Brevard Public Schools

JOHN F. TURNER, SENIOR ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

To ensure that every student reaches his or her highest potential.

Provide the school's vision statement

Together, we create an inclusive learning community where aligned instruction and a growth mindset empower every student to learn, grow, and succeed.

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

Melissa Long

Long.Melissa@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

Serves as the instructional leader of the school, analyzes and shares data with stakeholders, manages the school leadership team, and maintains the school budget.

Leadership Team Member #2

Employee's Name

Tara Wilson

wilson.tara@brevardschools.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Instructional Leader. Serves as an instructional leader, shares curriculum updates and best practices, monitors and analyzes data, leads MTSS and prepares for state testing at the school.

Leadership Team Member #3

Employee's Name
Malia Faunce

Faunce.Malia@brevardschools.org

Position Title
Literacy Coach

Job Duties and Responsibilities

Serves as an instructional leader in the area of ELA. Provides modeling, feedback, and support to teachers. Supports the MTSS process by monitoring data and helping to provide interventions to students. Supports teachers to improve their instruction through professional development.

Leadership Team Member #4

Employee's Name
Crystal Tomlinson

Tomlinson.Crystal@brevardschools.org

Position Title
Title I Elementary Specialist

Job Duties and Responsibilities

Serves as Title I Coordinator to oversee interventions, family and stakeholder engagement, maintain budget and Title I compliance. 80% of the day is spent working with students in ELA intervention, 20% of the day is spent planning family engagement, maintaining budget and reviewing Title I compliance.

Leadership Team Member #5

Employee's Name
Kim Kelly - Math Coach

kelly.kimberly@brevardschools.org

Position Title

Math Coach

Job Duties and Responsibilities

Serves as an instructional leader in the area of Math. Provides modeling, feedback, and support to teachers. Supports the MTSS process by monitoring data and helping to provide interventions to students. Supports teachers to improve their instruction through professional development.

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.

Through the use of schoolwide surveys sent to parents, students and staff, we acquire the feedback from all areas stakeholders. We hold a Comprehensive Needs Assessment meeting twice during the summer that includes teachers, parents and community members to analyze academic data, surveys, and walkthrough data to create solutions and new practices to improve Turner Elementary School. SAC meets once a month and always discusses SIP monitoring and progress. Walkthrough data and PM data is discussed and plans for continuous improvement are created.

3. SIP Monitoring

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

The School Improvement plan will be monitored regulary for effective implementation and progress toward focus area achievement goals. Classroom walkthroughs, data team meetings, family night surveys are some of the ways that we will collect data and measure progress in these areas. We will continue to revise the SIP based on the needs identified during these review meetings to ensure continuous school improvement. The SIP will be monitored for impact on student achievement through student assessment data review. Staff will review achievement data, especially for SWD subgroups, through quarterly data team meetings. The leadership team will aslo meet monthly to review student achievement data. Additionally after PM #2, members of the leadership team will

complete a Mid Year Review to assess progress toward goals and implementation trends. Results of this review will be shared with stakeholders for input. We will revise our SIP based on the needs identified during these review meetings to ensure continuous improvement.

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	
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: C** **2024-25: C** **2023-24: C** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	64	73	81	76	64	87	82			527
Absent 10% or more school days	12	18	17	19	11	11	16			104
One or more suspensions	3	2	7	4	3	8	21			48
Course failure in English Language Arts (ELA)	0	0	0	3	2	3	3			11
Course failure in Math	0	0	0	2	0	2	3			7
Level 1 on statewide ELA assessment	0	0	0	10	8	18	27			63
Level 1 on statewide Math assessment	0	0	0	5	6	20	32			63
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	0	0	2	4	2	3			11
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0			0

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	2	6	8	10	22			50

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	4	7	1	10	0	0	0			22
Students retained two or more times	0	0	1	1	0	1	1			4

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	87	79	80	91	83	67	71			558
Absent 10% or more school days	30	20	24	24	20	20	23			161
One or more suspensions	10	6	4	5	4	5	17			51
Course failure in English Language Arts (ELA)				1	2	2	3			8
Course failure in Math				1		1	2			4
Level 1 on statewide ELA assessment	27	34	27	27	30	24	17			186
Level 1 on statewide Math assessment	26	31	37	18	32	28	16			188
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	7	20	32	36	25	21	17			158
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		23	17	19	14	15	17			105

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	6	5	3	5	2	1				22
Students retained two or more times				2	1	1	2			6

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	47	65	62	44	62	59	42	61	57
Grade 3 ELA Achievement	45	63	61	41	58	59	33	59	58
ELA Learning Gains	61	67	63	51	62	60	59	64	60
ELA Lowest 25th Percentile	58	61	58	54	57	56	63	60	57
Math Achievement*	50	66	66	43	63	64	30	62	62
Math Learning Gains	59	68	64	53	67	63	48	68	62
Math Lowest 25th Percentile	59	55	50	46	54	51	58	59	52
Science Achievement	39	66	62	45	62	58	48	60	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				83	62	63	57	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)	ATSI
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	418
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*
52%	51%	49%	47%	48%	38%	

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	40%	Yes	5	
English Language Learners	48%	No		
Black/African American Students	50%	No		
Hispanic Students	49%	No		
Multiracial Students	59%	No		
White Students	55%	No		
Economically Disadvantaged Students	52%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	47%	45%	61%	58%	50%	59%	59%	39%					
Students With Disabilities	27%	31%	49%	52%	34%	49%	53%	21%					
English Language Learners	31%	21%	59%	61%	52%	72%	67%	21%					
Black/African American Students	47%	44%	63%	63%	48%	58%	45%	33%					
Hispanic Students	37%	23%	59%	67%	49%	65%	67%	27%					
Multiracial Students	62%	80%	61%		54%	39%							
White Students	51%	44%	59%	43%	49%	61%	86%	44%					
Economically Disadvantaged Students	46%	41%	62%	62%	48%	60%	62%	36%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	44%	41%	51%	54%	43%	53%	46%	45%					83%
Students With Disabilities	23%	23%	51%	48%	27%	44%	43%	20%					70%
English Language Learners	35%	33%	59%	57%	33%	37%	40%	0%					83%
Black/African American Students	35%	32%	40%	38%	38%	57%	55%	55%					69%
Hispanic Students	44%	36%	59%	69%	44%	48%	43%	18%					90%
Multiracial Students	50%		53%		46%	60%							
White Students	50%	53%	56%	54%	46%	52%	27%	53%					
Economically Disadvantaged Students	42%	45%	53%	51%	42%	56%	51%	48%					83%

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	42%	33%	59%	63%	30%	48%	58%	48%					57%
Students With Disabilities	19%	12%	49%	60%	9%	33%	31%	21%					30%
English Language Learners	23%	27%	56%	60%	21%	44%	57%	40%					57%
Black/African American Students	33%	19%	59%	58%	24%	50%	71%	37%					
Hispanic Students	38%	36%	58%	67%	31%	47%		47%					61%
Multiracial Students	32%	20%	63%		29%	63%							
White Students	52%	44%	59%		34%	44%	45%	69%					
Economically Disadvantaged Students	38%	30%	56%	60%	27%	46%	55%	50%					50%

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

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

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

		2025-26 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	43%	63%	-20%	60%	-17%
ELA	4	52%	61%	-9%	60%	-8%
ELA	5	36%	62%	-26%	61%	-25%
ELA	6	49%	74%	-25%	62%	-13%
Math	3	48%	66%	-18%	66%	-18%
Math	4	57%	62%	-5%	65%	-8%
Math	5	29%	58%	-29%	62%	-33%
Math	6	56%	74%	-18%	60%	-4%
Science	5	41%	64%	-23%	60%	-19%

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?

Math showed the most growth overall, increasing from 40.9% in 2025 to 46.8% in 2026 (+5.92%). The continuation of math PLC's and common planning are the reasons for the increase. Teachers created rigorous and hands on lessons in math with quality questions.

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 lowest performance point was 5th grade math. 5th grade math performance went from 34.9% to 28.75% (-6.8%). Contributing factors for this low performance was teacher understanding and quality questioning by teachers. In 26-27, a new 5th grade math teacher will join the team and work closely with the math coach.

Greatest Decline

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

The lowest performance was science. We decreased from a 42.8% in 2025 to a 40% in 2026 (-2.86%). One reason for this was trouble with common planning in 5th grade. Due to a scheduling issue, 5th grade didn't have adequate time to plan with the STEM teacher. For the 26-27 school year, a new schedule has been created to give more time to 3rd-5th with common planning and give 5th grade more time for science during the day.

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.

5th grade science shows the greatest gap when compared to the state average. One reason for this was trouble with common planning in 5th grade. Due to a scheduling issue, 5th grade didn't have adequate time to plan with the STEM teacher. For the 26-27 school year, a new schedule has been created to give more time to 3rd-5th with common planning and give 5th grade more time for science during the day.

EWS Areas of Concern

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

Early warning system data shows that behavior in rising 6th graders is an area of concern. Referral data shows that this group of students show a large amount of classroom disruption and physical aggression when compared to other grade levels. 5th grade made up 54% of the physical aggression behavior codes for students in 3rd-6th grade.

Highest Priorities

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

1. Science proficiency
2. 3rd Grade ELA proficiency
3. ELA lowest 25% making learning gains
4. Math proficiency
5. EWS – positive environment with improvement in the number of student referrals and increase in daily average 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.

Analysis of 2025-2026 FAST data indicates that ELA proficiency remains an area of need across grade levels. In K-2, Star Early Literacy proficiency was 36% by the end of the year. Star Reading Proficiency was 43%. Overall ELA proficiency was 47% while 3rd grade reading proficiency was 44%. Although ELA learning gains were strong at 61% and learning gains for the lowest 25% were 58%, additional focus is needed to move students from approaching proficiency to proficiency. These data points indicate a need to refine and strengthen instructional practices in ELA to 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.

K-2 Measurable Outcome:
By May 2027, the percentage of K-2 students reaching proficiency on FAST STAR Early Literacy will increase by 8% from 36% to 44%
By May 2027, the percentage of K-2 students reaching proficiency on FAST STAR Reading will increase by 8% from 43% to 51%.

3-6 Measurable Outcome:
By May 2027, the percentage of 3-6 students reaching proficiency on FAST will increase by 3% from 47% to 50%.

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 FAST 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 walkthrough 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
Principal and Literacy Coach

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 coach 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:
Reading proficiency is an area of improvement, indicating a need to strengthen core instruction to accelerate growth. Implementation of Florida's state standards through the district adopted curricula, Benchmark Advance 2026, UFLI and SAVVAS myPerspective 2026, provides a 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 use of 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
Quarter 1: Establish Coherent Tier 1 Instruction

Person Monitoring:
Principal, Literacy Coach

By When/Frequency:
August- Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leader Actions:
A. Establish and communicate clear expectations for Tier 1 ELA explicit, standards-aligned instruction (new 105-minute reading block) using Benchmark Advance 2026, UFLI, and SAVAAS as the first source for instruction (Expectations based on FDOE Literacy Instruction Practice Profiles)
B. Gradual Release (I do, we do, you do)
*Clear modeling and think aloud
*Guided practice within the moment feedback
*Checks for Understanding (CFU's) with immediate instructional response
*Structured student discourse tied to learning targets/intentions
C. Develop norms for collaborative planning structure with coach/leadership:
*Planning for I do, we do, you do
*Identifying CFUs in advance
*Anticipating student errors and misconceptions
D. Set up collaborative planning time where grade level teams work with the ESE Support Facilitator to connect Tier 1 instruction and interventions.
E. Establish expectations for UFLI implementation in K-2, including daily structured phonics lessons and routine fluency checks.
F. Plan and communicate a system of monitoring
*Calendar for walkthroughs
*Calendar for collaborative planning
*Coaching cycles
*Create and Calibrate walkthrough tool with leadership team
G. Introduce the modeling and support "all hands on deck " response strategies (targeted groups, flexible grouping, intensive reteach cycles) with the assistance of Title I IAs. (T)
Literacy Coach Actions:
A. Support teachers with using explicit instruction and gradual release in daily lessons.
B. Help K-2 teachers implement UFLI with fidelity, including phonics routines and fluency practice
C. Lead collaborative planning conversations on aligning Tier 1 instruction and supporting ESE students in general education classrooms.
D. Model gradual release in collaborative planning and during professional learning using instructional aligned materials.
Teacher Actions:
A. Use Benchmark Advance, UFLI (K-2), and SAVAAS as the primary instructional resources to teach Florida State Standards.
B. Implement explicit instruction using the gradual release model:
*I Do: model skills and thinking through clear think alouds
*We Do: guide students through scaffolded practice with teacher support.
*You Do: provide independent practice with immediate feedback.
C. Use check for understanding (CFUs) throughout instruction to monitor student understanding and adjust support.
D. Collaobrate with grade-level teams, ESE support facilitator, and ELL staff during planning to support all learners.
E. K-2 teachers implement consistent daily UFLI lessons, weekly assessments and fluency checks to monitor foundational reading skills and form small groups.

Action Step #2

Quarter 2: Strengthening Structured Planning Time

Person Monitoring:
Principal, Literacy Coach

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leader Actions:
A. Plan professional learning on I Do and We Do with Lit Coach
B. Facilitate structured data meetings to analyze student performance and align Tier 1 instruction with Tier 2 and Tier 3 supports.
C. Monitor K-2 UFLI implementation and make sure fluency checks are happening consistently.
D. Use FAST, iReady and classroom data to check student progress and guide next steps.
E. Make sure Tier 2 and Tier 3 interventions connect back to what students are learning in Tier 1.
F. Conduct walkthroughs to monitor expectations for explicit instruction established in Q1 and provide feedback on the I Do and We Do.
Literacy Coach Actions:
A. Lead data discussions that connect Tier 1 instruction, intervention, and student outcomes.
B. Support Tier 1 and intervention teachers plan lessons using district curriculum and explicit instruction strategies (Gradual release etc.)
C. Model explicit instruction focusing on I Do and We Do (clear modeling, think-alouds, guided practice) during small group and whole group instruction.
D. Coach teachers on using Checks for Understanding (CFUs_ and adjusting explicit instruction based on student data.
Teacher Actions:
A. Continue implementing standards-aligned curriculum materials such as Lexia consistently in both Tier 1 and intervention settings. (T)
B. Collaboratively plan explicit instruction lessons using Benchmark Advance and SAVAAS to strengthen alignment between Tier 1 and Tier 2 instruction.
C. Implement explicit instruction daily in whole group ad small group settings using modeling, guided practice, independent practice, and targeted scaffolds.
D. Use CFUs, formative assessments, and student data to adjust instruction and intervention supports.
E. Professional development from Curriculum Associates for K-6 focused on primary phonics routines, Phonics for reading program and Rewards program. Substitutes provided for classroom coverage. Additional training focused on iReady pathways and next steps with students for Quarter 3. (T)
F. Continue daily UFLI implementation (K-2) and use regular fluency checks to monitor and respond to student growth.

Action Step #3
Quarter 3: Data-driven Adjustments

Person Monitoring:
Principal, Literacy Coach

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leader Actions:
A. Identify instructional gaps using walkthrough and data trends.
B. Inspect intervention for connections directly to what students are learning in Tier 1.
C. Highlight and scale high-impact instructional practices. Spot strong classrooms using explicit instruction well and share those practices.

D. Check that UFLI and fluency routines in K-2 are improving student reading skills.
Literacy Coach Actions:
A. Model strong explicit instruction in both whole group and small group settings (clear modeling, think alouds, guided practice).
B. Help teachers improve lesson delivery, especially pacing, modeling and guided practice.
C. Coach teachers on using student data during lessons to adjust instruction in the moment.
D. Lead collaborative planning conversations on how explicit instruction is impacting student learning.
Teacher Actions:
A. Use exit tickets, quick checks, and quizzes to identify specific skill gaps, then adjust next lesson (Tier 1, reteach, or enrichment) to target those needs.
B. Strengthen modeling by breaking skills into clear steps, using think alouds to show the thinking process, and guiding students through practice before independent work.
C. Follow curriculum closely to ensure Tier 1 and intervention teach the same skills with consistent language, pacing and routines.
D. Collaborate regularly across Gen Ed, ESE, and ELL teams to ensure consistent routines, expectations and instructional practices across all learning settings.

Action Step #4
Quarter 4: Monitor and Adjust

Person Monitoring:
Principal, Literacy Coach

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leader Actions:
A. Review FAST, iReady, fluency data (K-2), and classroom assessments to see overall growth and how well Tier 1 and interventions are working together.
B. When data shows students are not making expected gains, put extra supports in place (reteach blocks, added intervention time, "all hands on deck" scheduling, focused small groups).
C. Focus support on bubble students and students close to proficiency to maximize learning gains.
Literacy Coach Actions:
A. Help teams analyze data to identify students not yet making progress and specific skill gaps.
B. Support planning for reteach, enrichment, and small group intervention based on student needs.
C. Model and support "all hands on deck" response strategies (targeted groups, flexible grouping, intensive reteach cycles).
D. Share strong examples of effective Tier 1 and intervention instruction tied to student growth.
Teacher Actions:
A. Review student data to identify who needs reteach, enrichment or extra support.
B. Adjust instruction quickly when students are not mastering skills (reteach in Tier 1 or intervention groups).
C. Focus instruction on bubble students to help move them to proficiency and increase learning gains.
D. Use flexible grouping and collaborate across teams to provide extra support when needed.

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.

Analysis of 2025-2026 FAST Math data indicates that math proficiency remains an area of need. Overall math proficiency was 48%, while math learning gains were 60%, and learning gains for the lowest 25% were 62%. These results indicate that students are making growth, but additional support is needed to increase the number of students achieving proficiency. Strengthening Tier 1 math instruction through collaborative planning, standards-based instruction, math discourse and targeted interventions will improve student achievement and increase proficiency across all grade levels. Special attention will be given to 5th grade math, which demonstrates the lowest performance among grade levels.

Measurable Outcome

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

By May 2027, the percentage of students proficient on the Math FAST assessment (3-6) will increase 4% from 48% to 52%.

Monitoring

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

1. Weekly math PLC meetings focused on standards, student work, and common assessments.
2. Monthly data reviews using FAST, district assessments, and classroom performance data.
3. Regular classroom walkthroughs focused on student engagement, math discourse and standards-based instruction.
4. Quarterly progress monitoring of proficiency and learning gain data.
5. MTSS meetings every 4-6 weeks to monitor intervention effectiveness and student growth.

Person responsible for monitoring outcome

Assistant Principal, Math Coach

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:

Teachers will implement evidence-based math instructional practices including explicit instruction, math discourse, problem solving strategies, standards based questioning and differentiated small

group instruction. PLC teams will utilize assessment data to identify student needs, plan targeted instruction, and monitor student progress toward proficiency and learning gains.

Rationale:
Math learning gains data indicates that students are making progress; however, proficiency levels remain below desired outcomes. Research supports the use of collaborative planning, explicit instruction, math discourse, and data driven intervention to improve student achievement. By strengthening Tier 1 instruction and providing targeted support based on student needs, the school will increase both proficiency and learning gains while closing achievement gaps among student groups.

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

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

Action Steps to Implement:

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

Action Step #1
Quarter 1: Establish Coherent Tier 1 Instruction

Person Monitoring:	**By When/Frequency:**
Assistant Principal and Math Coach	Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leader Actions:
A. Establish and communicate clear expectations for Tier 1 Math explicit, standards-aligned instruction using the district adopted curriculum as the first source for instruction (Expectations based on FDOE Literacy Instruction Practice Profiles)
B. Gradual Release (I do, we do, you do)
*Clear modeling and think aloud
*Guided practice within the moment feedback
*Checks for Understanding (CFUs) with immediate instructional response
*Structured student discourse tied to learning targets/intentions
C. Develop norms for collaborative planning structure with the Title I math coach/leadership (T):
*Planning for I do, we do, you do
*Identifying CFUs in advance
*Anticipating student errors and misconceptions
D. Set up collaborative planning time where grade level teams work with the ESE Support Facilitator to connect Tier 1 instruction and interventions.
E. Plan and communicate a system of monitoring
*Calendar for walkthroughs
*Calendar for collaborative planning
*Coaching cycles
*Create and Collaborate walkthrough tool with leadership team
Math Coach Actions:
A. Support teachers with using explicit instruction and gradual release in daily lessons.
B. Lead collaborative planning conversations on aligning Tier 1 instruction and supporting ESE students in general education classrooms.

C. Model gradual release in collaborative planning and during professional learning using instructional aligned materials.
Teacher Actions:
A. Use the district adopted curriculum as the primary instructional resources to teach Florida State Standards.
B. Implement explicit instruction using the gradual release model:
*I Do: model skills and thinking through clear think alouds
*We Do: guide students through scaffolded practice with teacher support.
*You Do: provide independent practice with immediate feedback.
C. Use check for understanding (CFUs) throughout instruction to monitor student understanding and adjust support.
D. Collaborate with grade-level teams, ESE support facilitator, and ELL staff during planning to support all learners.

Action Step #2
Quarter 2: Strengthen Explicit Instruction

Person Monitoring:
Assistant Principal, Math Coach

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leader Actions:
A. Plan professional learning on I Do and We Do with Lit Coach
B. Facilitate structured data meetings to analyze student performance and align Tier 1 instruction with Tier 2 and Tier 3 supports.
C. Use FAST, iReady and classroom data to check student progress and guide next steps.
D. Make sure Tier 2 and Tier 3 interventions connect back to what students are learning in Tier 1.
E. Conduct walkthroughs to monitor expectations for explicit instruction established in Q1 and provide feedback on the I Do and We Do.
Math Coach Actions:
A. Lead data discussions that connect Tier 1 instruction, intervention, and student outcomes.
B. Support Tier 1 and intervention teachers plan lessons using district curriculum and explicit instruction strategies (Gradual release etc.)
C. Model explicit instruction focusing on I Do and We Do (clear modeling, think-alouds, guided practice) during small group and whole group instruction.
D. Coach teachers on using Checks for Understanding (CFUs_ and adjusting explicit instruction based on student data.
Teacher Actions:
A. Continue implementing standards-aligned curriculum materials consistently in both Tier 1 and intervention settings utilizing out Title I IAs(T).
B. Collaboratively plan explicit instruction lessons using the district adopted curriculum to strengthen alignment between Tier 1 and Tier 2 instruction.
C. Implement explicit instruction daily in whole group ad small group settings using modeling, guided practice, independent practice, and targeted scaffolds.
D. Use CFUs, formative assessments, and student data to adjust instruction and intervention supports.
E. Professional development on the use of data driven instruction, math discourse and the use of math manipulatives.

Action Step #3
Quarter 3: Refine Practice and Ensure Impact

Person Monitoring:
Assistant Principal, Math Coach

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leader Actions:
A. Identify instructional gaps using walkthrough and data trends.
B. Inspect intervention for connections directly to what students are learning in Tier 1.
C. Highlight and scale high-impact instructional practices. Spot strong classrooms using explicit instruction well and share those practices.
Math Coach Actions:
A. Model strong explicit instruction in both whole group and small group settings (clear modeling, math talks, guided practice).
B. Help teachers improve lesson delivery, especially pacing, modeling and guided practice.
C. Coach teachers on using student data during lessons to adjust instruction in the moment.
D. Lead collaborative planning conversations on how explicit instruction is impacting student learning.
Teacher Actions:
A. Use exit tickets, quick checks, and quizzes to identify specific skill gaps, then adjust next lesson (Tier 1, reteach, or enrichment) to target those needs.
B. Strengthen modeling by breaking skills into clear steps, using math talks, and math manipulatives to show the thinking process, and guiding students through practice before independent work.
C. Follow curriculum closely to ensure Tier 1 and intervention teach the same skills with consistent language, pacing and routines.
D. Collaborate regularly across Gen Ed, ESE, and ELL teams to ensure consistent routines, expectations and instructional practices across all learning settings.

Action Step #4
Quarter 4: Sustain and Evaluate Effectiveness

Person Monitoring:
Assistant Principal, Math Coach

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leader Actions:
A. Review FAST, iReady, fluency data (K-2), and classroom assessments to see overall growth and how well Tier 1 and interventions are working together.
B. When data shows students are not making expected gains, put extra supports in place (reteach blocks, added intervention time, "all hands on deck" scheduling, focused small groups).
C. Focus support on bubble students and students close to proficiency to maximize learning gains.
Math Coach Actions:
A. Help teams analyze data to identify students not yet making progress and specific skill gaps.
B. Support planning for reteach, enrichment, and small group intervention based on student needs.
C. Model and support "all hands on deck" response strategies (targeted groups, flexible grouping, intensive reteach cycles).
D. Share strong examples of effective Tier 1 and intervention instruction tied to student growth.
Teacher Actions:
A. Review student data to identify who needs reteach, enrichment or extra support.
B. Adjust instruction quickly when students are not mastering skills (reteach in Tier 1 or intervention groups).
C. Focus instruction on bubble students to help move them to proficiency and increase learning gains.

D. Use flexible grouping and collaborate across teams to provide extra support when needed.

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.

The lowest performance was science. We decreased from a 45% in 2025 to a 39% in 2026 (-6%). 5th grade science shows the greatest gap when compared to the state average. One reason for this was trouble with common planning in 5th grade. Due to a scheduling issue, 5th grade didn't have adequate time to plan with the STEM teacher. For the 26-27 school year, a new schedule has been created to give more time to 3rd-5th with common planning and give 5th grade more time for science during the day.

Measurable Outcome

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

By May 2027, the percentage of 5th grade students scoring proficient (Level 3 or above) on the Science State Assessment (SSA) will increase 3% from 39% in 2026 to 42%.

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 assessment and daily lessons, SSA assessments to identify student benchmark needs.

Targeted Instruction: Use formative assessments and checks for understanding to determine and adjust re-teach groups during STEM classes and targeted small group.

Walkthrough Alignment: Conduct walkthroughs during the science block to look for evidence that agreed-upon content and instructional practices.

Person responsible for monitoring outcome

Assistant Principal, STEM Teacher

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:

Students in Grades 3-6 will participate in weekly STEM lab experience, while students in Grades K-2 will engage in monthly STEM investigations. The STEM, and 5th grade teachers will co-teach standard-aligned lessons that emphasize inquiry based instruction, the engineering design process, scientific investigations, real world problem solving, and collaborative learning. STEM lessons will intentionally reinforce grade level science benchmarks through hands on learning, technology integration, coding and data driven instructional rotations. Teachers will implement explicit science instruction through modeling, effective questioning, academic discourse, the gradual release model, and frequent check for understandings. Student learning will be monitored through formative assessments, classroom observations, and standards based performance tasks to ensure mastery of grade level science standards and continuous instructional improvement.

Rationale:

Research supports inquiry-based science instruction as an effective, evidence-based practice for increasing student engagement conceptual understanding, and achievement. Providing consistent STEM lab experiences allows students to actively apply scientific concepts, develop critical thinking and problem-solving skills and engage in authentic scientific practices. Collaborative planning between classroom teachers and the STEM teacher ensures instruction is aligned to grade level standards and responsive to student data. This intervention is designed to improve science proficiency by increasing opportunities for rigorous, standards-based instruction, frequent formative assessment, and targeted support based on student performance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Quarter 1: Establish Coherent Tier 1 Instruction within classroom and STEM lab

Person Monitoring:	**By When/Frequency:**
Assistant Principal and STEM Teacher	August-ongoing

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

Leader Actions:
1. Develop the STEM implementation schedule.
2. Conduct classroom walkthroughs to establish a baseline.
3. Ensure resources and professional learning are in place.

STEM Teacher Actions:
1. Implement weekly 3-6 and monthly K-2 STEM lessons aligned to grade level standards.

2. Plan and co-teach with 5th grade teachers.
3. Introduce and reinforce grade level science vocabulary using interactive strategies.
Teacher Actions:
1. Collaboratively plan with the STEM teacher.
2. Implement explicit science vocabulary instruction.
3. Reinforce vocabulary and inquiry-based learning during core science lessons.

Action Step #2
Quarter 2: Strengthen Instructional delivery in Science

Person Monitoring:
Assistant Principal, STEM Teacher

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leader Actions:
1. Review science benchmark data and walkthrough trends.
2. Provide coaching on co-teaching and explicit vocabulary instruction.
3. Monitor fidelity of STEM implementation.
STEM Teacher Actions:
1. Continue co-teaching with 5th grade.
2. Analyze formative assessment data to adjust instruction.
3. Incorporate academic science vocabulary into every STEM lesson.
Teacher Actions:
1. Use science data to plan instruction.
2. Intentionally teach and review academic vocabulary.
3. Provide hands on investigations aligned to standards.

Action Step #3
Quarter 3: Data Driven Instruction with Adjustment

Person Monitoring:
Assistant Principal, STEM Teacher

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leader Actions:
1. Monitor student progress toward science proficiency goals.
2. Observe co-teaching practices.
3. Support differentiated instruction based on data.
STEM Teacher Actions:
1. Increase rigor through engineering design challenges.
2. Targeted vocabulary instruction.
3. Differentiated small group support during co-teaching lessons.
Teacher Actions:
1. Strengthen student use of academic vocabulary through discussion and writing.
2. Integrate STEM strategies.
3. Reinforce scientific reasoning and problem solving.

Action Step #4
Step 4: Monitor and Adjust

Person Monitoring:
Assistant Principal, STEM Teacher

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leader Actions:
1. Evaluate the effectiveness of STEM implementation, co-teaching, and vocabulary initiatives using achievement data and walkthrough evidence.
STEM Teacher Actions:
1. Analyze student performance data, reflect on co-teaching outcomes.
2. Recommend instructional improvements and STEM enhancements.
Teacher Actions:
1. Reflect on instructional practices.
2. Review student achievement.
3. Reinforce science vocabulary.
4. Collaborate on strategies to strengthen science instruction.

Area of Focus #4

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

For the past three years, The Students with Disabilities (SWD) subgroup has shown the greatest need for targeted support, consistently performing below the ESSA Federal Index threshold of 41%. In 2025-2026, SWD proficiency was 23% in ELA, 27% in Math and 20% in Science reflecting significant achievement gaps compared to overall school proficiency rates of 47% in ELA, 50% in Math and 39% in Science.

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.

Federal Index of SWD will increase from 40 to 44.

This will occur via the following outcomes. Increase SWD overall achievement in ELA from 23% to 26% in SY26. Increase SWD overall achievement in Math from 27% to 31%. Increase SWD overall achievement in Science from 20% to 23%.

Monitoring

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

Student progress will be monitored through state required assessments (FAST PM1 and PM2) Lexia

data and common assessments. Administrators and teacher leaders will coduct classroom walkthroughs and provide targeted feedback to support instructional improvement.

Person responsible for monitoring outcome
Principal, ESE Support Specialist

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:
Students with disabilities will receive specially designed instruction through the implementation of explicit instruction, standards-aligned differentiated instruction, high leverage instructional practices and frequent progress monitoring. ESE teachers will collaborate with general education teachers through collaborative planning, co-teaching, and data-based decision making to ensure students access grade level standards while receiving appropriate accommodations and interventions. Teachers will utilize evidence-based strategies including explicit modeling, guided practice, immediate feedback, scaffolded instruction, and multiple opportunities for student response to increase student achievement.

Rationale:
School achievement data indicate that Students with Disabilities continue to perform below state expectations, resulting in identification for federal accountability. The School BPIE Assessment further identifies several implementation gaps that directly impact student achievement. The BPIE identifies opportunities to strengthen instructional coherence by ensuring collaborative planning, explicit instruction, accommodations, specially designed instruction, and intervention are intentionally aligned across all instructional settings. Several indicators related to collaborative planning and inclusive instructional delivery were rated at partially beginning. Improving these instructional systems will increase access to rigorous grade level instruction, strengthen Tier 1 core instruction, improve implementation fidelity, and ultimately improve academic outcomes for Students with Disabilities.

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

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

Action Steps to Implement:

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

Action Step #1
Quarter 1: Building Capacity

Person Monitoring:
Principal, ESE Support Specialist

By When/Frequency:
August-on-going

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

1. Provide opportunity and a plan for staff to attend co-teaching professional development.
2. Provide professional learning on high leverage practices, explicit instruction and implementation of accommodations.
3. Establish collaborative planning schedules between ESE and general education teachers.
4. Monitor implementation of IEP accommodations through walkthroughs.
ESE Support Specialist Actions:
1. Review IEP's and schedules to ensure student needs are being met.
2. Co-plan with classroom teachers.
3. Monitor implementation of IEP accommodations, specially designed instruction and explicit instruction to establish a baseline through professional development (coteach model)
Teacher Actions:
1. Implement accommodations with fidelity
2. Implement explicit instruction
3. Collaborate regularly with ESE teachers and gen ed teachers to plan differentiated instruction.

Action Step #2
Quarter 2: Implement with Fidelity

Person Monitoring:
Principal, ESE Support Specialist

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leader Actions:
1. Review student progress and walkthrough data.
2. Provide instructional coaching
3. Ensure accommodations and interventions are consistently implemented.
ESE Support Specialist Actions:
1. Analyze progress monitoring data.
2. Assist staff in adjusting interventions and providing small group instruction.
3. Support co-teaching opportunities.
Teacher Actions:
1. Differentiate instruction using student data.
2. Reinforce academic vocabulary and learning strategies.
3. Collaborate during PLC's to address student needs.

Action Step #3
Quarter 3: Monitor and Adjust

Person Monitoring:
Principal, ESE Support Specialist

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leader Actions:
1. Conduct data reviews to evaluate student growth.
2. Monitor inclusion practices.
3. Provide feedback to strengthen instructional effectiveness.
4. Facilitate a book study with the leadership team to change the language used towards our ESE students. (Your Students, My Students, Our Students: Rethinking Equitable and Inclusive Classrooms) (T)
ESE Support Specialist Actions:
1. Monitor interventions based on student data.
2. Collaborate to prepare students for state assessment.

Teacher Actions:
1. Increase opportunities for student discourse, guided practice and scaffolded learning.
2. Continue to implement accommodations consistently.

Action Step #4
Quarter 4: Evaluate and Sustain

Person Monitoring:
Principal, ESE Support Specialist

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leader Actions:
1. Evaluate student achievement and effectiveness of instructional practices.
2. Revise instructional expectations based on data.
3. Coordinate all hands-on deck intervention plans to maximize student success.
ESE Support Specialist Actions:
1. Evaluate intervention effectiveness through walkthrough and program reviews.
2. Revise support plans based on student outcomes.
3. Coordinate intensive interventions and collaborate with teachers to ensure students receive targeted support through the end of the year.
Teacher Actions:
1. Revise instructional practices using student data.
2. Participate in all hands-on deck interventions.
3. Implement targeted small group instruction.
4. Collaborate to maximize student achievement.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Early warning system data shows that behavior in rising 6th graders is an area of concern. Referral data shows that this group of students show a large amount of classroom disruption and physical aggression when compared to other grade levels. 5th grade made up 54% of the physical aggression behavior codes for students in 3rd-6th grade.

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.

Create a safe, positive, and student centered learning environment where 85% of students consistently demonstrate schoolwide expectations, resulting in fewer behavior referrals and improved

school climate survey results. This is a 5% increase from 2025-2026.

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.

PBIS implementation will be monitored monthly through the analysis of behavior referral data, attendance, classroom walkthroughs, PBIS Tiered Fidelity Inventory data, behavior expectation acknowledgements, and school climate survey results. The PBIS team will review data during monthly meetings to identify trends, monitor implementation fidelity, and develop action plans for students, classrooms, and grade levels requiring additional support. Progress will be shared with staff during PLCs and faculty meetings to ensure consistent implementation of schoolwide expectations and continuous improvement of student behavior and school climate.

Person responsible for monitoring outcome

Principal, Elementary Specialist

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:

Implement a schoolwide Positive Behavioral Interventions and Supports framework integrated with student engagement strategies, explicit instruction, collaborative learning structures, attendance monitoring and MTSS. Teachers will explicitly teach schoolwide expectations while increasing student engagement through collaborative conversations, Turn and Talk, anchor charts, and active learning strategies. School teams will regularly analyze attendance, behavior, and academic data together to identify students needing targeted interventions.

Rationale:

Research supports the implementation of PBIS, MTSS and student-centered instructional practices as effective strategies for improving student behavior, attendance, engagement, and academic achievement. Regular collaboration among educators and families, combined with timely, data based interventions, helps address barriers to learning, increases instructional time, and improves overall student outcomes and school climate.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Quarter 1: Build Capacity

Person Monitoring:
Principal, Elementary Specialist

By When/Frequency:
August to on-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leader Actions:
1. Provide professional learning on PBIS, student engagement, collaborative learning structures, and MTSS decisions making.
2. Establish attendance, behavior and academic data review protocols.
Elementary Specialist Actions:
1. Guide professional learning on teaching schoolwide expectations.
2. Establish an acknowledgment system with student incentives. (T)
3. Train staff on decision trees and Tier 2 interventions with collaboration with the Parent Liaison and Behavior Tech.
Teacher Actions:
1. Explicitly teach expectations.
2. Implement turn and talk, collaborative conversations and anchor charts while building positive classroom routines.
3. Establish classroom systems and routines.

Action Step #2
Quarter 2: Implement with Fidelity

Person Monitoring:
Principal, Elementary Specialist

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leader Actions:
1. Conduct walkthroughs focused on engagement and PBIS implementation.
2. Monitor attendance, behavior and academic data during MTSS meetings.
3. Work with staff to provide restorative conversations when problems arise.
Elementary Specialist Actions:
1. Support teachers with classroom management, Tier 2 interventions and student behavior plans.
2. Survey staff on the climate and analyze to change practice.
3. Model student centered structures and engagement strategies in classrooms.
Teacher Actions:
1. Consistently implement engagement strategies, reinforce expectations.
2. Communicate with families to build relationships and problem solve.
3. Identify students in need for Tier 2 and collect data with open to meeting individual needs.

Action Step #3
Quarter 3: Monitor and Adjust

Person Monitoring:
Principal, Elementary Specialist

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leader Actions:
1. Analyze trends across attendance, behavior and academic to identify students needing additional support.
2. Review and analyze walkthrough data.

3. Provide support for classrooms that need reteaching.
4. Work with staff to provide restorative conversations when problems arise.
Elementary Specialist Actions:
1. Identify student leaders and create a "club" to meet monthly.
2. Model student centered structures and engagement strategies in classrooms.
3. Work with the teachers to analyze referral data and create Tier 2 groups done by Guidance, Social Worker and Behavior Tech.
Teacher Actions:
1. Increase student ownership through collaborative learning.
2. Continue relationship building with students and families with regular communication.
3. Adjust supports based on data.

Action Step #4
Quarter 4: Evaluate, Revise, and Intensify

Person Monitoring:	**By When/Frequency:**
Principal, Elementary Specialist	Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leader Actions:
1. Review and analyze walkthrough and student data.
2. Evaluate schoolwide systems.
3. Coordinate all hands-on deck interventions for student requiring intensive support.
Elementary Specialist Actions:
1. Continue working with the student leaders to analyze and improve climate.
2. Model student centered structures and engagement strategies.
3. Revise behavior supports and coordinate T2 and T3 interventions.
Teacher Actions:
1. Revise instructional and classroom management practices.
2. Participate in all hands-on deck intervention planning.
3. Strengthen family communication.
4. Implement targeted supports for students not meeting behavioral or academic expectations.

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 SIP will be disseminated by notification in the newsletter to families, publishing on our school's website (https://turner.brevardschools.org/), presenting in our SAC meeting, sharing with all staff through an email, and sharing with faculty through a staff meeting. When the SIP is disseminated to stakeholders, there will be notification that they may request the SIP to be translated into their home language.

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

Families are invited to attend Meet the Teacher and Open House at the beginning of the year. Before Open House, we plan to have our Title I presentation where all stakeholders are invited. Throughout the year, we plan to have curriculum nights (T) (math, science and reading) for the families to attend. We plan to have two parent conference night each school year. We plan to conduct our annual program evaluation in May to obtain feedback from stakeholders regarding our Title I plan for the year.

The PFEP will be published on our website. (https://turner.brevardschools.org/) A weekly newsletter is sent out from principal through Focus. Focus is used to promote two-way communication between school and home. Other forms of communication will also be mailed to ensure messages are

extended to all families. (T)

Plans to Strengthen the Academic Program

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

We plan to strengthen our ELA with the use of interventionists, intervention materials, and training teachers. Our literacy coach works with all teachers to provide coaching and planning lessons.
We plan to strengthen our math with the use of interventionists, intervention materials and training teachers. We plan to purchase a Lexia site license again to assist with accelerating student learning in reading. (T)

How Plan is Developed

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

The Title I plan was developed after a Critical Needs Assessment was completed during the summer (June 2026). Our School Improvement Plan is a comprehensive that utilizes federal, state, and local services, resources and programs collaboratively to ensure all students can meet challenging state standards. Student Services and Florida Diagnostic and Learning Resources System (FDLRS) provide instructional support services to students, families, and teachers of students with exceptionalities. Title IX/McKinney Vento provides support and services like school supplies, tutoring, counseling, and transportation for our families in transition. Title III provides instructional support to our ELL students and translation opportunities for families. Through Title II, professional development and training provided for our staff to improve instructional practices. In collaboration with the Early Learning Coalition of Brevard, we host voluntary prekindergarten for four-year olds to build the foundation of school 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)).

We currently do not use Title I funding for these services. We utilize the district funds for our guidance counselor and social worker to provide these services. The school guidance counselor and social worker assist students in addressing challenges, fostering resilience, managing emotions, and applying interpersonal skills in both individual and group settings. Basic care needs are also addressed. Our character education is focused on character development, mental health, and resiliency.

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)).

N/A

Addressing Problem Behavior and Early Intervening Services

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

We utilize Positive Behavior Interventions and Supports. PBIS is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. At Turner Elementary, the MTSS system is in place. This evidence-based model uses data-based problem solving to integrate academic and behavioral instruction and intervention. The instruction and intervention are delivered to students in varying intensities (tiers) based on student need. Need driven decision making ensures that support and resources reach the appropriate students at the level needed to accelerate student performance and reach proficiency.

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)).

Our literacy coach will provide professional development for staff throughout the school year utilizing data from assessments. We have created academic and non-academic committees where all staff are invited to join. We will use these committees to disseminate information and collaborate on effective strategies for improving instruction and morale. Turner supports new teachers and retention of teachers with our mentor/mentee program. We meet once a month and come up with strategies and plans to support teachers. Teachers meet weekly with literacy and math coach (T) in PLC's to plan lessons, small groups and interventions. They also focus on best practices and the implementation of the Literacy Instruction Practice Profiles.

Strategies to Assist Preschool Children

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

We provide a Kindergarten Orientation in the spring to assist preschool children transitioning to kindergarten. Families are notified through the website, our Facebook page, and flyers are sent home with all students and are also sent to daycares in the area. We have a kindergarten Orientation night where families come out and learn all about the school and walk through a day in the life of a kindergartener. Families do a scavenger hunt and have a question-and-answer session with the kindergarten teachers. Students leave home with a bag of learning resources (T) to help them prepare for the upcoming school year.

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.

To review the use of resources at TURNER to meet the needs of underperforming ESSA subgroups, Students with Disabilities the process included the following steps:

1. Needs Assessment
• Conduct a thorough assessment to identify the specific educational needs of students with disabilities.
• Utilize data from academic performance, language proficiency assessments, and feedback from teachers.
2. Review of Title I Resources
• Evaluate the allocation of Title I funds specifically targeting students with disabilities.
• Assess the effectiveness of these resources in improving academic achievement and language proficiency.
• Ensure that Title I-funded programs are appropriate.
3. Instructional Material and Program Review
• Analyze the instructional materials used to determine if they adequately support students with disabilities needs.
4. Professional Development
• Assess the availability and impact of professional development for teachers focused on SWD strategies, engagement, small group and differentiated instruction.
• Ensure that Title I funds are used effectively for ongoing teacher training.
5. Data Analysis
• Review student performance data to measure the impact of the resources and programs on students with disabilities academic progress.
• Identify areas (ELA, Math, Science proficiency) where students are underperforming and adjust resource allocation accordingly.
6. Continuous Monitoring and Improvement
• Establish a system for ongoing monitoring of the effectiveness of resources and programs.
• Make adjustments based on data and feedback to continuously improve support for SWD.

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).

1. Specific Resources
• Instructional Materials: Leveled readers and manipulatives for SWD.
• Specialized Software: Lexia for phonics. (T)
• Professional Development: Training for teachers on differentiated instruction, effective small group instruction, and engagement strategies.
• Parent and family Engagement - Plan literacy, math and science nights to help parents understand what can be done at home to support their child in the classroom.
2. Rationale
• Data: State assessment scores show Students with Disabilities (SWD) are underperforming in reading, science, and math, with proficiency rates below district and state averages.
3. Plan to Address Needs
• Timeline:
- Immediate: Begin professional development and acquire instructional materials (0-3 months).
- Short-term: Implement small group instruction, student engagement and ELL strategies and monitor ESL staffing (3-6 months).
- Ongoing: Monitor student progress and adjust strategies based on data (6 months - 1 year).
This targeted approach addresses the specific needs of underperforming populations and aims to close 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