intervention programs, instructional technology, and personnel supports through ongoing progress monitoring cycles.

Budget expenditures, staffing allocations, and intervention resources are reviewed to determine whether adjustments are needed to maximize student outcomes. When data indicate that a strategy or resource is not producing the desired results, the school collaborates with district departments to reallocate funding, modify supports, or implement additional evidence-based practices.

This continuous improvement process ensures that resources remain focused on the greatest student needs, promotes equitable access to high-quality instruction and interventions, and supports improved academic achievement for all students.

Specifics to Address the Need

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

Based on our 25-26 student outcomes, our year will focus upon::

· Explicit Instruction

· Data informed tiered instruction
· UFLI and an increase of 15 additional minutes to the reading block K-2
· We have utilized Title 1 funds to purchase supplementary materials such as Lexia to support reading instruction,. (T)
· Push-in services with ESE resource teachers, interventionists, and paraprofessionals inside the general education classroom to strengthen learning outcomes of students with disabilities
· Multiple monitoring, coaching, and feedback opportunities with our teachers

VII. Budget to Support Areas of Focus

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

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