Brevard Public Schools

SATURN ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

To provide a safe and supportive community where all will achieve personal growth.

Provide the school's vision statement

Our vision is to cultivate a learning environment where expectations for student success are clearly defined and consistently communicated through a collaborative framework that promotes explicit instruction, actionable feedback, and intentional alignment to desired student outcomes.

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

Javier Alfonso

alfonso.javier@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

Instructional Leadership
• Serves as the school’s instructional leader, ensuring high-quality teaching and learning across all classrooms.
• Models effective instructional practices and delivery methods during faculty meetings and Professional development sessions.
• Evaluates instructional practices using the district’s IPPAS evaluation tool and guides the instructional coaching cycle to improve professional growth and student outcomes.

• Monitors and supports Professional Learning Communities (PLCs), ensuring alignment with the school's mission and vision.
• Builds the instructional capacity of teachers through mentorship, coaching, and support of best practices.

School Culture & Stakeholder Engagement

• Facilitates the development, adoption, and integration of Saturn Elementary's mission and vision across all school initiatives.
• Promotes and maintains a positive school-wide culture by implementing strategies that empower faculty, staff, and students.
• Collaborates with all stakeholders—including the School Advisory Committee, Partners in Education, and Parent Teacher Organization—to inform and engage them in school operations and progress.
• Serves as the public liaison and representative for Saturn Elementary in all community, district, and partner engagements.

Operational Management

• Leads and monitors the daily operations of the school with a focus on safety, efficiency, and alignment with strategic goals.
• Responsible for developing and managing the school budget, overseeing all school-based accounts, and ensuring compliance during financial audits.
• Oversees the FTE process and all related funding procedures.
• Manages school-based programs, including athletics, music, and all extracurricular activities.
• Facilitates key events such as student registration, orientation, open house, and parent conferences.

Personnel & Talent Development

• Oversees all aspects of faculty and staff management: recruitment, hiring, supervision, evaluation (IPPAS), certification, and professional development.
• Ensures compliance with all federal, state, and district employment regulations and policies.
• Identifies and mentors future educational leaders and facilitates leadership development opportunities.
• Serves as an administrative mentor for Assistant Principals enrolled in the Level II Leadership Development Program.

Student Support & Discipline

• Serves as the final decision-maker for student discipline and administrative hearings, ensuring adherence to the district discipline plan and student code of conduct.
• Monitors and evaluates discipline data to implement proactive and corrective strategies that support a safe, respectful learning environment.

Feeder School & Transition Support

• Coordinates and monitors collaboration with feeder schools to ensure successful student

transitions to and from Saturn Elementary School.

Leadership Team Member #2

Employee's Name
Megan Smith

smith.megan@brevardschools.org

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal serves under the direct supervision of the Principal and assumes full leadership responsibilities in the Principal's absence. This role is critical in supporting the effective operation of Saturn Elementary School and upholding its mission and vision in collaboration with all stakeholders.
Leadership & School Operations
• Supports the Principal in the daily operation of the school, including supervision, compliance, and school culture.
• Collaborates with the School Advisory Council, PTO, and Partners in Education to ensure transparency and shared decision-making.
• Oversees registration, orientation, open house, and parent conferences.
• Manages summer school coordination and student enrollment processes.
• Maintains school facilities, including custodial supervision, maintenance, work orders, and emergency planning.
• Develops and monitors the School Emergency Operation Plan (EOP) and completes FSSAT documentation.
• Facilitates safety drills and monthly Threat Assessment Team meetings.
• Serves as Title IX Investigator and oversees bullying investigations and related safety plans.
Instructional Leadership
• Serves as an instructional leader and partner in teaching and learning.
• Oversees the creation, implementation, and monitoring of the Master Schedule.
• Facilitates the instructional coaching cycle to improve teaching practices and student achievement.
• Conducts observations and provides feedback using the IPPAS tool aligned with state standards.
• Models high-quality instructional delivery and best practices during professional development and faculty meetings.
• Supports implementation of curriculum, proper pacing, and use of FLDOE-aligned instructional materials.
• Leads the data leadership team and monitors student achievement data to inform instructional

adjustments.
Teaching & Learning Support
• Oversees all assessments, including FAST, WIDA, FAST, Magnetic Reader, and other common assessments/tools.
• Monitors and supports Professional Learning Communities (PLCs) to ensure alignment with schoolwide instructional goals.
• Leads development and monitoring of the School Improvement Plan (SIP).
• Provides support and supervision to the Guidance Department (Counselor, GSP, Social Worker, Teacher on Assignment).
• Ensures compliance and implementation of IEPs, 504 plans, and ESOL services.
• Supports the mentoring and induction program, supervising Lead Mentor and overseeing new teacher support.
Talent Development & Supervision
• Assists the Principal with faculty and staff hiring, supervision, and evaluations (IPPAS).
• Ensures all faculty and staff meet certification and compliance requirements.
• Coordinates professional development and identifies teacher leadership opportunities.
• Mentors aspiring leaders and supports teacher growth through coaching and feedback.
Student Support, Behavior, and Culture
• Monitors and promotes positive school culture and climate.
• Manages student behavior systems and analyzes discipline data to drive schoolwide strategies for engagement.
• Facilitates the PBIS team and leads the development and implementation of the PBIS plan.
• Ensures consistency and accuracy in disciplinary records and classroom management support.
• Serves as a member of the MTSS team to support behavior, academics, and ESE services.
Programs & Extracurricular Activities
• Supports extracurricular programming, including athletics, music, and the arts.
• Coordinates school pictures, student IDs, and additional campus-wide logistics.
• Collaborates with feeder schools to support smooth transitions for students entering and leaving Saturn Elementary.

Leadership Team Member #3

Employee's Name
Arlene Velazquez

velazquez.arlene@brevardschools.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Leadership & School Operations
• Supports the Principal in the daily operation of the school, including supervision, compliance, and school culture.
• Collaborates with the School Advisory Council, PTO, and Partners in Education to ensure transparency and shared decision-making.
• Oversees registration, orientation, open house, and parent conferences.
• Manages summer school coordination and student enrollment processes.
• Maintains school facilities, including custodial supervision, maintenance, work orders, and emergency planning.
• Develops and monitors the School Emergency Operation Plan (EOP) and completes FSSAT documentation.
• Facilitates safety drills and monthly Threat Assessment Team meetings.
• Serves as Title IX Investigator and oversees bullying investigations and related safety plans.
Instructional Leadership
• Serves as an instructional leader and partner in teaching and learning.
• Oversees the creation, implementation, and monitoring of the Master Schedule.
• Facilitates the instructional coaching cycle to improve teaching practices and student achievement.
• Conducts observations and provides feedback using the IPPAS tool aligned with state standards.
• Models high-quality instructional delivery and best practices during professional development and faculty meetings.
• Supports implementation of curriculum, proper pacing, and use of FLDOE-aligned instructional materials.
• Leads the data leadership team and monitors student achievement data to inform instructional adjustments.
Teaching & Learning Support
• Oversees all assessments, including FAST, WIDA, MAP, Magnetic Reader, and other common assessments/tools.
• Monitors and supports Professional Learning Communities (PLCs) to ensure alignment with schoolwide instructional goals.
• Leads development and monitoring of the School Improvement Plan (SIP).
• Provides support and supervision to the Guidance Department (Counselor, GSP, Social Worker, Teacher on Assignment).
• Ensures compliance and implementation of IEPs, 504 plans, and ESOL services.
• Supports the mentoring and induction program, supervising Lead Mentor and overseeing new teacher support.

Talent Development & Supervision
• Assists the Principal with faculty and staff hiring, supervision, and evaluations (IPPAS).
• Ensures all faculty and staff meet certification and compliance requirements.
• Coordinates professional development and identifies teacher leadership opportunities.
• Mentors aspiring leaders and supports teacher growth through coaching and feedback.
Student Support, Behavior, and Culture
• Monitors and promotes positive school culture and climate.
• Manages student behavior systems and analyzes discipline data to drive schoolwide strategies for engagement.
• Facilitates the PBIS team and leads the development and implementation of the PBIS plan.
• Ensures consistency and accuracy in disciplinary records and classroom management support.
• Serves as a member of the MTSS team to support behavior, academics, and ESE services.
Programs & Extracurricular Activities
• Supports extracurricular programming, including athletics, music, and the arts.
• Coordinates school pictures, student IDs, and additional campus-wide logistics.
• Collaborates with feeder schools to support smooth transitions for students entering and leaving Saturn Elementary.

Leadership Team Member #4

Employee's Name
Tabbetha Ham

Ham.Tabbetha@Brevardschools.org

Position Title
Literacy Coach

Job Duties and Responsibilities

Instructional Coaching & Support
• Partner with K–6 teachers at Saturn Elementary to model and co-teach evidence-based literacy instruction aligned to the B.E.S.T. ELA standards.
• Provide ongoing coaching cycles to improve instructional delivery, including lesson planning, gradual release, and differentiated instruction.
• Support the implementation of core and intervention materials, including HMH Into Reading and i-Ready.
• Guide teachers in integrating writing and vocabulary strategies into daily literacy instruction.
• Collaborate with ESE, ESOL, and intervention teachers to ensure inclusive and effective instruction for all students.
Data Analysis & Progress Monitoring

• Analyze student data from FAST PM, i-Ready, and classroom assessments to inform small group instruction and targeted interventions.
• Lead grade-level data chats and assist teachers in setting instructional goals based on current performance levels.
• Support the development and monitoring of Individual Reading Plans (IRPs) for students with reading deficiencies.
• Collaborate with the MTSS team to track student progress and ensure timely Tier II and Tier III supports.
Professional Learning & Collaboration
• Facilitate weekly PLCs focused on literacy instruction, data analysis, and standards-based planning.
• Provide embedded professional development for Saturn staff on instructional best practices, district initiatives, and state mandates.
• Serve as a liaison between school-based staff and the BPS Literacy and Curriculum departments.
• Participate in district coach meetings and share best practices and state updates with the school team.
School Improvement & Compliance
• Assist in developing and monitoring Saturn's SIP literacy goals, action steps, and measurable outcomes.
• Ensure schoolwide reading instruction is in compliance with Florida's K–12 Reading Plan, Just Read, Florida! mandates, and Title I requirements.
• Support documentation and communication for state-mandated letters to families of students with reading concerns.
• Assist with professional development tracking and fidelity checks of interventions.
Family & Community Literacy Engagement
• Organize and support family literacy nights and parent workshops to empower families with strategies to support reading at home.
• Partner with the Parent Engagement Liaison and Title I team to promote literacy-rich home environments.
• Share literacy resources with families through newsletters, the school website, and Focus.

Leadership Team Member #5

Employee's Name
Debra Gibbs

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Position Title
Math Coach

Job Duties and Responsibilities

Instructional Coaching & Support

- Partner with K–6 teachers at Saturn Elementary to model and co-teach evidence-based mathematics instruction aligned to the B.E.S.T. Mathematics Standards.
- Provide ongoing coaching cycles to improve instructional delivery, including lesson planning, mathematical discourse, problem-solving strategies, and differentiated instruction.
- Support the implementation of core and intervention mathematics resources, including i-Ready Mathematics and district-approved instructional materials.
- Guide teachers in integrating mathematical reasoning, number sense, fluency, and real-world problem-solving into daily mathematics instruction.
- Collaborate with ESE, ESOL, and intervention teachers to ensure inclusive and effective mathematics instruction for all students.

Data Analysis & Progress Monitoring

- Analyze student data from FAST PM, i-Ready Mathematics, district assessments, and classroom assessments to inform small-group instruction and targeted interventions.
- Lead grade-level data chats and assist teachers in setting instructional goals based on current mathematics performance levels.
- Support the identification and progress monitoring of students with mathematics deficiencies and develop targeted intervention plans.
- Collaborate with the MTSS team to track student progress and ensure timely Tier II and Tier III mathematics supports.
- Assist teachers in using data to adjust instruction, monitor mastery of benchmarks, and accelerate student achievement.

Professional Learning & Collaboration

- Facilitate weekly PLCs focused on mathematics instruction, data analysis, standards-based planning, and effective instructional practices.
- Provide embedded professional development for Saturn staff on mathematics best practices, district initiatives, and state requirements.
- Serve as a liaison between school-based staff and the BPS Mathematics and Curriculum departments.
- Participate in district mathematics coach meetings and share best practices, instructional resources, and state updates with the school team.
- Support teachers in implementing high-quality mathematical tasks, student discourse strategies, and standards-aligned assessments.

School Improvement & Compliance

- Assist in developing and monitoring Saturn’s SIP mathematics goals, action steps, and measurable outcomes.
- Ensure schoolwide mathematics instruction is aligned with Florida’s B.E.S.T. Mathematics

Standards and district expectations.
- Support documentation and communication related to mathematics intervention services and student progress monitoring.
- Assist with professional development tracking and fidelity checks of mathematics interventions and instructional programs.
- Collaborate with administration to monitor mathematics achievement trends and develop action plans for continuous improvement.

Family & Community Mathematics Engagement
- Organize and support family math nights and parent workshops to empower families with strategies to support mathematics learning at home.
- Partner with the Parent Engagement Liaison and Title I team to promote math-rich learning opportunities beyond the school day.
- Share mathematics resources, learning activities, and achievement supports with families through newsletters, the school website, and Class Dojo.
- Provide families with guidance on interpreting student achievement data and supporting mathematical growth at home.
- Promote community awareness of schoolwide mathematics initiatives and student achievement goals.

Leadership Team Member #6

Employee's Name
Tina Mila

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Position Title
Support Specialist

Job Duties and Responsibilities

Instructional Support & Intervention
• Support the implementation of research-based instructional strategies that align with the SIP goals.
• Provide small-group or push-in/pull-out academic support to students identified through MTSS or Title I criteria.
• Monitor student progress regularly and adjust interventions based on data.
• Assist in identifying and addressing learning gaps in reading, math, or other core content areas.
Data Monitoring & Analysis
• Collaborate with instructional teams to disaggregate and analyze student achievement data.
• Support data-driven instruction by helping teachers interpret assessment data to inform planning

and interventions.
• Participate in school-based data chats and contribute to academic progress monitoring aligned with SIP benchmarks.
SIP Implementation & Compliance
• Assist school leadership in aligning Title I strategies and resources with the goals and action steps of the SIP.
• Document and report progress toward SIP goals and Title I compliance indicators.
• Support coordination of Title I family engagement events and workshops as outlined in the SIP.
Teacher Collaboration & Coaching
• Collaborate with teachers during planning to integrate Title I supports and strategies.
• Support instructional staff with curriculum resources, differentiation strategies, and best practices for closing achievement gaps.
• Model lessons and co-teach when appropriate to build capacity among teachers.
Family & Community Engagement
• Support and participate in meaningful family engagement activities that align with SIP goals.
• Help develop parent resources, academic nights, and workshops to strengthen home-school connections.
• Assist with communication between school and families regarding Title I services and student progress.
Professional Development
• Participate in and support the delivery of professional development sessions related to Title I, intervention strategies, and SIP implementation.
• Stay current with district, state, and federal guidance related to Title I programming.
Program Monitoring & Evaluation
• Maintain documentation of Title I services, intervention plans, and student progress.
• Assist with coordination of Title I audits, surveys, and stakeholder feedback used in SIP evaluation.
• Monitor effectiveness of programs and supports funded through Title I and adjust based on outcomes.

2. Stakeholder Involvement

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

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

stakeholders.

At Saturn Elementary School, our instructional leadership team collaborated throughout the summer and during pre-planning to review and analyze student data, identify instructional focus areas, and set measurable goals. These efforts were strengthened through professional development sessions, team planning meetings, and collaborative discussions with teachers. Additionally, stakeholders—including administration, staff, teachers, families, and community partners—actively participated in refining our School Improvement Plan (SIP) where the plan was discussed, edited, and finalized to reflect our shared vision for student success. The review of survey data is taken into consideration from various opportunities throughout the year.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will always be reviewed and monitored during our weekly leadership meetings, at our monthly SAC meeting and at our monthly faculty meeting. During the collaboration with all stakeholders, we will adapt to service our goals, student learning and ongoing progress towards success for our students and families. As we review our walk through data, we will focus on our ESSA groups students with disabilities (SWD). We will adjust and implement as needed based on ongoing review of student
learning and collaboration with all stakeholders. We will also monitor attendance data monthly to provide supports for our families in effort to get students to school.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-6**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **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: B** **2024-25: C** **2023-24: C** **2022-23: D** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	58	67	70	75	64	69	66			469
Absent 10% or more school days	17	24	21	23	18	22	18			143
One or more suspensions	1	12	8	15	13	22	14			85
Course failure in English Language Arts (ELA)	0	0	0	2	3	3	3			11
Course failure in Math	0	0	0	2	3	0	2			7
Level 1 on statewide ELA assessment	0	0	0	10	7	25	26			68
Level 1 on statewide Math assessment	0	0	0	7	17	23	26			73
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	2	18	34	0	0	0			54
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	2	18	34	0	0	0			54

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	8	0	10	16	24	19			77

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	0	0	10	0	0	0			11
Students retained two or more times	0	0	0	1	1	6	5			13

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	55	72	75	81	71	72	67			493
Absent 10% or more school days	14	23	22	24	19	12	18			132
One or more suspensions	2	16	13	27	18	23	23			122
Course failure in English Language Arts (ELA)				2	3	1	2			8
Course failure in Math				3	3	1	8			15
Level 1 on statewide ELA assessment	3	30	28	45	18	24	20			168
Level 1 on statewide Math assessment	3	30	29	50	25	26	20			183
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	25	18	35	14	20	21			136

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	5	6	12	1		1			28
Students retained two or more times				3	8	4	2			17

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*	49	65	62	41	62	59	39	61	57
Grade 3 ELA Achievement	53	63	61	39	58	59	35	59	58
ELA Learning Gains	56	67	63	56	62	60	65	64	60
ELA Lowest 25th Percentile	43	61	58	63	57	56	66	60	57
Math Achievement*	49	66	66	45	63	64	36	62	62
Math Learning Gains	59	68	64	68	67	63	64	68	62
Math Lowest 25th Percentile	65	55	50	60	54	51	69	59	52
Science Achievement	58	66	62	53	62	58	35	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	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	432
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
54%	55%	52%	30%	46%	37%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	33%	Yes	6	
English Language Learners	50%	No		
Black/African American Students	52%	No		
Hispanic Students	52%	No		
Multiracial Students	51%	No		
White Students	56%	No		
Economically Disadvantaged Students	55%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	49%	53%	56%	43%	49%	59%	65%	58%					
Students With Disabilities	22%	21%	42%	36%	30%	47%	44%	18%					
English Language Learners	29%	47%	43%	47%	44%	70%	67%						
Black/African American Students	48%	53%	56%		28%	48%	73%	60%					
Hispanic Students	38%	46%	52%	53%	51%	64%	63%	47%					
Multiracial Students	44%		36%		53%	70%							
White Students	57%	58%	61%	33%	62%	59%	55%	63%					
Economically Disadvantaged Students	50%	52%	54%	33%	49%	59%	72%	68%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	41%	39%	56%	63%	45%	68%	60%	53%					73%
Students With Disabilities	22%	19%	41%	38%	30%	53%	43%						
English Language Learners	17%		45%	50%	31%	67%	71%						73%
Black/African American Students	38%	29%	49%	57%	39%	65%	53%	63%					
Hispanic Students	33%	29%	50%	53%	44%	65%	56%	44%					70%
Multiracial Students	21%		62%		37%	85%							
White Students	53%	55%	66%	77%	55%	68%	70%	63%					
Economically Disadvantaged Students	38%	35%	56%	64%	40%	67%	63%	51%					71%

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	39%	35%	65%	66%	36%	64%	69%	35%					61%
Students With Disabilities	15%	14%	54%	67%	12%	44%	50%	20%					
English Language Learners	17%	20%	59%	55%	23%	66%	83%						61%
Black/African American Students	41%	26%	78%	77%	34%	73%	71%	31%					
Hispanic Students	29%	22%	60%	62%	33%	62%	71%	36%					64%
Multiracial Students	42%		53%		27%	42%							
White Students	45%	52%	62%	67%	46%	68%		44%					
Economically Disadvantaged Students	36%	35%	61%	63%	34%	61%	67%	36%					55%

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	49%	63%	-14%	60%	-11%
ELA	4	40%	61%	-21%	60%	-20%
ELA	5	34%	62%	-28%	61%	-27%
ELA	6	59%	74%	-15%	62%	-3%
Math	3	37%	66%	-29%	66%	-29%
Math	4	41%	62%	-21%	65%	-24%
Math	5	31%	58%	-27%	62%	-31%
Math	6	70%	74%	-4%	60%	10%
Science	5	51%	64%	-13%	60%	-9%

III. Planning for Improvement

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

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

Most Improvement

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

The data component that demonstrated the most improvement was third-grade ELA proficiency, which increased from 39% to 53%.

Several intentional actions contributed to this growth. Our team prioritized collaborative planning and ensured that instruction was tightly aligned to benchmark standards. Teachers utilized interim assessments to identify priority benchmarks and analyze question types, then used this information to design targeted exit tickets at the end of each lesson to monitor alignment and student understanding.

In addition, we implemented an extended ELA instructional block. This allowed students to receive an additional 30 minutes of targeted Tier 1 instruction focused specifically on their identified skill gaps. It is important to note that this was not intervention, but rather a strategic enhancement to core instruction.

We also provided full-day planning sessions for the third-grade team, supported by our State Literacy Director. During these sessions, teachers engaged in deep planning and focused on strengthening explicit instructional practices using the “I Do, We Do, You Do” model to ensure students received clear, scaffolded instruction.

To sustain and build upon this improvement next school year, we will continue these high-impact practices. Additionally, we will implement departmentalization within third grade, with two dedicated ELA teachers. This structure will support continued full-day planning opportunities without creating coverage gaps across the campus. We will also maintain the extended ELA block to ensure students continue receiving targeted, skill-based instruction within the Tier 1 framework.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last

year's low performance and discuss any trends.

The data component that showed the lowest performance was mathematics achievement. While there was a slight increase from 45% to 47%, overall growth remained limited compared to other content areas.

Several factors contributed to last year’s performance. Most significantly, there was a lack of consistent instructional leadership in mathematics. Although initial efforts were made to strengthen math instruction through administrative leadership, those efforts were not sustained, and the campus did not fully regain momentum in this area. As a result, systems for planning, monitoring, and supporting math instruction lacked consistency.

To provide support, the campus relied on the district math coach for planning and instructional guidance. However, beginning in the second semester, support was more narrowly focused on third and fourth grades, as those were identified as the most fragile areas. While this targeted support was necessary, it limited the development of a cohesive, schoolwide approach to mathematics instruction and did not fully address the broader instructional needs across grade levels.

To improve outcomes in the upcoming school year, we are taking a more strategic and comprehensive approach. We will be hiring a full-time, campus-based math coach who will lead and support mathematics instruction across all grade levels. This role will ensure consistent, high-quality planning aligned to standards, as well as ongoing coaching and feedback for teachers.

Additionally, the math coach will play a critical role in strengthening our intervention systems, ensuring that students receive targeted support based on their specific skill gaps. This will allow students to build foundational skills while also accessing grade-level instruction more effectively.

Through increased instructional leadership, stronger planning systems, and a more intentional approach to intervention, we anticipate improved math outcomes in the coming year.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was ELA performance among the lowest 25% of students in learning gains, which decreased from 63% to 47%.

Several factors contributed to this decline. The most significant was the disruption of our reading intervention systems due to staffing shortages. Throughout much of the year, non-classroom

instructional staff, including interventionists, were reassigned to classroom roles to address critical staffing needs. As a result, interventionists were not consistently able to provide targeted, small-group instruction as intended.

In the second semester, the campus made a strategic decision to continue prioritizing strong core instruction in classrooms, operating under the belief that strengthening Tier 1 instruction would have the greatest overall impact on student achievement. While this approach supported core instructional quality, it limited the frequency and consistency of intervention services. Although intervention continued to occur, students were not served at the level of intensity needed to accelerate learning for our most academically vulnerable population. This resulted in fewer students in the lowest quartile demonstrating expected learning gains.

To address this decline in the upcoming school year, we are implementing several key adjustments. First, the campus is fully staffed, which will allow interventionists to remain in their designated roles and deliver consistent, targeted support to students. This will ensure that students receive interventions with the appropriate frequency and intensity needed to close skill gaps.

Additionally, we will implement UFLI (University of Florida Literacy Institute) as our primary intervention resource for reading. Data indicates that many of our below-grade-level students require targeted support in foundational literacy skills, particularly phonics. UFLI is a research-based intervention program designed to address these needs through explicit, systematic instruction.

By restoring a strong, consistent intervention system and utilizing a targeted, evidence-based approach to foundational reading skills, we expect to see an increase in learning gains among our lowest-performing students.

Greatest Gap

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

The data component with the greatest gap compared to the state average was fifth-grade ELA. On our campus, 42% of students scored at Level 1, compared to 16% at the state level. Additionally, overall proficiency was 34%, significantly below the state average of 62%.

The primary factor contributing to this gap was a lack of instructional continuity throughout the school year. At the beginning of the year, the assigned fifth-grade ELA teacher was released from her position. The subsequent teacher faced significant challenges with classroom management and instructional planning, which impacted the consistency and quality of instruction students received.

Midway through the year, a strategic staffing adjustment was made, and the Title I Coordinator assumed responsibility for the ELA block. Following this transition, the campus observed measurable improvement, including a 12% increase in student proficiency, a 7% reduction in Level 1 performance, and a 3% reduction in Level 2 performance. While these gains were encouraging, they were not sufficient to fully close the gap due to the earlier disruption in instruction.

A key trend that emerged is that students responded positively to consistent, well-structured instruction aligned to standards, highlighting the importance of stable, high-quality Tier 1 teaching.

To address this gap in the 2026–2027 school year, we will prioritize strong, standards-aligned planning from the start of the year, ensuring instructional consistency across the fifth-grade team. We will also closely monitor this cohort as they transition toward middle school, with a particular focus on maintaining alignment to grade-level expectations.

In addition, we will strengthen our intervention systems to ensure that students receive timely and targeted support to address specific skill gaps. By combining consistent, high-quality Tier 1 instruction with a more structured and intentional intervention approach, we aim to accelerate student progress and significantly reduce the gap between campus and state performance.

EWS Areas of Concern

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

One area of concern identified through our Early Warning Systems data is chronic absenteeism. Currently, 155 students have an attendance rate below 90%. This includes 16 students entering 6th grade, 27 in 5th grade, 24 in 4th grade, 20 in 3rd grade, 25 in 2nd grade, and 24 in 1st grade. This distribution indicates that chronic absenteeism is a schoolwide concern impacting multiple grade levels.

To address this, the campus will strengthen the structure and effectiveness of its Attendance Committee, with a greater emphasis on proactive, tiered supports for students and families.

Attendance Committee Structure (2026–2027 Overview)
The Attendance Committee will operate through a systematic, data-driven model with clearly defined roles, meeting structures, and intervention tiers:

· Membership: The committee will include an administrator, school counselor, social worker or family liaison, data designee, and selected grade-level representatives. This ensures both instructional and family engagement perspectives are included.

· Meeting Cadence: The team will meet biweekly to review attendance data, identify trends, and monitor the progress of targeted students.

· Data Monitoring System: Students will be categorized into tiers based on attendance:

o Tier 1 (95–100%) – Universal supports and recognition for strong attendance
o Tier 2 (90–94%) – Early warning group; monitored closely with light intervention
o Tier 3 (<90%) – Chronic absenteeism; targeted, intensive intervention

· Proactive Intervention Strategies:
o Tier 2: Parent communication (calls, letters, conferences), attendance awareness, and goal setting before students reach chronic status
o Tier 3: Scheduled parent meetings, individualized attendance plans, and home visits when necessary
o Family Support: Connection to community resources (transportation, health services, housing or childcare support) to address barriers to attendance

· Accountability & Tracking: Each student identified for support will have a documented intervention plan, assigned case manager, and progress monitoring checkpoints to ensure follow-through.

- Incentives & Culture Building: The school will implement attendance incentives at the classroom and grade levels to reinforce positive habits and build a culture of consistent attendance.

Through this structured and proactive approach, the Attendance Committee will shift from reactive responses to early identification and intervention. By addressing attendance concerns before they reach chronic levels and providing targeted support to families, the school aims to significantly reduce the number of students with attendance rates below 90% and improve overall student engagement and achievement.

Highest Priorities

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

ELA Achievement
Math Achievement
Science Achievement
SWD Subgroup
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.

ELA proficiency reached 16% (Kindergarten) 36% (1st Grade) 35% (2nd Grade) and 49% (3rd - 6th) in SY25–26, falling below both district and state averages; however, performance has improved for the past three years, at 39% in SY24–25 and 41% in SY25– 26. These data indicate a need to refine and strengthen instructional practices in ELA to move beyond the current performance, and increase overall student proficiency.

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

No Answer Entered

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

No Answer Entered

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

No Answer Entered

Monitoring

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

• Assessment Data: After collaborative planning is in place, monitor i-Ready and statewide progress monitoring/F.A.S.T. ELA assessments, including fluency data to identify student proficiency levels and guide Tier 1 (core and small group) and Tier 2 adjustments.
• Targeted Instruction: Use formative assessments and checks for understanding to determine and adjust small-group instruction during the core ELA block.
• Walkthrough Alignment: Conduct weekly classroom walkthroughs in Tier 1 core classrooms and Tier

2 support to look for evidence that agreed-upon content and instructional practices from collaborative planning are visible in instruction.

• UFLI Fidelity Monitoring**:** Conduct regular classroom walkthroughs in Kindergarten through Grade 2 classrooms to monitor implementation of UFLI. Use the fidelity checklist to look for evidence that agreed-upon instructional routines and practices are consistently evident in instruction. Review student performance data following scheduled assessments to ensure students are appropriately regrouped and instruction is adjusted to meet identified needs.

Person responsible for monitoring outcome
Javier Alfonso

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: Explicit instruction is the primary instructional lever used by leadership, literacy coaches, and teachers to implement the district-adopted curriculum. As defined by the Bureau of School Improvement (BSI), it is intentional teaching with clear, direct presentation of content, concepts, and skills that does not rely on student inferencing. Instruction follows a structured, evidence-based approach—modeling, guided practice, and gradual release (I Do, We Do, You Do)—with intentional sequencing, frequent checks for understanding, and ongoing feedback to ensure mastery.

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

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

Action Step #1
1st Quarter: Establish Strong Tier 1 Framework Through Benchmark Internalization

Person Monitoring:
Javier Alfonso

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Establish a master schedule that protects weekly GLM time focused on benchmark alignment and Tier 1 instruction.
• Provide professional learning on the FDOE Explicit Instruction Practice Profile, emphasizing:
o benchmark analysis (rigor and student thinking)

o prerequisite skills and learning progression (gradual release)
o common student misconceptions addressed through effective modeling
• Set clear non-negotiables for instruction:
o all planning begins with benchmark unpacking
o use of explicit instruction (I Do, We Do, You Do)
o daily checks for understanding (CFUs)
• Implement a structured planning framework with defined expectations and required outcomes (learning targets, aligned instruction, CFUs).
• Launch a monitoring system:
o walkthroughs (instructional alignment)
o GLMs (planning focus)
o coaching cycles (explicit instruction)
• Develop and facilitate professional development: (T)
o Slide deck expectations
o Explicit instruction (gradual release model)
o Collaborative planning structured framework
Kindergarten – 2nd Grade RAISE Specific
• Provide professional learning and implementation support for UFLI Foundations, including lesson delivery, pacing expectations, use of segmenting boards, and small-group instruction. (T)
• Establish clear implementation expectations and monitor fidelity through regular classroom walkthroughs using the district-approved UFLI fidelity checklist.
• Ensure systems are in place for teachers to analyze weekly UFLI assessment data and regroup students based on instructional need.
• Monitor K-2 instructional schedules to ensure dedicated daily UFLI instruction and protected small-group intervention time.
Coach Actions
• Collaborate with Principal to create Collaborative Planning Structure.(T)
• Create a GLM agenda to support implementation of the collaborative planning structure.
• Create CFU tracking sheet by unit for weekly input. Facilitate professional development on CFU input and tracking procedures.
• Lead GLMs focused using collaborative planning framework to ensure aligned instruction.
• Model what effective collaborative planning looks like, including:
o how to unpack a benchmark step-by-step
o how to translate unpacking into aligned “I Do, We Do, You Do”
o Support teachers in planning standards-aligned lessons (not curriculum-driven).
• Begin coaching cycles focused on:
o benchmark alignment
o clarity of modeling (Think Aloud)
o use of CFUs
• Facilitate quarterly full day collaborative planning sessions(T)
Kindergarten – 2nd Grade RAISE Specific
• Facilitate UFLI practice sessions focused on lesson routines, pacing, transitions, corrective feedback, and efficient use of instructional materials.
• Model effective implementation of UFLI instructional routines, including decoding and encoding practice using segmenting boards.
• Support teachers in interpreting weekly UFLI assessment data to create and adjust small groups based on demonstrated skill needs.
• Conduct coaching cycles focused on instructional fidelity, pacing, and effective small-group phonics instruction.
Teacher Actions (Gen Ed, ESE, ELL)

• Engage in structured GLM planning using collaborative planning structure, ensuring aligned instruction.
• Daily use of slide decks to ensure alignment to anticipated student outcomes.
• Plan lessons using explicit instruction (I Do, We Do, You Do).
• Interventionists, ESE, and ELL support will engage in GLM planning and provide support that mirrors Tier 1 instruction, remaining aligned to grade-level benchmarks.
• Implement non-negotiables daily (modeling, guided practice, CFUs).
• Ensure alignment from benchmark - instruction – anticipated student outcomes.
• Participate in coaching and apply feedback to instructional delivery.
• Participate in quarterly full day collaborative planning sessions(T)
Kindergarten – 2nd Grade RAISE Specific
• Prepare and rehearse UFLI lessons to ensure instructional routines, pacing, and lesson components are implemented with fidelity.
• Maintain organized instructional materials and segmenting boards to support daily decoding and encoding instruction.
• Implement daily UFLI lessons and provide targeted small-group instruction based on student assessment data.
• Utilize weekly UFLI assessment results to regroup students and provide differentiated support aligned to identified foundational skill needs.

Action Step #2
2nd Quarter: Strengthen Instructional Delivery & Alignment

Person Monitoring:
Javier Alfonso

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Create and facilitate data review “State of the School” quarter 1 review.
• Conduct regular walkthroughs focused on explicit instruction and student thinking:
o Alignment between benchmark and assessment expectations
o clear, rigorous modeling
• Facilitate data meetings to connect Tier 1 instruction to student outcomes.
• Provide targeted support on using data to adjust instruction.
• Reinforce expectations for student goal setting aligned to benchmarks.
Kindergarten – 2nd Grade RAISE Specific
• Monitor UFLI implementation through walkthroughs focused on instructional fidelity, pacing, student engagement, and effective use of segmenting boards.
• Review weekly assessment trends with teachers and coaches to ensure small-group instruction is responsive to student needs.
• Reinforce expectations for data-based regrouping and differentiated support within the UFLI instructional framework.
Literacy Coach Actions
• Facilitate GLM agendas grounded in the collaborative planning structure to analyze CFUs and determine instructional next steps.
• Continue coaching cycles to strengthen:
o Intentional Modeling (I Do)
o Guided Practice “Show and Tell” (We Do)
o Lesson Alignment
• Provide professional development on intentional modeling of instruction that reflects assessment expectations and benchmark rigor.

• Create a teacher and student goal setting form for upcoming EOU assessments.
• Support teachers in implementing student goal-setting practices.
• Facilitate quarterly full day collaborative planning sessions(T)
Kindergarten – 2nd Grade RAISE Specific
• Facilitate ongoing UFLI practice sessions focused on refining instructional routines and maximizing student response opportunities.
• Support teachers in analyzing weekly UFLI assessment data to identify trends, adjust instructional groups, and target skill deficits.
• Model effective small-group instruction that addresses specific decoding and encoding needs identified through assessment data.
• Provide feedback on implementation fidelity and support continuous improvement of instructional delivery.
Teacher Actions (Gen Ed, ESE, ELL)
• Engage in structured GLM planning using collaborative planning structure, ensuring aligned instruction.
• Explicitly teach daily to ensure modeling reflects expected student thinking through think aloud.
• Implement student goal-setting and progress monitoring practices.
• Use CFUs and formative data to adjust instruction and address misconceptions immediately during whole group or through small group instruction.
• Maintain consistency in instructional routines across classrooms and support settings.
• Interventionists, ESE, and ELL support will engage in GLM planning and provide support that mirrors Tier 1 instruction, remaining aligned to grade-level benchmarks.
• Participate in quarterly full day collaborative planning sessions(T)
Kindergarten – 2nd Grade RAISE Specific
• Implement UFLI lessons with fidelity, maintaining pacing and instructional routines that maximize student practice and engagement.
• Use weekly assessment data to monitor student progress and adjust instructional groups as needed.
• Provide targeted small-group instruction that addresses identified gaps in phonemic awareness, decoding, encoding, and automaticity.
• Consistently utilize segmenting boards and other UFLI resources to support student mastery of foundational literacy skills.

Action Step #3
3rd Quarter: Differentiate Instruction Through Data-Driven Practices

Person Monitoring:
Javier Alfonso

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Analyze FAST PM2 and classroom data to identify priority benchmark gaps.
• Create and facilitate data review “State of the School” quarter 2 review.
• Ensure systems effectively align students to:
o Tier 1 Core Instruction
o Facilitate professional development on Extended ELA framework (Differentiation - Core)
o Target Intervention – (Instruction Grouping, I-Ready Bootcamp)
• Monitor alignment between core instruction and intervention supports through instructional walks and PMP data.
Kindergarten – 2nd Grade RAISE Specific
• Monitor the effectiveness of UFLI instructional groups through assessment data and classroom

observations.
• Ensure intervention and small-group supports remain aligned to students' demonstrated foundational literacy needs.
• Review schoolwide K-2 progress data to identify areas requiring additional instructional support or coaching.
Literacy Coach Actions
• Support teachers in using goal sheets data to identify and address specific benchmark gaps. (Power BI, Focus Benchmark reports, intervention cycles, PM2)
• Facilitate GLM agendas grounded in the collaborative planning structure to analyze CFUs and determine instructional next steps.
• Differentiate coaching based on teacher and student needs.
• Strengthen instruction by focusing on:
o Clear, Rigorous modeling
o Alignment to benchmark language and expectations
• Support GLMs in maintaining alignment across Tier 1, extended ELA, and intervention.
• Facilitate Rocket Boost professional development for small group support (3rd grade, TBA)
• Facilitate quarterly full day collaborative planning sessions(T)
Kindergarten – 2nd Grade RAISE Specific
• Support teachers in using UFLI assessment data to determine instructional priorities and strategic regrouping decisions.
• Differentiate coaching support based on implementation needs and student performance data.
• Model and support targeted small-group instruction focused on closing specific foundational skill gaps.
• Facilitate collaborative discussions around effective instructional practices that accelerate student growth in phonics and decoding.
Teacher Actions (Gen Ed, ESE, ELL)
• Begin leading structured GLM planning using collaborative planning structure, ensuring aligned instruction.
• Use PM2 and observation data to identify skill gaps and group students strategically.
• Implement extended (T1 Differentiation) ELA to provide reinforcement aligned to grade-level benchmarks.
• Strengthen modeling by:
o Use of explicit, targeted language from the benchmark
o Make thinking visible to reflect rigor of benchmark when minimized by curriculum.
• Adjust instruction through small groups, reteaching, and targeted support.
• Continue to anticipate and respond to student misconceptions in real time.
• Interventionists, ESE, and ELL support will engage in GLM planning and provide support that mirrors Tier 1 instruction, remaining aligned to grade-level benchmarks.
• Participate in quarterly full day collaborative planning sessions(T)
Kindergarten – 2nd Grade RAISE Specific
• Use assessment data and classroom performance trends to strategically group students for targeted instruction.
• Differentiate instruction through flexible grouping and skill-specific support within the UFLI framework.
• Provide intensive practice opportunities using decoding and encoding routines aligned to student needs.
• Monitor student responsiveness to instruction and make timely adjustments to grouping and support structures.

Action Step #4
4th Quarter: Monitor Impact and Maximize Student Outcomes

Person Monitoring:
Javier Alfonso

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Create and facilitate data review “State of the School” quarter 3 review.
• Review student achievement data and instructional trends to evaluate effectiveness of Tier 1 and intervention systems. (Power BI, Focus Benchmark reports, intervention cycles, PM2)
• Implement targeted supports when students are not making expected gains, including
o Targeted reteach aligned to benchmarks
o Increase small-group support
o Strategic scheduling adjustments (as necessary)
• Prioritize support for “target” students and those approaching proficiency/close to learning gain.
• Maintain focus on existing systems and expectations—no introduction of new initiatives.
Kindergarten – 2nd Grade RAISE Specific
• Review end-of-year foundational literacy data to evaluate the impact of UFLI implementation and small-group instructional systems.
• Ensure instructional supports are prioritized for students requiring additional acceleration to meet grade-level expectations.
• Maintain consistent monitoring of UFLI implementation and established instructional routines through the end of the school year.
Literacy Coach Actions
• Support teams in analyzing data to identify remaining gaps in benchmark mastery.
• Facilitate professional development on FAST Blast slide decks.
• Model and support targeted reteaching aligned to standards.
• Share strong instructional practices that demonstrate impact on student learning.
• Support planning for final instructional adjustments to maximize outcomes.
• Integrate low performing benchmarks into daily lessons. (Focus benchmark reports)
• Facilitate quarterly full day collaborative planning sessions(T)
Kindergarten – 2nd Grade RAISE Specific
• Support teachers in identifying remaining foundational skill gaps and planning targeted instructional responses.
• Model effective reteach lessons and intervention strategies aligned to identified student needs.
• Share successful implementation practices that demonstrate strong student growth and achievement.
• Support final instructional adjustments designed to maximize student reading outcomes.
Teacher Actions (Gen Ed, ESE, ELL)
• Use student data form to identify students needing reteach, enrichment, or intensive support. (Power BI, Focus Benchmark reports, intervention cycles, PM2)
• Adjust instruction through:
o small groups
o reteach cycles
o differentiated Tier 1 instruction
• Shift focus instruction on “target” students to increase proficiency and learning gains.
• Maintain strong, consistent implementation of the established instructional plan.
• Interventionists, ESE, and ELL support will engage in GLM planning and provide support that mirrors Tier 1 instruction, remaining aligned to grade-level benchmarks.
• Participate in quarterly full day collaborative planning sessions(T)
Kindergarten – 2nd Grade RAISE Specific
• Use assessment data to identify students requiring reteaching, acceleration, or intensive support in

foundational literacy skills.
• Adjust small-group instruction to address remaining phonics, decoding, and encoding gaps.
• Maintain fidelity to established UFLI instructional routines and data-driven grouping practices.
• Provide targeted support to maximize student proficiency and readiness for the next grade level.

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.

Math proficiency reached 49% in SY25–26, falling below both district and state averages; however, performance has improved for the past three years, at 36% in SY24–25 and 45% in SY25– 26. These data indicate a need to refine and strengthen instructional practices in Math to move beyond the current performance, and increase overall student proficiency.

Measurable Outcome

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

In 2027, the percent of students proficient (3+) on Math Assessment will increase from 49% to 54%.

Monitoring

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

• Assessment Data: After collaborative planning is in place, monitor i-Ready and statewide progress monitoring/F.A.S.T. ELA assessments, including fluency data to identify student proficiency levels and guide Tier 1 (core and small group) and Tier 2 adjustments.
• Targeted Instruction: Use formative assessments and checks for understanding to determine and adjust small-group instruction during the core ELA block.
• Walkthrough Alignment: Conduct weekly classroom walkthroughs in Tier 1 core classrooms and Tier 2 support to look for evidence that agreed-upon content and instructional practices from collaborative planning are visible in instruction.

Person responsible for monitoring outcome

Javier Alfonso

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: Explicit instruction is the primary instructional lever used by leadership, math coaches, and teachers to implement the district-adopted curriculum. As defined by the Bureau of School Improvement (BSI), it is intentional teaching with clear, direct presentation of content, concepts, and skills that does not rely on student inferencing. Instruction follows a structured, evidence-based approach—modeling, guided practice, and gradual release (I Do, We Do, You Do)—with intentional sequencing, frequent checks for understanding, and ongoing feedback to ensure mastery.

Rationale:

Although the school is has continued to increase Math proficiency scores, the data indicates a need to strengthen core instruction to accelerate growth. Implementation of Florida's state standards through the district-adopted curricula, Reveal, provides the foundation for high-quality literacy instruction. Consistent, explicit, and systematic instruction is ensured through intentional planning, modeling, and ongoing coaching by school-based teams, who support teachers in effectively using the curriculum. This includes a focus on clear modeling, guided practice, targeted feedback, and gradual release to close skill gaps and increase student proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

1st Quarter: Establish Strong Tier 1 Math Instruction and Intervention Framework

Person Monitoring:	**By When/Frequency:**
Debra Gibbs	Weekly

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

Leadership Actions
• Establish a master schedule that protects:
o weekly structured collaborative planning focused on benchmark unpacking and lesson alignment
o daily protected small group and intervention blocks
• Implement a structured planning framework with defined expectations and required outcomes (learning targets, aligned instruction, CFUs).
• Provide professional learning on the FDOE Explicit Instruction Practice Profile, emphasizing:
o benchmark analysis (rigor and student thinking)
o prerequisite skills and learning progression (gradual release)
o common student misconceptions addressed through effective modeling

• Set clear non-negotiables for math instruction:
o planning starts with benchmark analysis (Big M focus vs curriculum focus)
o explicit “I Do” modeling using precise benchmark-aligned language
o guide practice aligned to expected student thinking (Show and Tell)
o daily CFUs to identify misconceptions
• Define expectations for small group and intervention:
o aligned to foundational skill gaps connected to grade-level benchmarks. Use of Kickstart (K-2) and Corrective Math/i-Ready Toolbox (3-6)
o consistent use of designated intervention programs (Decision tree)
• Implement a monitoring system:
o walkthroughs focused on explicit instruction and small groups
o GLMs and coaching cycles aligned to math priorities
o Collaborative planning structured framework
Math Coach Actions(T)
• Collaborate with Principal to create collaborative planning structure.(T)
• Create a GLM agenda to support implementation of the collaborative planning structure.
• Create CFU tracking sheet by unit for weekly input. Facilitate professional development on CFU input and tracking procedures.(T)
• Facilitate GLMs focused on aligned instruction to the Big M (math content over curriculum).(T)
o Breaking standards into discrete skills and mathematical concepts
o Identifying where students will likely struggle
• Model both planning and instruction:(T)
o how to translate benchmarks into clear I Do, We Do, You Do lessons
o how to make mathematical thinking visible during modeling. Think aloud linked to explicit modeling of mathematical thinking.
• Guide implementation of small group and intervention systems, ensuring:
o instruction targets foundational gaps (Power BI, Focus benchmark report, intervention cycles)
o alignment to Tier 1 expectations
• Review i-Ready diagnostic data and ensure:
o students below grade level (1 or more grade levels in primary, 2 or more in intermediate) have all domains turned off except Number Sense
o instruction prioritizes number sense as the foundation for all math learning
• Support teachers in using data to form flexible groups and plan targeted instruction. (Power BI, Focus Benchmark reports, intervention cycles)
• Conduct coaching cycles focused on:(T)
o strength of modeling (I Do)
o effectiveness of small group instruction
o alignment to benchmark expectations
• Facilitate quarterly full day collaborative planning sessions(T)
Teacher Actions (Gen Ed, ESE, ELL)
• Use benchmark-aligned language to ensure students understand the math they are learning (Big M focus).
• Engage in GLM planning using the collaborative structure framework to:
o benchmarks analysis (skills, concepts, rigor)
o anticipate misconceptions
o define mastery expectations
• Plan and deliver instruction using explicit instruction aligned to benchmarks:
o I Do: model mathematical thinking using precise benchmark language
o We Do: provide scaffolded guided practice working toward guided release
o You Do: align to mastery expectations

• Daily use of slide decks to ensure alignment to anticipated student outcomes.
• Implement intervention with fidelity using designated programs:
o groups based on formative data (weekly progress monitoring)
o targeted support or enrichment tied to benchmarks
• Interventionists, ESE, and ELL support will engage in GLM planning and provide support that mirrors Tier 1 instruction, remaining aligned to grade-level benchmarks.
• Participate in quarterly full day collaborative planning sessions(T)

Action Step #2
2nd Quarter: Strengthen Instructional Delivery and Small Group Precision

Person Monitoring:
Debra Gibbs

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Create and facilitate data review “State of the School” quarter 1 review.
• Monitor GLMs and classroom instruction for:
o strong benchmark alignment (Big M focus)
o alignment between Tier 1 instruction, small group, and assessment expectations.
• Conduct regular walkthroughs focused on:
o Strength and clarity of “I Do” modeling - alignment of tasks to benchmark rigor
o effectiveness and intentionality of small groups
• Facilitate data meetings to ensure:
o instruction is aligned to student performance
o small group and intervention are responsive to need
• Maintain clear expectations for:
o consistent implementation of established systems
o student goal setting aligned to benchmarks
Math Coach Actions(T)
• Lead GLMs that shift from modeling to teacher-led planning and analysis.(T)
• Support teachers in analyzing student work to identify:
o gaps between instruction and expected mastery
o misconceptions not addressed during initial instruction
• Continue coaching cycles focused on:
o refining explicit instruction (intentional focus on modeling and guided practice)
o strengthening alignment of gradual release
• Model and support small group instruction that is:(T)
o targeted to specific skill gaps
o reinforces and extends Tier 1 Learning
• Reinforce consistent implementation of intervention and small group systems.
• Create a teacher and student goal setting form for upcoming EOU assessments.
• Support teachers in implementing student goal-setting practices.
• Facilitate quarterly full day collaborative planning sessions(T)
Teacher Actions (Gen Ed, ESE, ELL)
• Deliver Tier 1 instruction aligned to benchmark rigor and expectations
• Use explicit instruction daily, ensuring:
o modeling reflects mathematical reasoning and problem-solving processes
• Implement daily, purposeful small group instruction, ensuring:
o groups are formed using exit tickets and current data
o instruction directly targets identified needs

• Implement intervention consistently and monitor student progress
• Use CFUs to adjust instruction in real time and correct misconceptions immediately
• Maintain consistent implementation of intervention and progress monitoring.
• Engage students in goal setting aligned to benchmarks.
• Interventionists, ESE, and ELL support will engage in GLM planning and provide support that mirrors Tier 1 instruction, remaining aligned to grade-level benchmarks.
• Participate in quarterly full day collaborative planning sessions(T)

Action Step #3
3rd Quarter: Differentiate Instruction Through Data-Driven Grouping and Targeted Support

Person Monitoring:
Debra Gibbs

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Create and facilitate data review “State of the School” quarter 2 review.
• Analyze FAST PM2 and ongoing data to identify:
o priority benchmark gaps
o trends in student misconceptions
• Ensure all systems (Tier 1, small group, intervention) are:
o aligned to grade-level benchmarks
o responsive to identified student needs
• Implement targeted supports based on PM2, including:
o i-Ready Bootcamp focused on underperforming benchmarks
o increased opportunities for reteach and reinforcement
• Monitor classrooms for:
o alignment between instruction and data
o effective small group differentiation
o students receiving the appropriate level of support
• Conduct weekly walkthroughs focused on:
o Responsiveness of instruction to student data
o Effectiveness of small group differentiation
o Student alignment to appropriate level of support (Tier 1 vs Intervention)
• Monitor alignment between core instruction and intervention supports through instructional walks and PMP data.
Math Coach Actions(T)
• Support teachers in using goal sheets data to identify and address specific benchmark gaps. (Power BI, Focus Benchmark reports, intervention cycles, PM2)(T)
• Facilitate GLM agendas grounded in the collaborative planning structure to analyze CFUs and determine instructional next steps.(T)
• Use observation and PM2 data to:
o Identify specific benchmark gaps
o adjust small group and intervention groups
• Increase direct support by:
o pulling targeted small groups of students with the greatest needs
o reinforcing key benchmark skills and foundational gaps
• Strengthen instruction through coaching focused on:
o “I Do” modeling with precise benchmark language
o Explicitly demonstrating problem solving processes
• Support implementation of i-Ready Bootcamp to ensure:

o focus on lowest-performing benchmarks
o instruction is reinforced in multiple ways
• Ensure continued alignment between Tier 1, small group, and intervention using observation and PMP data.
• Facilitate Rocket Boost professional development for small group support (3rd grade, TBA)(T)
• Facilitate quarterly full day collaborative planning sessions(T)
Teacher Actions (Gen Ed, ESE, ELL)
• Begin leading structured GLM planning using collaborative planning structure, ensuring aligned instruction.
• Use PM2 and classroom data (Power BI, Focus Benchmark reports, intervention cycles, PM2):
o identify benchmark-specific gaps
o regroup students based on need
• Implement targeted small group instruction daily:
o Direct alignment to current Tier 1 instruction
o focused on closing identified gaps
• Monitor and support student progress during i-Ready Bootcamp:
o reinforce skills taught
o monitor performance data and provide additional support through targeted small group instruction
• Adjust instruction through flexible grouping, reteach, and enrichment.
• Interventionists, ESE, and ELL support will engage in GLM planning and provide support that mirrors Tier 1 instruction, remaining aligned to grade-level benchmarks.
• Participate in quarterly full day collaborative planning sessions(T)

Action Step #4
4th Quarter: Monitor Impact and Maximize Student Achievement

Person Monitoring:
Debra Gibbs

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Create and facilitate data review “State of the School” quarter 3 review.
• Monitor student achievement data to ensure systems are being implemented with fidelity.
• Conduct walkthroughs focused on:
o consistency of explicit instruction practices
o alignment to benchmark expectations
o effectiveness of small group and reteach - all instructional adjustments.
• Implement targeted supports when students are not making expected progress:
o targeted small group instruction
o focused reteach cycles
o strategic scheduling adjustments
• Prioritize support for:
o LG targeted subgroups students
o students approaching proficiency
• Maintain focus on existing systems—no new initiatives.
Math Coach Actions(T)
• Support teams in reviewing data to identify:
o remaining gaps in benchmark mastery
o students needing targeted support and/or enrichment
• Provide targeted coaching and modeling for:
o High impact small group practices

o Targeted reteach aligned to benchmarks.
• Reinforce high-impact practices already in place across classrooms.
• Support final instructional adjustments to maximize student outcomes.
• Facilitate quarterly full day collaborative planning sessions(T)
Teacher Actions (Gen Ed, ESE, ELL)
• Use current data to identify students needing reteach, support, or enrichment.
• Adjust instruction through:
o small groups
o reteach cycles
o differentiated Tier 1 support
• Focus on targeted subgroup students to increase proficiency.
• Maintain consistent implementation of established instructional practices and systems.
• Participate in quarterly full day collaborative planning sessions(T)

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.

Science proficiency reached 58% in SY25–26, falling below both district and state averages; however, performance has improved for the past three years, at 35% in SY24–25 and 53% in SY25–26. These data indicate a need to refine and strengthen instructional practices in science to move beyond the current performance, and increase overall student proficiency.

Measurable Outcome

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

In 2027, the percent of students proficient (3+) on Science Assessment will increase from 58% to 62%.

Monitoring

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

• Assessment Data: After collaborative planning is in place, monitor PENDA and statewide progress monitoring, including check for understanding data to identify student proficiency levels and guide Tier 1 (core and small group) and Tier 2 adjustments.

• Targeted Instruction: Use formative assessments and checks for understanding to determine and adjust small-group instruction during the core Science block.
• Walkthrough Alignment: Conduct weekly classroom walkthroughs in Tier 1 core classrooms and Tier 2 support to look for evidence that agreed-upon content and instructional practices from collaborative planning are visible in instruction.

Person responsible for monitoring outcome
Javier Alfonso

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: Explicit instruction is the primary instructional lever used by leadership, STEM Teacher, and teachers to implement the district-adopted curriculum. As defined by the Bureau of School Improvement (BSI), it is intentional teaching with clear, direct presentation of content, concepts, and skills that does not rely on student inferencing. Instruction follows a structured, evidence-based approach—modeling, guided practice, and gradual release (I Do, We Do, You Do)—with intentional sequencing, frequent checks for understanding, and ongoing feedback to ensure mastery.

Rationale:
Although the school is has continued to increase science proficiency scores, the data indicates a need to strengthen core instruction to accelerate growth. Implementation of Florida's state standards through the district-adopted curriculum, STEMScopes, provides the foundation for high-quality science instruction. Consistent, explicit, and systematic instruction is ensured through intentional planning, modeling, and ongoing coaching by school-based teams, who support teachers in effectively using the curriculum. This includes a focus on clear modeling, guided practice, targeted feedback, and gradual release to close skill gaps and increase student proficiency.

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

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

Action Steps to Implement:

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

Action Step #1
1st Quarter: Establish Aligned Tier 1 Science Instruction and STEM Support Systems

Person Monitoring:
Megan Smith

By When/Frequency:
Weekly

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

Leadership Actions
• Establish a master schedule that ensures:
o protected Tier 1 science instructional time (K–5)
o STEM activity wheel implementation for grades 3–5
• Provide professional learning aligned to the FDOE Explicit Instruction Practice Profile, emphasizing:
o benchmarks to identify key concepts and rigor
o using explicit instruction (I Do, We Do, You Do) to teach scientific understanding
• Establish benchmark alignment as a non-negotiable, ensuring:
o instruction is driven by standards and not solely by pacing guides or materials
• Clearly define the instructional model for science:
o classroom teachers deliver explicit instruction (content learning)
o STEM teacher delivers hands-on application aligned to the same benchmark
• Ensure alignment between core instruction and Penda lessons (used to reinforce learning after initial instruction)
• Create and implement a walkthrough system focused on:
o evidence of explicit instruction in science
o pacing alignment across grade levels
o integration of STEM supports in grades 3–5
Instructional Coach / STEM Teacher Actions
• Support teachers in structured planning sessions to ensure:
o clear understanding of content and expectations
• Model explicit instruction in science lessons, including:
o clear “I Do” modeling of scientific concepts
o use of academic vocabulary aligned to the benchmark
• Collaborate with classroom teachers to ensure:
o STEM lab activities directly reinforce Tier 1 instruction(T)
o pacing between classroom and STEM lab remains aligned
• Establish routines for implementing and monitoring Penda usage, ensuring:
o assignments are aligned to recently taught benchmarks
• Begin planning structures for science enrichment and spiral review implementation
• Communicate weekly science data in Principal Press
Teacher Actions (Gen Ed, ESE, ELL)
• Participate in collaborative planning sessions to:
o identify key concepts and vocabulary
o determine what mastery looks like
• Deliver Tier 1 instruction using explicit instruction (I Do, We Do, You Do):
o clearly modeling scientific thinking and processes
• Ensure instruction is:
o aligned to benchmarks
o paced appropriately to allow for STEM lab reinforcement
• Implement Penda lessons aligned to recently taught benchmarks to reinforce learning
• Monitor student understanding through CFUs and classroom assessments

Action Step #2

2nd Quarter: Strengthen Instructional Delivery and Alignment to Assessment Expectations

Person Monitoring:
Megan Smith

By When/Frequency:
Weekly

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

step:
Leadership Actions
• Monitor Tier 1 science instruction to ensure:
o alignment to benchmarks and pacing expectations
o consistent use of explicit instruction practices
• Conduct weekly walkthroughs focused on:
o strength of “I Do” modeling
o student engagement in scientific thinking
o alignment between classroom instruction and STEM lab experiences
• Facilitate collaboration between:
o Assistant principal
o STEM teacher
o 5th grade team to ensure alignment to assessed standards
• Monitor Penda data usage to ensure it is informing instructional decisions
Instructional Coach / STEM Teacher Actions
• Continue supporting teachers in:
o strengthening explicit instruction delivery
o aligning instruction to benchmark expectations and future assessment demands
• Ensure STEM lab experiences: (T)
o directly reinforce grade-level benchmarks
o provide meaningful hands-on learning aligned to content taught in class
• Support teachers in analyzing Penda data to:
o identify gaps in student understanding
o adjust upcoming instruction
• Collaborate regularly with 5th grade team and administration to ensure alignment to science standards assessed
• Communicate weekly science data in Principal Press
Teacher Actions (Gen Ed, ESE, ELL)
• Deliver science instruction aligned to:
o benchmark expectations
o vocabulary and conceptual understanding
• Use explicit instruction daily, ensuring:
o clear modeling of scientific concepts and thinking
• Implement Penda as a reinforcement tool and monitor student performance
• Use CFUs and classroom assessments to adjust instruction
• Maintain pacing alignment with STEM lab experiences to ensure cohesive instruction

Action Step #3
3rd Quarter: Expand Science Access and Differentiate Through Data and Enrichment

Person Monitoring:
Megan Smith

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Implement science enrichment during intervention blocks, ensuring:
o all students not receiving Tier 2 or Tier 3 support attend the STEM lab
• Monitor implementation through weekly walkthroughs, ensuring:
o students are receiving science instruction consistently across all grade levels
o STEM lab experiences are aligned to grade-level standards
• Analyze Penda and classroom data to identify:

o gaps in content mastery
o trends in student performance across grade levels
• Continue collaboration with assistant principal and STEM teacher to ensure:
o alignment to 5th grade tested standards
Instructional Coach / STEM Teacher Actions
• Provide targeted science instruction during enrichment blocks focused on:
o grade-level standards
o reinforcement of previously taught concepts
• Ensure STEM lab activities: (T)
o align to benchmarks from grades 3–5
o prioritize content that will be assessed in 5th grade
• Support teachers in using Penda data to:
o identify specific content gaps
o adjust instruction accordingly
• Model instructional practices that connect:
o content knowledge
o hands-on application(T)
o scientific reasoning
Teacher Actions (Gen Ed, ESE, ELL)
• Continue delivering explicit Tier 1 instruction aligned to benchmarks
• Use student data (Penda and classroom assessments) to:
o identify gaps in understanding
o adjust instruction
• Reinforce science learning through:
o aligned classroom instruction
o participation in STEM enrichment opportunities(T)
• Ensure students build both:
o conceptual understanding
o application of scientific skills

Action Step #4
4th Quarter: Monitor Impact and Maximize Science Achievement

Person Monitoring:
Megan Smith

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Review science data (Penda and classroom assessments) to evaluate:
o effectiveness of Tier 1 instruction
o impact of STEM lab and enrichment opportunities
• Conduct weekly walkthroughs focused on:
o consistency of explicit instruction
o alignment to benchmark expectations
o effectiveness of science instruction across grade levels
• Implement targeted supports for standards where students continue to demonstrate gaps
• Continue collaboration with assistant principal and STEM teacher to ensure alignment to assessed standards
Instructional Coach / STEM Teacher Actions
• Support teachers in identifying remaining gaps in student understanding
• Provide targeted STEM lab experiences focused on: (T)

o reinforcing key standards
o building deeper conceptual understanding
• Support teachers in using data to adjust final instructional practices
• Share effective instructional strategies that demonstrate strong student outcomes
Teacher Actions (Gen Ed, ESE, ELL)
• Continue delivering standards-aligned science instruction using explicit instruction practices
• Use data to identify and address remaining learning gaps
• Reinforce content through:
o classroom instruction
o STEM lab participation(T)
• Ensure students are prepared to:
o apply knowledge
o demonstrate understanding aligned to assessment expectations

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.

Our students with disabilities subgroup reached 33% in SY25–26, falling below both district and state averages. Performance has decreased from the past year, at 37% in SY24–25. This data indicate a need to refine and strengthen instructional practices to move beyond the current performance, and increase overall student proficiency.

Measurable Outcome

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

In 2027, our federal index for Students with Disabilities subgroup will increase from 33% to 41%.

Monitoring

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

• Assessment Data: After collaborative planning is in place, monitor i-Ready and statewide progress monitoring/F.A.S.T. ELA/Math assessments, including fluency data to identify student proficiency levels
and guide Tier 1 (core and small group) and Tier 2 adjustments.

• Targeted Instruction: Use formative assessments and checks for understanding to determine and adjust small-group instruction during the core ELA/Math block.
• Walkthrough Alignment: Conduct weekly classroom walkthroughs in Tier 1 core classrooms and Tier 2 support to look for evidence that agreed-upon content and instructional practices from collaborative planning are visible in instruction.

Person responsible for monitoring outcome

Evidence-based Intervention:

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

Description of Intervention #1:

Explicit Instruction: Explicit instruction is the primary instructional lever used by leadership, literacy coaches, and teachers to implement the district-adopted curriculum. As defined by the Bureau of School Improvement (BSI), it is intentional teaching with clear, direct presentation of content, concepts, and skills that does not rely on student inferencing. Instruction follows a structured, evidence-based approach—modeling, guided practice, and gradual release (I Do, We Do, You Do)—with intentional sequencing, frequent checks for understanding, and ongoing feedback to ensure mastery.

Rationale:

Saturn Elementary has decreased our SWD federal index, the data indicates a need to strengthen core instruction to accelerate growth. Implementation of Florida's state standards through the district-adopted curriculum, provides the foundation for high-quality instruction. Consistent, explicit, and systematic instruction is ensured through intentional planning, modeling, and ongoing coaching by school-based teams, who support teachers in effectively using the curriculum. This includes a focus on clear modeling, guided practice, targeted feedback, and gradual release to close skill gaps and increase student proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

1st Quarter: Build the Foundation (Systems & Instructional Clarity)

Person Monitoring:
Tina Mila

By When/Frequency:
Weekly

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

step:
Leadership Actions
• Establish a master schedule that ensures:
o protected collaborative planning (GLM) between ESE and Gen Ed teachers
o aligned service delivery (push-in model)
• Provide professional learning on:
o collaborative teaching expectations (Tier 1 alignment, scaffolding not replacement)
o explicit instruction (logical sequencing, modeling, guided practice, response opportunities)
o Cohesive instructional practices by all service providers
• Implement systems to monitor SWD progress:
o develop and launch a weekly SWD data tracker aligned with IEP goals to close gaps in access to general education content
o establish monthly MTSS meetings with structured agendas
o Review breakdown of 25-26 PM 3 data by grade level and general education/ESE teacher to identify areas to provide more targeted support
• Set non-negotiables:
o collaborative planning aligned to Tier 1 instruction
o explicit instruction (I Do, We Do, You Do)
o student goal setting and progress monitoring
• Conduct weekly walkthroughs with support specialist using the school walkthrough tool and provide feedback to teachers.
o Collaborate with Program Specialist bi-weekly to review walkthrough data
Coach Actions
• Conduct weekly walkthroughs with leadership and:
o monitor inclusion and engagement of SWD students
o identify schoolwide instructional trends
o provide individualized teacher feedback
• Facilitate monthly ESE team meetings and provide professional learning focused on:
o foundational explicit instruction practices (logical sequencing, modeling, guided practice, response opportunities)
o instructional strategies aligned to student needs
• Facilitate monthly MTSS meetings to ensure appropriate levels of support are in place
• Monitor the effectiveness of instruction through the SWD data tracker by:
o reviewing weekly progress monitoring data
o providing individualized feedback to each case manager on student progress and instructional next steps
o Bi-weekly case manager meetings. Review IEP goals and fidelity of accommodations and service delivery
• Provide professional development to teachers on:
o sequencing instruction logically
o providing clear models and explanations
• Facilitate collaborative planning to ensure:
o alignment between Tier 1 and ESE support (Specially designed instruction)
o scaffolds and entry points are planned
Teacher Actions (Gen Ed & ESE)
• Collaboratively plan with grade level teams to:
o align to grade-level benchmarks
o ensure logical lesson sequencing
• Deliver instruction using explicit instruction:
o I Do: clear modeling

o We Do: scaffolded support
o You Do: aligned practice
• Provide scaffolds to support access to Tier 1 content
• Provide multiple opportunities for students to respond
• Use examples and non-examples to clarify content
• Use SWD data tracker to monitor progress and set goals
• Interventionists (ESE/ELL) will engage in GLM planning and provide support that mirrors Tier 1 instruction and remains aligned to grade-level benchmarks.

Action Step #2
2nd Quarter: Strengthen Implementation & Teacher Ownership

Person Monitoring:
Tina Mila

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Monitor collaborative planning and instruction for:
o alignment between Tier 1 and ESE support
o consistent use of explicit instruction
• Reinforce expectations for:
o scaffolding tied to benchmarks
o active student engagement
• Ensure MTSS and data tracking systems are implemented with fidelity
• Conduct weekly walkthroughs with support specialist using the school walkthrough tool and provide feedback to teachers.
o Collaborate with program specialist bi-weekly to review walkthrough data
Coach Actions
• Conduct weekly walkthroughs with leadership:
o monitor instructional consistency
o identify schoolwide trends
o provide individualized teacher feedback
• Facilitate monthly ESE team meetings and provide targeted professional learning focused on:
o scaffolding and feedback
o how to adjust supports based on student responses
o how to provide immediate, corrective feedback
• Facilitate monthly MTSS meetings to review appropriate levels of support
• Monitor the effectiveness of instruction through the SWD data tracker by:
o reviewing weekly progress monitoring data
o providing individualized feedback to each case manager on student progress and needed instructional adjustments
o Bi-weekly case manager meetings. Review IEP goals and fidelity of accommodations and service delivery
• Support teachers in analyzing student work to:
o identify misunderstandings
o adjust scaffolds and instruction accordingly
Teacher Actions
• Take ownership of GLM planning to ensure:
o lessons are logically sequenced
o instruction reflects clear modeling and scaffolding
• Deliver instruction that includes:

o multiple opportunities to respond
o immediate, actionable feedback
• Adjust scaffolds based on student need
• Use data sources (Power BI, Focus Benchmark Reports, Intervention Cycles, PM2) to monitor progress and guide instruction
• Adjust instruction through:
o small groups
o reteach cycles
o differentiated Tier 1 instruction
• Interventionists (ESE/ELL) will engage in GLM planning and provide support that mirrors Tier 1 instruction and remains aligned to grade-level benchmarks.

Action Step #3
3rd Quarter: Intensify Instruction Based on Data

Person Monitoring:
Tina Mila

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Analyze midyear data to identify:
o students not making adequate progress
o trends in skill gaps and access
• Ensure alignment between Tier 1 instruction, ESE supports, and intervention
• Increase targeted supports for students needing additional scaffolding
• Conduct weekly walkthroughs with support specialist using the school walkthrough tool and provide feedback to teachers.
o Collaborate with program specialist bi-weekly to review walkthrough data
Coach Actions
• Conduct weekly walkthroughs with leadership and:
o monitor effectiveness of supports
o identify trends in student engagement and access
o provide targeted, individualized teacher feedback
• Facilitate monthly ESE team meetings and provide professional learning focused on:
o refining scaffolds and supports based on student performance
o use of examples and non-examples to deepen understanding of content
• Facilitate monthly MTSS meetings to ensure supports are adjusted appropriately
• Monitor the effectiveness of instruction through the SWD data tracker by:
o reviewing weekly progress monitoring data
o providing individualized feedback to each case manager based on student response and growth
o Bi-weekly case manager meetings. Review IEP goals and fidelity of accommodations and service delivery
• Support teachers in using data to:
o adjust grouping
o refine instruction and supports
• Provide coaching on:
o strengthening modeling and clarity
o improving student access to Tier 1 instruction
Teacher Actions
• Use data sources (Power BI, Focus Benchmark Reports, Intervention Cycles, PM2) to identify students needing intensified support

• Adjust instruction through:
o targeted small group instruction
o reteach cycles
o differentiated Tier 1 instruction
• Ensure students receive:
o multiple opportunities to practice skills
o varied examples to build understanding
• Monitor progress and adjust instruction in real time
• Interventionists (ESE/ELL) will engage in GLM planning and provide support that mirrors Tier 1 instruction and remains aligned to grade-level benchmarks.

Action Step #4
4th Quarter: Maximize Outcomes (Execution & Consistency)

Person Monitoring:
Tina Mila

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Monitor SWD progress to ensure systems are implemented with fidelity
• Prioritize support for students nearing proficiency
• Maintain focus on execution—no new initiatives
• Conduct weekly walkthroughs with support specialist using the school walkthrough tool and provide feedback to teachers.
o Collaborate with program specialist bi-weekly to review walkthrough data
Coach Actions
• Conduct weekly walkthroughs with leadership and:
o monitor consistency of implementation
o identify final instructional trends
o provide individualized teacher feedback
• Facilitate monthly ESE team meetings and provide professional learning focused on:
o reinforcing high-impact instructional practices
o supporting final instructional adjustments
• Facilitate monthly MTSS meetings to ensure supports remain appropriate
• Monitor the effectiveness of instruction through the SWD data tracker by:
o reviewing ongoing student progress
o providing individualized feedback to each case manager to support final outcomes
o Bi-weekly case manager meetings. Review IEP goals and fidelity of accommodations and service delivery
• Support teachers in identifying remaining gaps and adjusting supports accordingly
Teacher Actions
• Use data sources (Power BI, Focus Benchmark Reports, Intervention Cycles, PM2) to identify students needing reteach, enrichment, or intensive support
• Adjust instruction through:
o small groups
o reteach cycles
o differentiated Tier 1 instruction
• Maintain consistent use of:
o explicit instruction
o scaffolding and feedback
• Continue aligning all instruction to Tier 1 benchmarks

• Interventionists (ESE/ELL) will engage in GLM planning and provide support that mirrors Tier 1 instruction and remains aligned to grade-level benchmarks.

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.

Saturn attendance improved from 91.43% in 2024-2025 to 91.58 in 2024-2025. Additionally, our chronically absent student percentage rose from 28.18% in 2024-2025 to 28.64% in 2025-2026.

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, Saturn will reduce chronic absenteeism and increase students
below 90% attendance rates to reach an average daily attendance of 94%.

Monitoring

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

The assistant principal, school guidance counselor and social worker will work with families to alert them of attendance issues, create a plan to come to school, work with district attendance officers, and monitor overall days in school. The team will develop overall incentives including a class perfect attendance award, awards for individual students, and specific goals for our ESL students. Team members will call families for every absence and inform them of the amount of missed instruction.

Person responsible for monitoring outcome

Javier Alfonso

Evidence-based Intervention:

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

Description of Intervention #1:

To promote positive attendance habits and reduce chronic absenteeism, the school will implement a comprehensive attendance support process aligned with Attendance Works best practices. Students identified with attendance concerns will be reviewed through weekly attendance meetings involving the Assistant Principal, Guidance Counselor, and Social Worker. During these meetings, the team will analyze attendance data, identify barriers to attendance, and develop targeted intervention strategies for individual students. The attendance team will work collaboratively with students and families to create personalized attendance success plans that address specific needs and support regular school attendance. Strategies may include frequent communication with families, goal setting, mentoring, transportation problem-solving, and connecting families with community resources when appropriate. The team will conduct phone outreach, parent conferences, and home visits as needed to build strong partnerships with families and better understand factors impacting attendance. Attendance concerns and intervention efforts will be monitored and reviewed weekly to ensure timely support and adjustments to plans when necessary. Students demonstrating chronic attendance concerns will receive additional support through a Check & Connect approach coordinated by the Social Worker and school support staff. Progress will be tracked consistently, and attendance goals will be reviewed regularly through the school's problem-solving and student support processes. Through ongoing monitoring, family engagement, personalized interventions, and collaborative teamwork, the school will foster a culture that emphasizes the importance of attendance and supports every student in achieving attendance success.

Rationale:
Regular school attendance is one of the strongest predictors of student academic success, social-emotional well-being, and long-term achievement. By meeting weekly to review attendance data and coordinate interventions, the school can identify concerns early, remove barriers to attendance, and provide timely support to students and families before attendance issues become chronic. Collaboration among the Assistant Principal, Guidance Counselor, and Social Worker ensures a comprehensive approach that includes family engagement, individualized attendance success plans, home visits, and ongoing monitoring. This proactive process strengthens home-school partnerships, increases student engagement, and helps ensure that every student has the support needed to attend school consistently and achieve success.

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

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

Action Steps to Implement:

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

Action Step #1
1st Quarter: Establish Systems & Structures

Person Monitoring:
Arlene Velazquez

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Establish and launch the Attendance Committee with defined roles (administrator, counselor, social worker/family liaison, data designee, grade-level reps).
• Develop and implement a structured meeting system:

o weekly attendance meetings (core team)
o monthly schoolwide attendance meetings (teacher input)
• Identify and tier students (Tier 1, 2, 3) using prior-year data.
• Create tracking systems (Excel-based) to monitor:
o student attendance trends
o interventions and communication logs
o assigned case managers and follow-up actions(T)
• Develop clear agendas and protocols for all attendance meetings.
• Establish schoolwide expectations for attendance communication and documentation.
Coach Actions
• Build and maintain the attendance tracking system (Excel).
• Train staff on:
o attendance tiers and expectations and intervention tracking processes
o documentation in Focus communication logs
• Facilitate weekly attendance meetings:
o review weekly, monthly, and annual data
o assign interventions based on Saturn attendance framework
o monitor progress of current interventions
• Support implementation of Tier 2 and Tier 3 interventions listed in Saturn attendance framework(T)
• Visually display weekly and monthly attendance data across the campus to increase student awareness and promote accountability for attendance goals.
Teacher Actions
• Monitor student attendance daily and identify concerns early.
• Make parent contact when:
o a student misses more than one day in a week
o a student reaches 3 absences
• Document all communication in Focus logs for monitoring.
• Participate in monthly attendance meetings and provide student-specific insight.
• Reinforce attendance expectations with students and families.

Action Step #2
2nd Quarter: Strengthen Implementation & Accountability

Person Monitoring:
Arlene Velazquez

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Monitor attendance systems for:
o consistency in communication and documentation
o fidelity of intervention implementation
• Review attendance data biweekly to identify trends and needed adjustments.
• Ensure accountability for intervention follow-through across all tiers using the excel tracking system and Saturn attendance framework.
• Reinforce expectations for teacher communication and documentation.
Coach Actions
• Facilitate weekly attendance meetings focused on:
o reviewing intervention effectiveness
o adjusting supports based on student response
• Monitor Focus logs and attendance tracking for consistency during weekly meetings
• Train staff on strategies in strengthening family communication and intervention practices.

• Identify patterns in attendance and escalate support as needed using Saturn attendance framework.(T)
• Ensure consistent implementation of district truancy protocols, including timely movement of students through required steps and documentation procedures.
• Visually display weekly and monthly attendance data across the campus to increase student awareness and promote accountability for attendance goals.
Teacher Actions
• Consistently follow attendance communication expectations:
o timely parent contact
o accurate documentation using procedures provided in professional development
• Monitor student attendance trends and communicate concerns during monthly attendance meeting
• Maintain communication with families of Tier 2 and Tier 3 students.
• Reinforce attendance expectations and track student progress.

Action Step #3
3rd Quarter: Intensify Support & Target Needs

Person Monitoring:
Arlene Velazquez

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Analyze midyear attendance data to identify:
o students at risk of becoming chronically absent
o persistent Tier 3 cases
• Strengthen targeted supports using the Saturn attendance framework, including:
o individualized attendance plans
o increased family outreach
o strategic use of support staff
• Monitor effectiveness of interventions and adjust as needed through weekly attendance meetings.
Coach Actions
• Lead data reviews to identify students needing intensified support.
• Coordinate Tier 3 interventions, including:
o parent meetings
o home visits (when applicable)
o connection to community resources(T)
• Monitor progress of targeted students and adjust plans accordingly.(T)
• Support teachers in identifying root causes of attendance issues.
• Ensure consistent implementation of district truancy protocols, including timely movement of students through required steps and documentation procedures.
• Visually display weekly and monthly attendance data across the campus to increase student awareness and promote accountability for attendance goals.
Teacher Actions
• Continue consistent communication with families of at-risk students.
• Support implementation of attendance plans by:
o monitoring student attendance
o reinforcing expectations daily
• Identify students showing new attendance concerns and report to the team.
• Maintain accurate documentation in Focus.

Action Step #4

4th Quarter: Monitor, Reinforce, and Sustain Gains

Person Monitoring:
Arlene Velazquez

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions
• Monitor attendance data to ensure systems are sustained with fidelity.
• Continue targeted support for:
o chronically absent students
o students near attendance thresholds
• Reinforce and sustain school wide attendance expectations.
• Maintain focus on execution—no new systems introduced.
Coach Actions
• Continue weekly monitoring of targeted students and interventions.
• Support final adjustments to attendance plans.
• Reinforce effective practices across staff.(T)
• Ensure all documentation and tracking systems remain up to date.(T)
• Ensure consistent implementation of district truancy protocols, including timely movement of students through required steps and documentation procedures.
• Visually display weekly and monthly attendance data across the campus to increase student awareness and promote accountability for attendance goals.
Teacher Actions
• Maintain consistent attendance monitoring and family communication.
• Continue documenting all contacts and interventions.
• Support students in maintaining strong attendance habits.
• Reinforce expectations and celebrate improvement.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

The School Improvement Plan (SIP) is accessible on the Saturn Elementary website (https://www.brevardschools.org/o/sates) and is featured in the Principal's newsletter. Families may request translated copies in their home language to ensure full understanding and accessibility. The SIP is regularly reviewed and discussed with stakeholders during faculty meetings, School Advisory Council (SAC) meetings, Title I Parent Nights, and community meetings. Copies are also distributed during the Title I Annual Meeting and shared via the Focus Communication app. Staff members review progress toward SIP goals after each Progress Monitoring (PM) window. PM1, PM2, and PM3 data are shared with faculty, SAC, and families through staff meetings, Focus notifications, and school events such as Open House.

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)).

At Saturn Elementary School, we are committed to building strong, positive relationships with parents, families, and the broader community. In collaboration with families, community partners, and feedback from PTO meetings, Title I Parent Surveys, and event feedback forms, we have developed a comprehensive Family Engagement Plan. This plan—available on our school website, in our front office, and in translated versions based on the Home Language Survey—outlines how we will foster

meaningful partnerships to support student success. Key components include: • Hosting family events focused on supporting learning at home(T) • Providing resources in reading, math, science, and STEAM(T) • Ensuring two-way communication and translation services(T) • Keeping families informed about student progress(T) Our Family Engagement Events will include: • Literacy Night(T) • STEAM Night(T) • Title I Family Night(T) • Parent Orientation/Title 1 Night(T) • Celebration Night for students who overcome challenges At these events, families will receive take-home materials, learning tools, and support to strengthen their role in their child's education. With the support of our Parent Liaison and School Social Worker, we will also continue to monitor attendance and provide wraparound services to ensure students are present, engaged, and thriving. Together, through shared responsibility and ongoing collaboration, we will create a welcoming school environment where every student and family feels supported and empowered.

Plans to Strengthen the Academic Program

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

To improve academic achievement for all students, Saturn Elementary will implement a comprehensive instructional framework focused on high-quality core instruction, data-driven decision-making, and targeted interventions. Teachers in the primary grades will implement Mighty Moves and UFLI Foundations with fidelity to strengthen foundational literacy skills through explicit, systematic structured literacy practices. Instructional support will be provided through collaborative planning, coaching, classroom observations, and professional learning opportunities.

Saturn Elementary will utilize a Title I-funded Math Coach to support mathematics instruction through professional development, coaching cycles, classroom walkthroughs, and data analysis. Teachers will focus on explicit instruction, learning intentions, and success criteria to ensure students engage with grade-level standards at the appropriate depth and rigor.

The school will use assessment data, including FAST, i-Ready, and other district and classroom-based measures, to monitor student progress, identify learning gaps, and make instructional and intervention decisions. Data will be reviewed regularly to ensure targeted support is provided to students who need additional academic assistance.

To support students with disabilities, teachers will implement evidence-based instructional practices and collaborate with school and district support personnel to monitor progress and ensure appropriate interventions are in place.

Saturn Elementary will also provide enrichment opportunities that extend student learning through STEM experiences, field studies, academic competitions, and hands-on learning opportunities. Technology resources and instructional materials will be utilized to enhance engagement, increase access to learning, and support academic growth across all content areas.

Additionally, the school will partner with families through curriculum-focused events and parent engagement opportunities designed to strengthen the home-school connection and provide families with tools to support student learning. Through strong instruction, targeted interventions, meaningful enrichment, and collaborative partnerships, Saturn Elementary will create an environment where all students are supported in reaching their highest academic potential.

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)).

Saturn Elementary's leadership team is committed to ensuring continuous progress toward the school's mission and vision by fostering a culture of collaboration, accountability, and student success. The leadership team, which includes administrators, instructional coaches, support staff, and teacher leaders, regularly reviews schoolwide data, monitors progress toward goals, and develops action plans to address identified areas of need.

Through ongoing collaboration and the school improvement planning process, the leadership team works with stakeholders to identify priorities and implement strategies designed to increase academic achievement and improve student outcomes. School resources, including federal, state, and local funding, are strategically aligned to support the school's goals and provide students with high-quality instructional experiences.

Title I funds are utilized to provide additional instructional support, including a Math Coach, intervention services, instructional materials, technology resources, and professional learning opportunities for teachers. Professional development focuses on evidence-based instructional practices, structured literacy, explicit instruction, mathematics achievement, and positive behavior supports to strengthen Tier I instruction across all grade levels.

The leadership team continuously monitors the effectiveness of programs and initiatives through data analysis, classroom observations, and collaborative problem-solving to ensure that resources are

being used effectively and that all students are provided the support necessary to achieve academic and behavioral success.

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)).

At Saturn Elementary, we are deeply committed to supporting the whole child—addressing both academic growth and personal well-being through a range of programs, services, and partnerships:
• Mentor Program: Select students are paired with trained, BPS-approved mentors who help guide them in setting and achieving academic, behavioral, and personal goals. These one-onone relationships provide encouragement, motivation, and accountability to support long-term success.
• Social Worker Support: Our dedicated social worker is on campus three days a week, helping connect families with vital resources such as food, housing assistance, and mental health services. This support system strengthens home stability so that students can stay focused and thrive in the classroom. • Community Partnerships: Strong partnerships with local businesses and community organizations provide valuable resources, funding support, and unique opportunities for students. These partnerships expand what we're able to offer both inside and outside the classroom.
• Resiliency Lessons: Students participate in age-appropriate lessons that promote socialemotional health and safety awareness. Topics include managing emotions, handling peer pressure, understanding personal safety, and identifying trusted adults. These lessons empower students to speak up, seek help, and support one another.
• Law Enforcement Connections: Our partnership with the Brevard County Sheriff's Office and local police helps foster a safe and supportive campus. Officers are visible, approachable, and help build trusting relationships with students, reinforcing a secure and respectful school culture. • Data-Informed Student Support: We regularly analyze academic performance, attendance, and behavioral data to identify student needs early. Based on this information, we provide tailored support such as small group instruction, weekday or Saturday tutoring, counseling, or checkins with our parent liaison and social worker. This proactive approach ensures students are matched with the right resources and educators for their success.
Through these connected efforts, Saturn Elementary School creates a supportive learning environment where every student is seen, supported, and given the tools to succeed—academically, emotionally, and socially.

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)).

At Saturn Elementary, we believe it's never too early to begin preparing students for future success in college, careers, and life. While our students are in the early stages of their academic journey, we intentionally build the foundations of college and career readiness through high expectations, goalsetting, and exposure to real-world learning experiences. As a Title I school, we focus on developing key academic and life skills through strategies (Writing, Inquiry, Collaboration, Organization, and Reading), which are embedded in daily instruction to build habits that support long-term achievement. We also provide STEAM experiences and career awareness opportunities, introducing students to fields in science, technology, engineering, arts, and mathematics through hands-on learning and community partnerships. Our school counselor and leadership team regularly meet with students to help them set goals, reflect on progress, and explore their interests. Through classroom lessons and family engagement nights, we work together to plant the seeds for future success—whether that means attending college, entering the workforce, or pursuing a trade. By building confidence, curiosity, and a love of learning, Saturn Elementary School helps students dream big and begin shaping their future from the very start.

Addressing Problem Behavior and Early Intervening Services

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

At Saturn Elementary School, we are committed to providing high-quality, standards-based instruction that meets the needs of every student. We believe in the potential of all learners and set high expectations to help every child thrive. As part of our instructional approach, teachers incorporate strategies into daily lessons to promote critical thinking, engagement, and academic growth. To provide personalized learning, we regularly monitor student progress and offer timely interventions through small group instruction, dedicated support staff, and our Multi-Tiered System of Supports (MTSS). This data-driven framework helps us identify academic and behavioral needs early and provide targeted interventions at varying levels of intensity. Our team—including instructional coaches(T), interventionists(T), and support staff(T)—works alongside classroom teachers to offer ongoing professional development, coaching, and resources that strengthen instructional practices and increase student learning gains. Through a unified effort, Saturn Elementary ensures that every student receives the support, encouragement, and opportunities needed to achieve academic success and social-emotional growth.

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)).

At Saturn Elementary, we understand that teacher retention and student achievement are deeply connected—both flourish when educators receive targeted, meaningful professional learning and support. To cultivate a culture of continuous growth and collaboration, we are dedicated to providing ongoing professional development aligned with teachers' needs, interests, and instructional goals. Teachers participate in monthly Professional Learning Communities (PLCs) focused on jobembedded learning, data analysis, and evidence-based instructional strategies that drive student success. Additionally, all staff engage in quarterly professional development sessions centered on teacher clarity and high-impact practices, with initial sessions launched during pre-planning. New teachers benefit from structured support through the New Teacher Academy or Induction Program, paired with a mentor from their grade level or content area to build confidence and instructional skills during their first year. Teachers requiring extra assistance have access to schoolbased or district-assigned mentors and coaching resources. Each quarter, teachers receive dedicated collaborative planning days to analyze data, reflect on student progress, and plan upcoming instruction. These sessions are facilitated by Saturn Elementary administration, instructional coaches, BPS coaches, and the STEM teacher/coordinator, ensuring alignment with schoolwide expectations and best practices.
Professional learning opportunities include:
• Might Moves (phonics and fluency strategies)
• Tier 1 ELA Small Group instruction
• RAISE school professional development on Tier 1 ELA
• Science professional development for Penda
• Vocabulary development workshops • Summer Literacy Institute (Title I)
• Florida Council of Teachers of Mathematics Conference (Title I)
• Classroom management professional development books (Title I)
• Memberships in ASCD, NAESP, FASA, and FTCM (Title I) By investing in our educators, we are building a foundation of collective efficacy, professional excellence, and student-centered instruction across Saturn Elementary.

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)).

Saturn Elementary School is committed to ensuring a smooth and developmentally appropriate transition for preschool-aged children into kindergarten. To support this, we partner with local early

childhood education programs, VPK providers, and the Early Learning Coalition to identify and communicate with families of incoming students. Each spring and summer, Saturn hosts a "Kindergarten Blast Off" event, inviting preschoolers and their families to participate in a mock school day where children engage in classroom routines, meet teachers, and explore campus areas. During the summer, we offer orientation sessions and campus tours, which include meet-and-greet opportunities with kindergarten teachers and support staff. Our kindergarten team also reviews preschool assessment data to inform class placement and instructional planning. In the first weeks of school, we implement staggered start dates and focus heavily on relationshipbuilding, routines, and social-emotional development to foster confidence and readiness. Through family engagement, early screening, and purposeful planning, we aim to set our youngest learners up for long-term success.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Through our Comprehensive Needs Assessment (CNA), Saturn Elementary has identified key areas essential to student success. Our analysis highlights the need for increased instructional time, additional personnel, and targeted academic and behavioral support resources. These priorities demonstrate our commitment to equitable learning opportunities for all students. By strategically addressing these needs, we aim to strengthen intervention systems, enhance instructional practices, and ensure every student receives the support necessary to grow academically and personally. To review resource use at Saturn Elementary for underperforming ESSA subgroups—specifically Students with Disabilities (SWD)—we followed these steps:

Needs Assessment

• Conducted a thorough evaluation of the academic and language proficiency needs of ELL, Hispanic, and SWD students. • Utilized data from state assessments, language proficiency tests, and teacher feedback.

Review of Title I Resources

• Evaluated Title I fund allocation targeting ELL, Hispanic, and SWD populations.

• Assessed the effectiveness of Title I programs in improving academic achievement and language development.

• Verified alignment of funded programs with student needs.

Instructional Materials and Program Review

• Analyzed instructional resources to ensure they support the unique needs of SWD students.

• Reviewed ESE programs for consistency with best instructional practices.

Professional Development

• Assessed availability and impact of teacher training focused on ELL and ESE strategies, engagement, small group instruction, and differentiation.

• Ensured effective use of Title I funds for ongoing professional development.

Data Analysis

• Monitored student performance data to evaluate the impact of programs and resources on academic progress in ELA, Math, and Science.

• Identified areas of underperformance and adjusted resource allocation accordingly.

Continuous Monitoring and Improvement

• Established an ongoing system to track the effectiveness of resources and programs.

• Made data-driven adjustments to continuously enhance support for ELL, Hispanic, and SWD

students.
This comprehensive process ensures that all resources—including Title I funds—are effectively leveraged to support the academic development SWD 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).

Title 1 Funding is essential to supporting student success at Saturn Elementary. This funding enables us to provide tutoring, instructional supplies, specialized staff, and leadership support to help students make meaningful academic progress. In addition to Title 1 initiatives, our After-School Program (ASP) offers extended learning opportunities for students needing extra academic assistance. Our Multi-Tiered System of Support (MTSS) ensures accommodations and Individualized Education Programs (IEPs) are in place for students with specific needs, delivering personalized academic and behavioral support.

Specific Resources
• Instructional Materials: Leveled readers, bilingual textbooks, and labeled classroom materials.
• Specialized Software: Programs like Imagine Learning and Lexia to support language development.
• Professional Development: Training on differentiated instruction, small group engagement, and SWD Stratgies.
• Parent and Family Engagement: Invitations, announcements, and activities available in Spanish, with translation devices to enhance communication.
Rationale State assessment data indicate that Students with Disabilities (SWD) are underperforming in reading, science, and math, with proficiency rates below district and state averages.
Timeline:

- Immediate (0–3 months): Begin professional development and acquire instructional materials
- Short-term (3–6 months): Implement small group instruction, student engagement strategies, and ELL supports; monitor ESL staffing.
- Ongoing (0 months–1 year): Monitor student progress with STAR/FAST assessments and adjust strategies based on data analysis. This targeted, data-driven approach focuses on meeting the specific needs of our underperforming student populations and closing achievement gaps over time.

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