Brevard Public Schools

ROYAL PALM CHARTER 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 create a community of leaders equipped with the skills and knowledge needed to excel in all academic and social challenges. The school was created to challenge and meet the individual needs of children in Brevard County, utilizing natural curiosity to develop students' ability and confidence to solve problems.

Provide the school's vision statement

To provide an innovative, accelerated, and challenging education. By integrating programs like the Franklin Covey *Leader in Me*, the school envisions a high-trust culture of student empowerment that prepares children for future academic and career success.

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

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Amy Rodriguez

amy.rodriguez@royalpalmcharter.com

Position Title
Principal

Job Duties and Responsibilities

To provide the leadership and management necessary to administer and supervise all school programs, policies, and activities to ensure high-quality educational experiences and services for the students in a safe and enriching environment. Develop and maintain positive school/community. relations by promoting/marketing the school and its priorities to the community served. Communicate school information, goals, student learning, and behavior expectations to all customer groups using effective communication techniques with students, teachers, parents, and stakeholders. Duties of Principal include, but are not limited to, the following:

Student Performance

- Set and enforce rigorous standards for student achievement that align with the goals of RPCS
- Ensure the academic program meets or exceeds yearly student outcome goals as defined by RPCS Organizational Leadership
- Develop organizational goals and objectives consistent with the vision and mission of RPCS.
- Create a culture of excellence, teamwork, and collaboration amongst the staff, teachers, students, and families
- Foster a school climate that supports student and staff success and promotes respect and appreciation for all students, staff, and parents.
- Oversee all programs, services, and activities to meet program objectives.
- Ensure compliance with all local, state, and federal funding sources.
- Manage student enrollment process to ensure the school achieves its targeted enrollment projections.
- Ensure all students, staff, visitors, and property are safe and secure.
- Ensure an orderly learning environment.
- Ensure appropriate standards of student behavior, performance, and attendance.
- Ensure that all disciplinary issues are addressed fairly and immediately.

Instructional Leadership

- Manage, evaluate, and develop a team of teachers.
- Work with teachers to consistently assess and improve student achievement results.
- Ensure the use of effective, research-based teaching methodologies and practices.
- Implement data-driven instructional practices and lead discussions about student performance.
- Work with teachers to improve their teaching through coaching, professional development, modeling, and collaborative planning. • Keep abreast of successful instructional methodologies and practices.
- Provide high-quality curricular training and resources to staff.
- Ensure consistency in instruction and practice amongst a team of teachers.
- Foster a culture of professionalism among teachers and staff. • Ensure learning environment

and classroom instruction maximize student learning
- Monitor progress of all students.
- Supervise and mentor all teachers.

Operational Leadership
- Implement the budget development process with the assistance of the Board of Directors and School Accountant that meets targeted requirements.
- Oversee routine facilities maintenance.
- Oversee management of school records and resources as necessary.
- Ensure compliance with local, state, and federal laws and regulations.

Personnel
- Recruit, select, and hire school staff, including teachers and school-based support staff.
- Continually monitor progress on all measures of school and staff performance.
- Administer RPCS-approved personnel policies and procedures.
- Oversee any and all disciplinary actions.
- Provide adequate supervision, training, and evaluation of all staff and volunteers.
- Communicate the vision that supports the school's goals and values.
- Create an effective team of people jointly responsible for attaining school goals and committed to achieving excellence.

Community Relations
- Serve as liaison between teachers, parents, and the community.

Leadership Team Member #3

Employee's Name
Marie Turbush

marie.turbush@royalpalmcharter.com

Position Title
Assistant Principal

Job Duties and Responsibilities

Duties of Assistant Principal include, but are not limited to, the following:
Duties focus on Student Performance and Instructional Leadership
• Assist in setting and enforcing rigorous standards for student achievement that align with the goals of RPCS.
• Assist in developing organizational goals and objectives consistent with the vision and mission of RPCS.
• Assist in creating a culture of excellence, teamwork, and collaboration among staff, teachers, students, and families.

• Help foster a school climate that supports student and staff success and promotes respect and appreciation for all students, staff, and parents.
• Help ensure consistent student, staff, visitor, and property safety and security.
• Help ensure an orderly learning environment.
• Help ensure appropriate standards of student behavior, performance, and attendance.
• Ensure all disciplinary issues are addressed equitable and immediately.
• Work with teachers to constantly assess and improve student achievement results.
• Help ensure the use of effective, research-based teaching methodologies and practices.
• Implement data-driven instructional practices and lead discussions about student performance.
• Work with teachers to improve their teaching through coaching, professional development, modeling, and collaborative planning.
• Keep abreast of successful instructional methodologies and practices.
• Provide high-quality curricular training and resources to staff.
• Ensure consistency in instruction and practice amongst a team of teachers.
• Monitor the progress of all students.
• Supervise and mentor all kindergarten through 8th grade teachers.

Leadership Team Member #4

Employee's Name
sarah-Kate Smith

sarah-kate.smith@royalpalmcharter.com

Position Title
Guidance Counselor

Job Duties and Responsibilities

The Elementary and Middle School Guidance Counselor provides comprehensive services to promote the academic, social-emotional, and behavioral success of all students. The position includes delivering evidence-based counseling, coordinating ESOL services, supporting schoolwide social-emotional learning (SEL) initiatives (e.g., Leader in Me), providing behavior intervention support, and facilitating social-emotional groups.

Essential Duties and Responsibilities
• Support the implementation of schoolwide **SEL initiatives**, including Leader in Me, to foster a positive, inclusive school climate.
• Deliver **classroom guidance lessons** on SEL topics such as self-awareness, emotional regulation, and decision-making.
• Provide **individual and small-group counseling** using evidence-based practices
• Facilitate **targeted social-emotional groups** addressing topics like friendship skills, coping

strategies, emotional regulation, and conflict resolution.
• **Identify early warning signs** of social, emotional, behavioral, or substance use concerns through screenings and observations.
• Conduct **needs assessments** and refers students to school-based or community mental health providers for further assessment, diagnosis, and treatment.
• Coordinate **care plans** with licensed mental health professionals to ensure continuity of services for students with or at risk for mental health or substance use diagnoses.
• Collaborate with school teams to **design and implement positive behavior interventions and support** students with individualized behavior plans.
• Provide **trauma-informed support** for students dealing with trauma, violence, or adverse experiences.
• Coordinate **ESOL services**, including student placement, progress monitoring, reclassification, and collaboration with ESOL teachers and families.
• Maintain **confidential records** of counseling services, referrals, and interventions in accordance with district policy and legal requirements.
• Participate in **crisis intervention** and safety planning, including risk assessments for self-harm or violence/threat management.
• Engage families through **regular communication**, parent education opportunities, and connections to community resources.
• Attend professional development to maintain knowledge of **evidence-based counseling** practices, SEL frameworks, trauma-informed care, and ESOL best practices.

Leadership Team Member #5

Employee's Name
Theresa Steelman

theresa.steelman@royalpalmcharter.com

Position Title
ESE Coordinator

Job Duties and Responsibilities

The ESE Coordinator and Staffing Specialist supports the academic, social, and behavioral success of students with disabilities while ensuring the school complies with federal, state, district, and charter-school requirements. This position coordinates Exceptional Student Education services, facilitates staffing and eligibility processes, maintains accurate records, and collaborates with teachers, families, administrators, and service providers. The employee may also provide direct instruction and intervention to students as assigned.

Essential Duties and Responsibilities

ESE Coordination

- Coordinate and monitor ESE programs and services for eligible students in grades VPK–8.
- Ensure students receive the services, accommodations, modifications, and supports documented in their Individual Educational Plans (IEPs).
- Develop and maintain an annual schedule for IEP meetings, reevaluations, progress reporting, and other required activities.
- Monitor timelines and ensure compliance with IDEA, Section 504 when assigned, Florida statutes, State Board of Education rules, and district procedures.
- Review student records for accuracy, completeness, and compliance.
- Maintain confidential ESE records in accordance with FERPA and applicable regulations.
- Coordinate services provided by speech-language pathologists, occupational therapists, physical therapists, behavioral specialists, and other providers.
- Assist administration in identifying staffing, scheduling, and resource needs for the ESE program.
- Provide professional development and ongoing support to instructional staff regarding accommodations, differentiation, progress monitoring, behavior supports, and ESE procedures.

Staffing Specialist Responsibilities

- Coordinate and facilitate initial eligibility, reevaluation, dismissal, placement, and related staffing meetings.
- Schedule meetings and provide all required notices to parents, teachers, service providers, evaluators, and district representatives.
- Gather and review educational records, intervention data, evaluations, observations, progress-monitoring results, and teacher and parent input.
- Prepare required documents before meetings and ensure all paperwork is finalized, signed, distributed, and entered into applicable student-information systems.
- Facilitate meetings in a professional, collaborative, and legally compliant manner.
- Explain procedural safeguards, eligibility decisions, placement options, services, and parent rights in clear, family-friendly language.
- Coordinate referrals, evaluations, and reevaluations with school psychologists and other qualified professionals.
- Serve as the school liaison with district ESE personnel and other agencies regarding staffing and compliance matters.
- Monitor transfer students' ESE records and coordinate comparable services and required

meetings within established timelines.

Instructional and Student Support

- Provide direct or small-group instruction, intervention, or consultation services as assigned.
- Collaborate with general education teachers to support inclusive practices and access to grade-level standards.
- Assist teachers with implementing accommodations, modifications, assistive technology, behavior plans, and specialized instructional strategies.
- Review student performance and progress-monitoring data to determine whether services and interventions are effective.
- Support the development and implementation of measurable annual goals.
- Observe students in instructional settings and provide actionable feedback to teachers and administrators.
- Participate in problem-solving, Multi-Tiered System of Supports, behavior, attendance, and student-support meetings as needed.

Family and Staff Communication

- Serve as a primary point of contact for families regarding ESE services and staffing processes.
- Build positive, respectful relationships with students, families, teachers, service providers, and community partners.
- Respond to questions and concerns promptly, professionally, and confidentially.
- Communicate changes in ESE requirements, procedures, deadlines, and student needs to appropriate staff members.
- Promote meaningful parent participation throughout the evaluation, eligibility, IEP, and placement processes.

Compliance and Recordkeeping

- Conduct periodic audits of IEPs, service logs, progress reports, meeting notices, consent forms, and other ESE documents.
- Ensure services are delivered and documented according to each student's IEP.
- Maintain accurate ESE rosters, service schedules, meeting calendars, and compliance reports.
- Prepare documentation requested for monitoring visits, audits, funding reviews, and state or district reporting.
- Immediately notify school administration of missed services, approaching deadlines, compliance concerns, or suspected violations.

- Maintain strict confidentiality and exercise sound professional judgment when handling student and family information.

Leadership Team Member #6

Employee's Name
Shannon Sviben

shannon.sviben@royalpalmcharter.com

Position Title
Head of Schools

Job Duties and Responsibilities

The Head of Schools serves as the organization's senior educational and operational leader and is responsible for advancing the mission, vision, strategic priorities, and long-term success of the school or network of schools. This position provides executive leadership to school administrators, ensures high-quality academic programming, maintains operational and financial stability, and promotes a safe, inclusive, and achievement-focused culture.

The Head of Schools works collaboratively with the governing board, school leaders, employees, families, community partners, and authorizing agencies to ensure strong student outcomes and compliance with all applicable requirements.

Essential Duties and Responsibilities

Strategic and Executive Leadership

- Provide leadership in carrying out the organization's mission, vision, core values, and strategic plan.
- Establish clear short- and long-term goals for academic achievement, organizational growth, school culture, and operational effectiveness.
- Develop, recommend, and implement policies and procedures in collaboration with the governing board.
- Keep the governing board informed of academic performance, organizational needs, emerging risks, and progress toward strategic goals.
- Provide recommendations to the governing board regarding organizational priorities, programs, staffing, budgets, and school improvement.
- Build leadership capacity and establish systems that support sustainability, accountability, and continuous improvement.
- Represent the organization professionally with families, community partners, government

agencies, authorizers, donors, and other stakeholders.

Academic Leadership and Student Achievement

- Ensure the implementation of rigorous, standards-aligned curriculum, instruction, intervention, and assessment systems.
- Establish measurable goals for student proficiency, learning gains, growth among the lowest-performing students, graduation or promotion readiness, and achievement-gap reduction.
- Analyze academic, behavioral, attendance, and school-culture data to identify trends and determine priorities.
- Hold school leaders accountable for developing and implementing effective school improvement plans.
- Ensure students receive appropriate academic interventions, enrichment opportunities, exceptional student education services, and support for diverse learning needs.
- Promote evidence-based instructional practices, student engagement, teacher clarity, and meaningful use of formative assessment.
- Ensure professional development is aligned with student data, school goals, employee needs, and organizational priorities.

Leadership and Personnel Management

- Recruit, select, supervise, evaluate, coach, and retain effective school administrators and organizational leaders.
- Establish clear performance expectations and accountability measures for principals and other direct reports.
- Conduct regular leadership meetings, school visits, classroom walkthroughs, and performance reviews.
- Support school leaders in supervising, developing, and evaluating instructional and operational employees.
- Develop succession plans and leadership-development opportunities to strengthen the organization’s future capacity.
- Promote a professional culture characterized by collaboration, accountability, innovation, respect, and shared responsibility.
- Address personnel concerns and performance deficiencies promptly, fairly, and in accordance with applicable policies and laws.
- Make or recommend personnel decisions, including hiring, assignment, promotion, corrective action, and separation, within the authority granted by the governing board.

School Culture, Safety, and Student Support

- Promote a safe, welcoming, inclusive, and student-centered culture across all schools.
- Ensure consistent implementation of student conduct, attendance, discipline, threat-assessment, emergency-response, and school-safety procedures.
- Monitor school climate and ensure that student and family concerns are handled promptly and appropriately.
- Support programs that develop student leadership, character, responsibility, belonging, and community engagement.
- Ensure compliance with requirements related to student health, safety, civil rights, exceptional student education, and student records.
- Serve as an executive-level decision-maker during emergencies and other significant school incidents.

Financial Stewardship and Operations

- Work with the governing board and financial leadership to develop and administer an annual budget aligned with strategic priorities.
- Monitor enrollment, revenue, expenditures, staffing allocations, contracts, purchasing, and financial projections.
- Promote responsible stewardship of public and organizational funds.
- Ensure appropriate internal controls, financial reporting, audits, procurement practices, and risk-management procedures are maintained.
- Oversee school operations, including facilities, transportation, food services, technology, security, maintenance, enrollment, and student-information systems.
- Review major contracts and expenditures and make recommendations consistent with established authority and procurement requirements.
- Plan for facility needs, capital improvements, organizational growth, and long-term financial sustainability.

Governance, Compliance, and Accountability

- Serve as the primary liaison between school leadership and the governing board.
- Prepare or oversee accurate, timely reports and recommendations for board review.
- Support the governing board in fulfilling its governance, oversight, and accountability responsibilities.
- Ensure compliance with federal and state laws, authorizer requirements, charter agreements, board policies, grant requirements, and contractual obligations.
- Maintain systems for monitoring required reports, certifications, audits, corrective actions, and

compliance deadlines.
- Coordinate with legal counsel, auditors, authorizers, and regulatory agencies as needed.
- Protect the confidentiality and integrity of student, employee, financial, and organizational information.
- Immediately communicate significant legal, financial, safety, academic, or operational risks to the governing board.

Family and Community Engagement

- Build trusting relationships with students, families, employees, community leaders, and partner organizations.
- Establish clear systems for communicating organizational priorities, school performance, policies, and important updates.
- Create opportunities for stakeholder feedback and meaningful participation in school improvement.
- Develop partnerships that expand resources, services, enrichment opportunities, and support for students and families.
- Respond to significant concerns or complaints in a timely, professional, and solution-oriented manner.
- Serve as a visible and accessible leader at school and community events.

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.

Administrators conducted a comprehensive review of PM3 scores with multiple stakeholder groups to inform the School Improvement Plan (SIP). They first presented the data to the Parents as Leaders (PALs) and the Board of Directors, inviting feedback and input on areas of strength and concern. Following this, teachers met with administrators to analyze grade-level and classroom data, collaboratively identifying trends, successes, and areas needing improvement. Teachers provided specific feedback and actionable suggestions for inclusion in the SIP. The leadership team—comprising administrators, the ESE Coordinator, Guidance Counselor, ESE teachers, and Reading Resource Teachers—also convened to further analyze the data. Together, they identified

root causes behind performance outcomes and discussed targeted strategies to address areas of concern, ensuring the SIP reflects the collective insights of all stakeholder groups.

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)).

Administrators conducted a comprehensive review of PM3 assessment results with multiple stakeholder groups to inform the development of the School Improvement Plan (SIP). Data were presented to the Parents as Leaders (PALs) group and the Board of Directors to gather feedback regarding areas of strength, concern, and needed support. Teachers then collaborated with administrators to analyze schoolwide, grade-level, classroom, and student-subgroup data. Through this process, teachers identified trends, instructional successes, achievement gaps, and priority areas for improvement and provided actionable recommendations for inclusion in the SIP.

The school leadership team—including administrators, the ESE Coordinator, guidance counselor, ESE teachers, and reading resource teachers—also reviewed the data to identify possible root causes and determine targeted, evidence-based strategies. Particular attention was given to students with the greatest achievement gaps, including students in the lowest 25 percent, students with disabilities, and students not yet demonstrating proficiency on state academic standards.

Implementation of the SIP will be monitored regularly throughout the school year. Administrators and the leadership team will review FAST progress-monitoring results, district and school-based assessment data, common assessments, classroom performance, intervention data, attendance, and other relevant indicators. Data-review meetings will occur following each major progress-monitoring window, with grade-level and instructional teams reviewing student progress more frequently through collaborative planning and data meetings. Administrators will also use classroom walkthroughs, lesson-plan reviews, student-work reviews, intervention schedules, and implementation checklists to monitor whether identified strategies are being implemented consistently and with fidelity.

Student data will be disaggregated by grade level, classroom, academic standard, and student subgroup to determine whether the strategies are producing the intended results. The leadership team will pay particular attention to the rate of progress among students with the greatest achievement gaps. When students are not making sufficient progress, teachers and support staff will adjust instruction, increase the frequency or intensity of interventions, regroup students, revise

instructional strategies, or provide additional professional learning and coaching.

The SIP will remain a dynamic document and will be revised as needed throughout the year. Following each formal data-review cycle, administrators will share progress with teachers, PALs, the Board of Directors, and other appropriate stakeholders. Stakeholders will have opportunities to review progress toward established goals, evaluate the effectiveness of current strategies, and recommend changes. Feedback may be collected through meetings, surveys, data discussions, family engagement activities, and board presentations.

Based on student outcomes, implementation evidence, and stakeholder input, the school will revise goals, action steps, interventions, professional development, resources, timelines, and monitoring procedures as necessary. This continuous cycle of implementation, monitoring, evaluation, stakeholder feedback, and revision will ensure that the SIP remains responsive to student needs and focused on increasing achievement for all students—particularly those most at risk of not meeting Florida’s academic standards.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **KG-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**63.9%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
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: B** **2024-25: C** **2023-24: C** **2022-23: C** **2021-22: B**

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	36	36	32	36	37	42	39	38	35	331
Absent 10% or more school days	0	0	0	0	0	0	3	6	1	10
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	1	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	1	7	12	6	6	3	35
Level 1 on statewide Math assessment	0	0	0	1	10	13	12	5	5	46
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	0	0	0	0	0	0	0
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	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	0	0	0	0	0	0	2	2	1	5

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	2	2	0	1	3	2	0	0	0	10
Students retained two or more times	0	0	0	0	0	1	0	2	0	3

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	36	36	35	35	42	42	37	40	42	345
Absent 10% or more school days	3	11	7	8	5	8	9	4		55
One or more suspensions		3	1	1	1	1	4	4	5	20
Course failure in English Language Arts (ELA)									2	2
Course failure in Math									3	3
Level 1 on statewide ELA assessment	3	3	8	8	9	9	13	5	3	61
Level 1 on statewide Math assessment	2	6	5	5	9	8	13	2	4	54
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			1	1	2	1	1	9

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	2	2	2	1		1			11
Students retained two or more times										0

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*	56	68	64	53	66	61	56	63	58
Grade 3 ELA Achievement	58	71	64	41	68	62	58	66	59
ELA Learning Gains	62	61	62	49	62	61	67	57	59
ELA Lowest 25th Percentile	60	51	55	49	56	55	74	51	54
Math Achievement*	52	66	64	52	66	62	56	64	59
Math Learning Gains	55	58	61	58	60	60	61	59	61
Math Lowest 25th Percentile	52	52	52	49	54	53	60	54	56
Science Achievement	55	67	60	47	66	57	31	61	54
Social Studies Achievement*	88	80	77	93	77	74	82	76	72
Graduation Rate		87	77		86	72		89	71
Middle School Acceleration	70	74	79	8	71	75	19	71	71
College and Career Acceleration		76	61		74	56		75	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					59	61		58	59

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	608
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
61%	50%	57%	48%	55%	45%	

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	2	
English Language Learners	53%	No		
Black/African American Students	51%	No		
Hispanic Students	55%	No		
Multiracial Students	52%	No		
White Students	63%	No		
Economically Disadvantaged Students	62%	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	56%	58%	62%	60%	52%	55%	52%	55%	88%	70%			
Students With Disabilities	27%		55%	56%	29%	42%	35%	38%					
English Language Learners	33%		74%		48%	58%							
Black/African American Students	44%		50%	50%	42%	57%	60%						
Hispanic Students	53%		63%	62%	45%	51%	54%	59%					
Multiracial Students	52%		61%		57%	39%							
White Students	63%	74%	67%	63%	58%	60%	47%	57%	81%	64%			
Economically Disadvantaged Students	60%	64%	63%	64%	57%	54%	43%	53%	88%	71%			

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	53%	41%	49%	49%	52%	58%	49%	47%	93%	8%			
Students With Disabilities	31%		38%		38%	50%		18%					
English Language Learners	24%		43%		50%	69%							
Black/African American Students	44%		41%		40%	39%		37%					
Hispanic Students	48%		47%	54%	54%	56%		39%	90%				
Multiracial Students	71%		56%		61%	72%							
White Students	55%	50%	51%	41%	52%	61%	44%	58%	90%				
Economically Disadvantaged Students	60%	53%	52%	58%	55%	58%	56%	56%	95%	14%			

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	56%	58%	67%	74%	56%	61%	60%	31%	82%	19%			64%
Students With Disabilities	39%		55%	50%	48%	55%	50%						
English Language Learners	19%		58%		38%	58%							64%
Black/African American Students	58%		71%		58%	68%		27%					
Hispanic Students	46%		63%	64%	50%	60%	67%	17%					58%
Multiracial Students	79%		85%		63%	69%							
White Students	55%	50%	65%	76%	56%	57%	50%	39%	77%	8%			
Economically Disadvantaged Students	51%	56%	61%	70%	52%	59%	52%	31%	80%	0%			

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	58%	63%	-5%	60%	-2%
ELA	4	38%	61%	-23%	60%	-22%
ELA	5	53%	62%	-9%	61%	-8%
ELA	6	52%	74%	-22%	62%	-10%
ELA	7	75%	66%	9%	62%	13%
ELA	8	63%	63%	0%	60%	3%
Math	3	61%	66%	-5%	66%	-5%
Math	4	29%	62%	-33%	65%	-36%
Math	5	34%	58%	-24%	62%	-28%
Math	6	45%	74%	-29%	60%	-15%
Math	7	75%	49%	26%	53%	22%
Math	8	45%	62%	-17%	61%	-16%
Science	5	45%	64%	-19%	60%	-15%
Science	8	63%	57%	6%	52%	11%
Civics	7	83%	78%	5%	77%	6%
Algebra	8	90%	78%	12%	84%	6%

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 **ELA Lowest 25th Percentile learning gains** component showed the strongest improvement, with 60% of students making a learning gain. This result was 9 percentage points above the district and 5 points above the state.

To improve outcomes in this area, the school strengthened its use of assessment data to identify specific skill deficits and provide targeted small-group instruction. Teachers regularly reviewed FAST, classroom, and formative assessment data to regroup students and adjust instruction. Reading resource teachers, ESE teachers, and classroom teachers collaborated to provide additional intervention, monitor progress, and ensure students received appropriate accommodations and supports. Administrators also monitored implementation through lesson-plan reviews, classroom walkthroughs, data and momentum meetings, and intervention-fidelity checks. These actions allowed the school to respond more quickly to student needs and provide focused instruction to students with the greatest achievement gaps.

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-performing components were **Math Achievement** and **Math Learning Gains for the Lowest 25th Percentile**, both at **52%**. Math Achievement was 14 percentage points below the district and 12 points below the state. Although the school’s Lowest 25th Percentile result was also 52%, it matched both the district and state rates. Therefore, overall Math Achievement represents the school’s most significant area of concern.

Contributing factors included inconsistent use of formative assessment data to adjust instruction before end-of-unit assessments, gaps in students’ foundational mathematical skills, and a need for more consistent targeted small-group instruction. Classroom observations and data discussions also identified a need for students to have more opportunities to explain their mathematical thinking, engage in productive mathematical discourse, complete error-analysis activities, and apply concepts to rigorous, multistep problems. Variations in the implementation of grade-level curriculum and interventions may have also affected students’ mastery of the standards.

The data reveal a consistent trend of Math underperforming ELA. Math Achievement was 52%, compared with 56% in ELA; Math Learning Gains were 55%, compared with 62% in ELA; and gains among the lowest-performing Math students were 52%, compared with 60% in ELA. This suggests that the concern is not limited to a single group of students but reflects a broader need to strengthen core Math instruction and intervention.

Another important trend is that students in the lowest 25% performed comparatively better in ELA than in Math. The ELA Lowest 25th Percentile rate of 60% exceeded the district by 9 points and the state by 5 points, while the corresponding Math rate only matched district and state performance. The school should examine the successful data-analysis, intervention, and progress-monitoring practices used in ELA and adapt them for Math instruction.

Science Achievement, at 55%, was another area requiring attention because it was 12 points below the district and 5 points below the state. In contrast, Social Studies Achievement was a clear strength at 88%, exceeding the district by 8 points and the state by 11 points. Moving forward, Math should remain the primary school-improvement priority, with additional attention given to Science and the replication of successful practices from ELA interventions and Social Studies instruction.

In addition, the **Students with Disabilities (SWD)** subgroup showed the lowest overall performance. This subgroup had the lowest achievement rates in every reported subject:

- **ELA Achievement:** 27%, compared with 56% for all students
- **Math Achievement:** 29%, compared with 52% for all students
- **Science Achievement:** 38%, compared with 55% for all students

Students with Disabilities also had lower Math Learning Gains at 42% and Math Learning Gains among the Lowest 25% at 35%. However, their ELA growth was somewhat stronger: 55% made an ELA learning gain, and 56% of students in the lowest 25% made a gain. This suggests that ELA interventions are supporting student growth, but many students have not yet progressed enough to reach proficiency.

The data indicate a persistent achievement gap rather than a lack of growth alone. The school will prioritize specially designed instruction, consistent implementation of IEP accommodations, intensive standards-based small-group intervention, and frequent progress monitoring. Collaboration among ESE teachers, general education teachers, reading and math interventionists, and families will be essential to determine whether instructional supports are being implemented with fidelity and producing sufficient progress.

Greatest Decline

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

Social Studies Achievement showed the greatest decline from the prior year, decreasing from **93% in 2025 to 88% in 2026**. Despite this decrease, Social Studies remained the school's highest-performing academic component and continued to exceed both the district rate of 80% and the state rate of 77%.

Math Learning Gains showed the greatest decline from the prior year. Math Learning Gains decreased from **58% in 2025 to 55% in 2026**, a decline of **3 percentage points**. Math Achievement also remained unchanged at 52%, reinforcing that mathematics continues to be a schoolwide area of concern.

Factors that may have contributed to the decline include gaps in students' foundational math skills and inconsistent use of formative assessment data to adjust instruction before end-of-unit assessments. Students also needed more frequent opportunities to engage in mathematical discourse, explain their reasoning, analyze errors, and apply skills to rigorous multistep problems. Inconsistent implementation of targeted small-group instruction and progress monitoring may have made it difficult to respond quickly when students failed to master essential standards.

The results also suggest that interventions did not accelerate progress sufficiently for all students. Although learning gains among students in the lowest 25% increased from 49% to 52%, overall Math Learning Gains declined. This may indicate that additional attention and intervention helped the lowest-performing students while students outside that subgroup—particularly those near proficiency—did not make the growth needed to earn a learning gain.

The school will address this decline by strengthening standards-aligned Tier 1 instruction, increasing the use of common formative assessments, conducting regular collaborative data meetings, and providing flexible small-group instruction based on specific skill deficits. Administrators will monitor implementation through classroom walkthroughs, lesson-plan reviews, student-work analysis, and regular progress-monitoring checks.

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 **Math Achievement** component had the greatest gap compared with the state average. The school's Math Achievement rate was **52%**, compared with the state rate of **64%**, representing a **12-percentage-point gap**.

Several factors may have contributed to this gap, including unfinished learning in foundational math

skills, inconsistent use of formative assessment data, and differences in the implementation of targeted small-group instruction. Students needed more frequent opportunities to explain their reasoning, engage in mathematical discourse, complete error-analysis activities, and apply their knowledge to rigorous, multistep problems. In addition, interventions may not have been consistently adjusted based on students' progress toward mastery of specific standards.

The data show that mathematics is a broader area of concern rather than an isolated weakness. Math Learning Gains were 55%, which was 6 points below the state rate of 61%. However, Math learning gains among students in the lowest 25% were 52%, matching the state average. This suggests that supports for the school's lowest-performing students produced growth comparable to the state, while overall core instruction did not move enough students—particularly those approaching proficiency—to the expected achievement level.

The prior-year data reinforce this trend. Math Achievement remained unchanged at 52% from 2025 to 2026, while the state increased from 62% to 64%, widening the school's gap from 10 to 12 points. Math Learning Gains also decreased from 58% to 55%, while Math gains for the lowest 25% increased from 49% to 52%. These patterns indicate that the school should maintain supports for its lowest-performing students while strengthening Tier 1 instruction, formative assessment, and targeted support for students who are close to proficiency.

In addition to Math achievement, The **Multiracial Students** subgroup showed the greatest decline. Math Learning Gains decreased from 72% in 2024–2025 to 39% in 2025–2026, a **33-percentage-point decline**. Their ELA Achievement also decreased from 71% to 52%, a **19-point decline**.

These changes may reflect differences in the students included in the subgroup from one year to the next, particularly since this subgroup is so small. Because this is such a small subgroup, the performance of only a few students can create a substantial percentage change.

Students with Disabilities remain the **lowest-performing subgroup overall**, but Multiracial Students demonstrated the **greatest year-over-year decline**. Both groups will require monitoring, although the response should differ: Students with Disabilities need sustained support to close persistent achievement gaps, while Multiracial Students need further analysis to identify the cause of the sharp decline in Math Learning Gains.

EWS Areas of Concern

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

Two potential areas of concern identified in the Early Warning System data are **ELA performance and chronic attendance concerns in the middle grades**.

The most significant academic concern is the number of students currently performing at Level 1 in ELA. PM1 FAST data show **55 students at Level 1**, with the largest concentrations in Grades 5–8: 17 students in Grade 5, 13 in Grade 6, 13 in Grade 7, and 8 in Grade 8. Additionally, 35 students scored Level 1 on the prior state ELA assessment. This pattern indicates a need for targeted reading intervention, frequent progress monitoring, flexible small-group instruction, and additional support with vocabulary, comprehension, fluency, and written responses.

Attendance is another potential concern, particularly in middle school. Ten students have attendance rates below 90%, including 6 students in Grade 7, 3 in Grade 6, and 1 in Grade 8. Although this represents a relatively small portion of the total enrollment, the concentration in Grades 6–8 is concerning because missed instructional time may compound existing academic gaps. Five students already have two or more early warning indicators, further increasing their risk of academic difficulty.

The school will closely monitor these students, communicate regularly with their families, identify barriers to attendance, and coordinate academic and behavioral supports through the school's problem-solving team.

Highest Priorities

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

1. Improve mathematics achievement and learning gains

Math is the most significant schoolwide academic concern. Math Achievement was 52%, which was 12 points below the state and remained unchanged from the prior year. Math Learning Gains decreased from 58% to 55%, and only 52% of students in the lowest 25% made a gain. Although overall K-8th grade achievement is a concern, prioroity is math achievement in 4th - 6th grade. Priority actions should include standards-based common assessments, regular error analysis, mathematical discourse, flexible small groups, targeted intervention, and frequent monitoring of students approaching proficiency.

2. Close achievement gaps for Students with Disabilities

Students with Disabilities were the lowest-performing subgroup, with 27% proficiency in ELA, 29% in Math, and 38% in Science. Their Math Achievement decreased by 9 points, and Math Learning Gains decreased by 8 points.

The school will strengthen specially designed instruction, collaboration between ESE and general education teachers, implementation of IEP accommodations, standards-aligned intervention, and frequent reviews of student progress and service-delivery data.

3. Increase ELA proficiency, particularly among Level 1 students

Although ELA growth improved, overall proficiency remains a concern. ELA Achievement was 56%, 8 points below the state. Early Warning System data identified 55 students currently performing at Level

1 on PM3 FAST, with the greatest concentration in Grades 5–8.

The school will continue the practices that produced strong ELA learning gains while intensifying support for Level 1 and Level 2 students. Actions should include targeted reading groups, explicit comprehension and vocabulary instruction, written-response practice, progress monitoring, and support for students close to reaching Level 3.

4. Strengthen Science achievement

Science Achievement was 55%, which was 5 points below the state and 12 points below the district. Although Science improved from 47% to 55%, nearly half of tested students remained below proficiency.

Science instruction should include cumulative review, hands-on investigations, academic vocabulary, reading and interpreting scientific texts, data analysis, and standards-based formative assessments.

5. Decrease Chronic Absenteeism

We will be monitoring students with multiple risk factors. EWS data identified five students with two or more indicators and students with attendance below 90%, primarily in Grades 6–8, placing them at increased risk of falling further behind.

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.

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.

After analyzing prior-year achievement data across all relevant grade levels, Royal Palm identified closing the achievement gap for Students with Disabilities (SWD), particularly in mathematics, as a crucial Area of Focus.

- SWDs scored 27% proficient in ELA
- SWDs scored 29% proficient in Math

Moreover, Students with Disabilities demonstrated demonstrated Math Learning Gains of only 42%, while just 35% of SWD students in the Lowest 25% made a mathematics learning gain. These results indicate a need for more targeted, standards-aligned instruction, differentiated supports, targeted skill small group work and progress monitoring to strengthen foundational skills and accelerate mathematical growth.

Although ELA outcomes were somewhat stronger, achievement gaps remain. 55% of Students with Disabilities made an ELA learning gain, and 56% of SWD students in the Lowest 25% demonstrated growth. This suggests that current ELA interventions are supporting student progress; however, many students have not yet made sufficient growth to reach grade-level proficiency. Because gaps in foundational mathematics and literacy skills affect students' ability to access grade-level instruction, apply higher-order thinking, and demonstrate mastery across content areas, the school will prioritize targeted interventions, data-driven instructional planning, appropriate accommodations, and frequent monitoring of SWD progress. The goal is to accelerate learning, increase proficiency, and reduce achievement gaps between Students with Disabilities and their nondisabled peers.

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.

Increase ELA proficiency for SWDs from 27% to 41%
Increase Math proficiency for SWDs from 29% to 41%

Monitoring

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

• Review IEP progress reports and formative assessment data monthly
• Conduct instructional walkthroughs with a focus on accommodations and IEP fidelity
• Track subgroup progress in programs such as IXL Reading/Math, and Amplify
• Use data chats with teacher and ESE teachers to analyze student progress on state diagnostic testing

Person responsible for monitoring outcome

Theresa Steelman

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:

General Education teachers and ESE teachers will provide explicit, scaffolded small-group instruction aligned with students' IEP goals and grade-level standards. Staff will ensure that required accommodations are implemented consistently and use formative assessment data to adjust instruction and interventions. Subgroup progress will be monitored through programs such as IXL reading/math. Regular data chats between classroom teachers, ESE teachers, and school leaders will be used to analyze student performance on state diagnostic assessments, review program data, identify skill gaps, and determine necessary instructional adjustments.

Rationale:

Differentiation, explicit instruction, scaffolded support, and consistent implementation of IEP accommodations are high-leverage practices shown to improve outcomes for Students with Disabilities. Frequent progress monitoring and collaborative data analysis will allow teachers to identify learning gaps early, evaluate the effectiveness of interventions, and provide timely, targeted support. These practices are intended to accelerate student growth, particularly in mathematics, and reduce the achievement gap between Students with Disabilities and their nondisabled peers.

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
Targeted support and instruction for students with disabilities (SWDs)

Person Monitoring:
Theresa Steelman

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Deliver focused, small-group instruction connected to students' IEP goals, consistently provide required accommodations in every learning environment/subject area, and use ongoing progress-monitoring data to modify instruction and supports for Students with Disabilities.

Action Step #2
Collaborative IEP progress monitoring

Person Monitoring:
Teresa Steelman

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct monthly data chats as a resource team (ESE teachers, resource staff, and administration) to review student performance, monitor progress toward IEP goals, and adjust instructional strategies accommodations, and interventions to better meet the needs of Students with Disabilities.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

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 instructional focus for ELA, particularly in grades 4th - 6th during the 2026–2027 school year will be the consistent and effective implementation of small-group instruction. This approach will allow teachers to provide differentiated, standards-aligned instruction based on students' identified academic needs, increase student engagement, and strengthen targeted literacy skills. In Grades K–2, small-group instruction will emphasize foundational literacy skills, including phonemic awareness, phonics, decoding, and fluency. In Grades 3–8, instruction will prioritize reading comprehension, vocabulary development, and evidence-based written responses using grade-level texts.

Although ELA learning gains improved, overall proficiency remains an area of concern. Schoolwide ELA achievement was 56%, which was eight percentage points below the state average. Early Warning System data also identified 55 students who performed at Level 1 on the PM3 FAST assessment, with the largest concentration of these students in Grades 4 - 6.

The data indicate a need to strengthen the consistency and quality of small-group instruction. Contributing factors included inconsistent implementation of targeted ELA groups, and limited

professional development for newly hired or less experienced teachers in the Science of Reading and standards-based instructional planning. Strengthening small-group instruction is essential for closing achievement gaps and accelerating the progress of students who are most at risk of falling behind. The school will continue the instructional practices that contributed to improved ELA learning gains while intensifying support for students performing at Levels 1 and 2. Planned actions will include targeted reading groups, explicit instruction in comprehension and vocabulary, regular practice with evidence-based written responses, frequent progress monitoring, and focused support for students who are approaching Level 3 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.

Based on 2025–2026 ELA performance data, overall schoolwide ELA proficiency was 56%, with 62% of students making learning gains, and 60% of students in the Lowest 25th Percentile showing growth.

For the 2026–2027 school year, the school aims to achieve the following measurable outcomes through improved and consistent implementation of small group instruction:

• Increase overall ELA proficiency from 56% to 65% across all tested grade levels (3–8).
• For 3rd grade, increase ELA proficiency from 58% to 65% to close the gap with the state average
•Increase ELA proficiency in 4th grade from 28% to 60%
•Increase ELA proficiency in 5th grade from 38% to 60%
•Increase ELA proficiency in 6th grade from 51% to 60%

Monitoring

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

These outcomes will be monitored through progress monitoring assessments and instructional walkthroughs to ensure that targeted small group instruction is being implemented with fidelity and effectiveness across all grade levels, but particularly focusing on grades 4 - 6.

Person responsible for monitoring outcome

Amy Rodriguez, Marie Turbush, Shannon Sviben

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:

Heggerty Phonemic Awareness (K-3) will be used daily, with explicit phonemic awareness lessons designed to develop students' ability to hear and manipulate sounds in spoken language, critical for decoding and early reading success.

Rationale:
Foundational phonemic awareness is essential for reading acquisition. Students in early grades benefit from structured, systematic instruction to build these critical skills, particularly those who are struggling or at risk for reading difficulties.

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

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

Description of Intervention #2:
Teachers will intentionally integrate Studies Weekly social studies units into ELA instruction to provide students with frequent opportunities to apply reading skills using engaging, content-rich informational texts. Through this interdisciplinary approach, students will strengthen comprehension, vocabulary, fluency, and evidence-based written-response skills while developing essential social studies knowledge. Consistent interaction with nonfiction texts across content areas will increase engagement, deepen understanding, and support improved reading achievement.

Rationale:
Integrating Studies Weekly social studies content into ELA instruction will increase students' exposure to grade-level informational text while providing meaningful opportunities to practice essential reading skills. Repeated engagement with content-rich nonfiction builds background knowledge, academic vocabulary, comprehension, and the ability to identify and cite textual evidence. Applying literacy skills within relevant social studies topics also makes instruction more engaging and purposeful. This consistent, cross-curricular practice will help students transfer reading strategies to unfamiliar texts and improve their overall ELA proficiency.

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

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

Description of Intervention #3:
Small-group instruction will be implemented across all grade levels using flexible, data-informed groupings. Teachers will use formative assessments and progress-monitoring data to identify students' needs and provide targeted instruction in specific skills.

Rationale:
Small group instruction is a research-based practice that supports student growth by allowing for differentiation, immediate feedback, and instructional alignment to student need. It is essential for accelerating learning and closing achievement gaps.

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
Teachers will implement daily Heggerty Lessons with fidelity in grades K-3.

Person Monitoring:
Marie Turbush

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrator will monitor implementation of daily Heggerty Lessons with fidelity in grades K-3 through walkthroughs and fidelity checklists

Action Step #2
K-5 grade teachers will implement the use of Studies Weekly to teach integrated reading skills through social studies content

Person Monitoring:
Amy Rodriguez, Marie Turbush

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will monitor implementation through lesson plan checks, walkthroughs, and fidelity checklists during whole-group instruction and targeted small-group instruction.

Action Step #3
Design a Scope & Sequence that teachers implement so they can easily track progression of reading skills using non-fiction social studies text/content across all grade levels.

Person Monitoring:
Shannon Sviben, Amy Rodriguez, Marie Turbush

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will monitor implementation through lesson plan checks, walkthroughs, and fidelity checklists during whole-group instruction and targeted small-group instruction.

Action Step #4
6th - 8th grade teachers will implement Amplify core curriculum

Person Monitoring:
Amy Rodriguez

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will monitor implementation through lesson plan checks, walkthroughs, and fidelity checklists during whole-group instruction and targeted small-group instruction.

Action Step #5
Implement weekly use of IXL Reading for targeted practice of reading skills

Person Monitoring:
Amy Rodriguez, Marie Turbush

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will implement IXL Reading weekly to provide targeted practice aligned with grade-level B.E.S.T. ELA standards and identified student needs. Teachers will assign specific skills based on

formative assessments, classroom performance, benchmark data, and individual learning gaps. IXL will be used to reinforce core reading instruction, provide differentiated practice, support remediation and enrichment, and strengthen students' mastery of essential reading skills. Assignments will be selected by the teacher rather than relying solely on each student's individualized Learning Path. The school will monitor implementation and impact through IXL usage and diagnostic reports, lesson-plan reviews, classroom walkthroughs, and collaborative data meetings. Teachers and school leaders will review student participation, time spent practicing, skill completion, SmartScore growth, and standards mastery at least monthly. IXL data will be compared with classroom assessments, progress-monitoring results, and FAST data to determine whether students are transferring practiced skills to grade-level reading tasks. Based on the results, teachers will adjust assignments, reteach priority standards, and provide additional small-group support to students who are not making expected progress.

Area of Focus #3

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.

Mathematics will be a schoolwide Area of Focus for all relevant grade levels, with particular emphasis in grades 4 - 6. We will work on improving student learning gains through standards-aligned instruction, differentiated small-group support, frequent formative assessment, and targeted intervention. Teachers will use student performance data to identify unfinished learning, address individual skill gaps, and provide opportunities for students to demonstrate measurable growth throughout the year. Strengthening mathematics instruction is essential because gaps in foundational skills, conceptual understanding, problem-solving, and mathematical reasoning can limit students' ability to access increasingly complex grade-level content.

This area was identified as a crucial need based on a review of prior-year achievement and learning-gains data. Math Learning Gains demonstrated the greatest decline, decreasing from 58% in 2025 to 55% in 2026. this is a three percentage point decrease. Additionally, Math Achievement remained unchanged at 52%, indicating that nearly half of students are not yet performing at or above grade level and that previous instructional efforts did not produce sufficient improvement in overall proficiency. These results demonstrate the need for a coordinated, schoolwide focus on strengthening core mathematics instruction, monitoring student progress more frequently, and providing timely, data-driven support to increase both proficiency and year-to-year learning gains.

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.

For the 2026–2027 school year, the school will aim to achieve the following measurable outcomes:

- Increase overall math achievement from 52% to 60%, reducing the gap with the state average
- Increase math learning gains from 55% to 62%
- Increase learning gains for students in the Lowest 25th Percentile from 52% to 60%

Monitoring

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

Progress toward these goals will be monitored using state progress monitoring (PM1–PM3), benchmark assessments, and regular data chats to adjust instruction and support targeted goals.

Person responsible for monitoring outcome

Amy Rodriguez, Marie Turbush, Shannon Sviben

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:

IXL Mathematics will be implemented across all relevant grade levels as a supplemental, evidence-based intervention to improve math achievement and learning gains. The adaptive diagnostic identifies each student's current level of understanding and specific skill gaps. Using diagnostic results, classroom assessments, and progress-monitoring data, teachers will assign individualized, standards-aligned skills that address gaps in learning, reinforce current grade-level instruction, and provide enrichment when appropriate. IXL provides immediate feedback, explanations, and targeted recommendations that help students correct misconceptions and develop mathematical confidence. Teachers will use IXL reports to monitor diagnostic levels, skills practiced, proficiency scores, time on task, and progress toward mastery. The program will supplement high-quality core instruction, teacher-led small groups, mathematical discourse, hands-on learning, and problem-solving activities.

Rationale:

IXL was selected because schoolwide data identified mathematics as a critical area of need. Math Learning Gains decreased from 58% in 2025 to 55% in 2026, while Math Achievement remained unchanged at 52%. These results indicate that students need more targeted support to close foundational skill gaps, master grade-level standards, and demonstrate measurable growth. IXL allows teachers to differentiate practice based on each student's needs. Students with unfinished learning receive targeted support in prerequisite skills, while students approaching proficiency focus on the grade-level skills needed to meet or exceed the standard. Research has found a positive, statistically significant relationship between IXL use and mathematics achievement, with greater usage and skill mastery associated with stronger growth. Therefore, consistent use of IXL, combined with teacher-led instruction and regular data review, is expected to help close achievement gaps and improve both math proficiency and learning gains.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

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

Description of Intervention #2:
Implement use of Ready Florida B.E.S.T. Mathematics as a core mathematics curriculum for grades Kindergarten - 6th grade. Ready Florida B.E.S.T. Mathematics is a comprehensive, standards-aligned core mathematics curriculum designed to support instruction based on Florida's B.E.S.T. Standards. The program provides explicit, systematic instruction that develops conceptual understanding, procedural fluency, problem-solving skills, and real-world application. Lessons incorporate grade-level content, mathematical discourse, multiple representations, practice opportunities, and assessments to help teachers identify and address students' learning needs. The curriculum also includes differentiated resources to support intervention, remediation, and enrichment, ensuring that all students have access to rigorous and meaningful mathematics instruction.

Rationale:
Ready Florida B.E.S.T. Mathematics was selected because it provides a comprehensive, research-based core curriculum directly aligned with Florida's B.E.S.T. Standards and state assessment expectations. The program supports consistent, rigorous instruction across grade levels while building students' conceptual understanding, procedural fluency, mathematical reasoning, and problem-solving skills. Its embedded assessments and differentiated resources allow teachers to identify learning gaps, adjust instruction, and provide targeted remediation or enrichment. Using a common standards-aligned curriculum will strengthen instructional consistency, address areas of need identified in mathematics achievement and learning-gains data, and support improved outcomes for all students.

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

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

Action Steps to Implement:

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

Action Step #1
Implement use of IXL for supplemental practice for all students in grades K - 8.

Person Monitoring:	**By When/Frequency:**
Amy Rodriuez, Marie Turbush	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
IXL Mathematics will be implemented across all relevant grade levels as a supplemental intervention to improve math achievement and learning gains. Students will complete the IXL Diagnostic during designated benchmark periods to identify individual strengths, gaps in learning, and specific skill gaps. Teachers will use diagnostic results, classroom assessments, and FAST data to assign standards-aligned skills that support current grade-level instruction and address prerequisite skills. IXL will be incorporated into math centers, small-group rotations, intervention periods, and targeted independent practice. Teachers will provide direct instruction and additional support when IXL data reveal persistent misconceptions.
Teachers and administrators will review IXL data regularly, including diagnostic levels, skills practiced,

proficiency scores, time on task, and progress toward mastery. Grade-level teams will analyze this information during monthly data meetings and compare it with common assessments, classroom formative assessments, and FAST progress-monitoring results. Administrators will monitor implementation through lesson-plan reviews, classroom walkthroughs, and IXL usage reports. Student progress will be reviewed by grade level, classroom, intervention group, and student subgroup to determine whether achievement gaps are closing. Students who do not demonstrate expected growth will receive adjusted skill assignments, increased small-group support, or more intensive intervention. The effectiveness of the action step will be determined by increases in standards mastery, IXL Diagnostic growth, common-assessment performance, FAST proficiency, and overall Math Learning Gains.

Action Step #2
Implementation of Ready Florida B.E.S.T. Mathematics as core curriculum for mathematics

Person Monitoring:	**By When/Frequency:**
Amy Rodriguez, Marie Turbush, Shannon Sviben	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement consistent, standards-aligned math instruction using Ready Florida B.E.S.T. Mathematics as core curriculum across all classrooms in Kindergarten - 6th grade, with a focus on lesson fidelity, academic vocabulary, and real-world application of math concepts. Monitoring: Lesson plans and pacing guides will be reviewed weekly to ensure alignment with the Florida B.E.S.T. Standards. Administrative walkthroughs using a math-specific look-for tool will track the implementation of core instructional components (e.g., use of manipulatives, student discussion, problem-solving and error analysis tasks). Student work samples and formative assessments will be collected and reviewed regularly to assess understanding and identify gaps in instruction. Feedback on walkthroughs in Momentum Meetings will be used to refine instructional practices and address areas for improvement.

Area of Focus #4

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 achievement has been identified as an Area of Focus. Although overall science proficiency increased from 47% to 55%, the school remained 5 percentage points below the state and 12 percentage points below the district. Additionally, nearly half of tested students did not demonstrate proficiency, indicating a continued need to strengthen students’ understanding and application of grade-level science standards.

Performance in science affects students’ ability to apply scientific concepts, use academic vocabulary, analyze data, conduct investigations, and read and interpret complex informational texts. To address these needs, science instruction in grades 3–8 will emphasize cumulative review, hands-on

investigations, explicit academic vocabulary instruction, scientific reading and writing, data analysis, and standards-based formative assessments.

The STEMscopes curriculum will be implemented in grades 3–8 to provide a consistent, standards-aligned instructional framework with inquiry-based learning experiences and opportunities for students to apply scientific concepts. This Area of Focus was identified through a review of prior-year achievement data, comparisons with state and district performance, and the percentage of students remaining below proficiency. Strengthening science instruction is therefore essential for closing achievement gaps and improving overall science 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.

During the prior school year, 45% of fifth-grade students demonstrated proficiency in science, compared with 64% across the district and 60% statewide.

By the end of the 2026–2027 school year, Royal Palm will increase fifth-grade science proficiency from 45% to 60%, as measured by the Grade 5 Statewide Science Assessment. Achieving this outcome will represent a 15-percentage-point increase, meet the current state proficiency rate, and reduce the achievement gap between the school and district.

Monitoring

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

Implementation and impact will be monitored through weekly lesson-plan reviews, classroom walkthroughs, and checks for consistent use of STEMscopes and alignment with Florida’s grade-level science standards. Teachers will administer standards-based formative assessments, STEMscopes assessments, cumulative reviews, and common benchmarks to measure students’ progress in scientific content knowledge, academic vocabulary, data analysis, and interpretation of scientific texts.

Student performance data will be reviewed during collaborative planning and data meetings at least monthly to identify trends, standards requiring additional instruction, and students needing targeted support or enrichment. Teachers will adjust instruction, provide small-group remediation, and reteach priority standards based on the results. School leadership will compare formative and benchmark data throughout the year with the baseline proficiency rate of 45% to determine whether fifth-grade students are on track to reach the goal of 60% science proficiency by the end of the 2026–2027 school year.

Person responsible for monitoring outcome

Amy Rodriguez, Marie Turbush

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:

STEMscopes will be implemented as the evidence-based science intervention in grades 3–8 to strengthen students' mastery of Florida's grade-level science standards. The program uses a research-based, inquiry-driven instructional model that engages students in hands-on investigations, real-world applications, academic discourse, scientific reading and writing, data analysis, and evidence-based explanations. STEMscopes also provides opportunities for cumulative review, differentiated small-group instruction, remediation, enrichment, and standards-based assessment. These practices will build the background knowledge, academic vocabulary, critical-thinking skills, and conceptual understanding students need to improve science achievement.

Rationale:

STEMscopes was selected because it provides a research-based, standards-aligned approach to science instruction that supports the needs identified in prior-year achievement data. Although science proficiency improved, nearly half of tested students remained below proficiency, and school performance continued to trail district and state results. STEMscopes provides consistent instruction across grades 3–8 through hands-on investigations, inquiry-based learning, academic vocabulary development, scientific reading and writing, data analysis, and standards-based assessments. Its embedded formative assessments and differentiated resources allow teachers to identify learning gaps, provide targeted reteaching, and monitor student progress. Using STEMscopes will strengthen students' conceptual understanding and application of scientific practices while supporting the school's goal of increasing fifth-grade science proficiency from 45% to 60%.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Penda Learning is an online, standards-aligned science intervention and supplemental learning platform designed to strengthen students' mastery of grade-level science concepts. The platform provides engaging, game-based activities, differentiated practice, immediate feedback, and standards-based assessments that can be aligned with our school's instructional scope and sequence. Penda supports Tier 1 instruction and targeted interventions by allowing teachers to assign activities based on individual student needs. Its progress-monitoring reports help teachers identify learning gaps, track mastery of specific standards, and make data-driven decisions about reteaching, small-group instruction, and enrichment.

Rationale:

Penda was selected as a supplemental science intervention because it provides engaging, standards-aligned practice that reinforces concepts taught through the core science curriculum. The platform's differentiated, game-based activities, immediate feedback, and multiple opportunities for mastery help address individual learning gaps while increasing student motivation and participation. Its embedded assessments and standards-based reports enable teachers to monitor progress, identify misconceptions, and provide targeted reteaching or enrichment. Using Penda will support

consistent cumulative review in grades 3–8 and help improve science achievement, particularly as fifth-grade students work toward increasing proficiency from 45% to 60%.

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
Use STEMscopes as tier 1 science instruction for grades 3 - 8th grade

Person Monitoring:
Amy Rodriguez, Marie Turbush

By When/Frequency:
monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers in grades 3–8 will implement STEMscopes with fidelity as a consistent, standards-aligned resource for science instruction. Instruction will include hands-on investigations, cumulative review, explicit academic vocabulary development, scientific reading and writing, data analysis, and opportunities for students to explain their reasoning using evidence. Teachers will use STEMscopes formative assessments and student performance data to provide targeted reteaching, differentiated small-group instruction, and enrichment.
The school will monitor implementation through lesson-plan reviews, classroom walkthroughs, collaborative planning meetings, and checks for evidence of regular STEMscopes use. The impact of this action step will be measured through embedded assessments, common formative assessments, benchmark results, and student work samples. Teachers and school leaders will review data at least monthly to identify trends, determine mastery of priority standards, and make instructional adjustments. Fifth-grade results will be compared with the prior-year proficiency rate of 45% to determine progress toward the goal of 60% proficiency on the Grade 5 Statewide Science Assessment.

Action Step #2
Purchase and use PENDA Science as a supplemental science resource for grades 3 - 8.

Person Monitoring:
Amy Rodriguez, Shannon Sviben

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will purchase and implement Penda Science as a supplemental, standards-aligned intervention for students in grades 3–8. Teachers will assign Penda activities that align with the science standards, instructional pacing guides, and concepts taught through the core curriculum. Students will use the platform regularly for cumulative review, differentiated practice, remediation, enrichment, and preparation for standards-based assessments. Teachers will use student performance data to assign targeted activities based on individual and small-group learning needs. The school will monitor implementation through weekly Penda usage reports, lesson-plan reviews, classroom walkthroughs, and collaborative planning meetings. Teachers and administrators will review student participation, activity completion, standards mastery, and assessment results at least monthly. Penda data will be compared with classroom formative assessments, common

assessments, benchmark data, and student work samples to determine the impact on science achievement. Based on the results, teachers will adjust assignments, reteach standards, and provide additional small-group support. Fifth-grade performance will also be monitored against the prior-year proficiency rate of 45% to determine progress toward the school's goal of 60% science proficiency.

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.

Student Attendance

The school's Area of Focus is improving student attendance across Grades K–8 through a multi-tiered system of prevention, early intervention, and individualized support. Consistent attendance is essential at every grade level because frequent absences reduce access to core instruction, intervention, collaborative learning, and progress monitoring.

In Grades K–2, chronic absence can interfere with the development of foundational literacy, numeracy, and school-readiness skills. In Grades 3–5, missed instructional time can create gaps in students' mastery of grade-level standards and limit their preparation for state assessments. In Grades 6–8, chronic absence may contribute to course failure, incomplete assignments, disengagement, and reduced readiness for advanced coursework and high school.

Attendance was identified as a crucial need through a review of 2025–2026 attendance and Early Warning System data. Of the school's 331 students, 72 students—approximately 21%—were chronically absent, meaning they missed 10% or more of the instructional year. Because more than one in five students experienced chronic absenteeism, improving attendance is necessary to increase student achievement and close existing learning gaps.

The school will implement a multi-tiered attendance support system that includes schoolwide attendance expectations, proactive family outreach, student recognition and incentives, and early intervention for students demonstrating attendance concerns. The attendance team will meet monthly to review data by student, grade level, and subgroup; identify patterns and root causes; and evaluate the effectiveness of interventions.

Individualized supports may include parent conferences, counselor check-ins, attendance plans,

home visits, and referrals to community-based services. These actions are intended to remove barriers to attendance, increase students' access to instruction, and improve academic and social-emotional outcomes.

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.

Based on 2025–2026 attendance data, 72 of the school's 331 students—approximately 21%—were identified as chronically absent, defined as missing 10% or more of the instructional days.
For the 2026–2027 school year, the school will work toward the following measurable outcomes:

- Reduce the percentage of chronically absent students from approximately 21% to 10% or lower by the end of the school year.
- Ensure that 100% of students identified as chronically absent receive documented, individualized interventions coordinated through the school's attendance support team.
- Monitor attendance data monthly to evaluate students' responses to interventions and adjust supports as needed.

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.

Monthly attendance reports will be used to monitor changes in the number and percentage of students identified as chronically absent. The attendance support team will maintain intervention logs documenting family outreach, parent conferences, services provided, student supports, and required follow-up actions.

Administrators and the leadership team will review progress toward schoolwide attendance goals during regularly scheduled meetings. The team will evaluate the effectiveness of interventions, identify continuing barriers, and revise supports for students who are not demonstrating improvement.

Student participation in attendance incentives, mentoring opportunities, and schoolwide engagement activities will also be monitored. These measures will help the school determine whether increased student connection and family engagement are contributing to improved attendance.

Person responsible for monitoring outcome

Sarah-Kate Smith

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:
The school will implement a multi-tiered system of supports (MTSS) to prevent and address chronic absenteeism. Tier 1—Universal Prevention: All students and families will receive clear attendance expectations, positive messaging about the importance of daily attendance, consistent communication, and opportunities to participate in schoolwide attendance incentives and engagement activities. Tier 2—Targeted Support: Students demonstrating emerging attendance concerns will be identified through regular data reviews. Supports may include family outreach, parent conferences, counselor or attendance-team check-ins, mentoring, and targeted attendance goals with ongoing progress monitoring. Tier 3—Intensive Intervention: Students identified as chronically absent or not responding to Tier 2 supports will receive individualized interventions. These may include personalized attendance plans, frequent family communication, home visits, referrals to community resources, and coordinated wraparound services. All interventions will be selected and adjusted using attendance data, documented family input, and identified barriers. This tiered approach is designed to address attendance concerns proactively, increase students' access to instruction, and strengthen relationships among the school, students, and families.

Rationale:
Research shows that multi-tiered attendance interventions are effective in improving student attendance, particularly when they combine early identification, family engagement, and personalized support. Addressing chronic absenteeism is crucial to improving student achievement, particularly for students who are already academically at risk.

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

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

Action Steps to Implement:

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

Action Step #1
Monthly Attendance Monitoring

Person Monitoring:
Sarah-Kate Smith

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The attendance team will meet monthly to review student attendance data, identify students in need of intervention, and implement tiered supports—including school-wide incentives, targeted parent outreach, and individualized support plans for chronically absent students. These meetings will ensure that interventions are data-driven, consistently applied, and adjusted based on student response and attendance trends.

Action Step #2
Engagement to Promote Attendance

Person Monitoring:
Sarah-Kate Smith

By When/Frequency:
Monthly

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

Implement schoolwide attendance awareness initiatives and incentive programs to build a positive culture of consistent attendance. Strategies will include regular communication with families regarding the importance of daily attendance, visible displays of schoolwide attendance progress, classroom recognition, and rewards for students who demonstrate consistent or improved attendance. These proactive efforts are intended to increase student motivation, strengthen family engagement, and prevent chronic absenteeism.

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.

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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.

As an independently operated charter school, we conduct internal reviews of resource allocation to ensure that funding, personnel, programs, and materials are aligned with the identified needs of our students. The school leadership team oversees this process in collaboration with instructional staff, the ESE Coordinator, and other student-support personnel.

Academic achievement data, Early Warning System indicators, subgroup performance, and stakeholder feedback are analyzed to identify priorities and determine where additional resources are needed. Decisions regarding staffing, instructional programs, intervention materials, student supports, and professional development are reviewed during leadership meetings, School Improvement Plan planning sessions, and budget-development meetings.

Although resource utilization is not formally reviewed with the district, the school maintains a systematic internal process for evaluating the effectiveness and impact of its allocations. This process supports informed, responsive decision-making and ensures that available resources address students' academic, behavioral, and social-emotional needs.

Specifics to Address the Need

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

Based on student performance data and Early Warning System (EWS) indicators from the 2025–2026 school year, several key needs were identified—including achievement gaps in ELA and Math as well as for Students with Disabilities (SWD), and science achievement. In response, the school will allocate the following resources during the 2025–2027 school year:

1. Heggerty (K-3) / Amplify Reading (Grades 6–8) / IXL Reading
    - Rationale: Overall ELA Achievement 56%, SWD ELA achievement 27%. These resources provide adaptive, differentiated support aligned to B.E.S.T. standards.
    - Timeline: Implemented at the beginning of school year; monitored from PM1–PM3 and bi-weekly data chats/Momentum Meetings
2. Florida Ready B.E.S.T Math for grades Kindergarten - 6th / IXL Math
    - Rationale: In 2025 - 2026, the lowest-performing components were Math Achievement and Math Learning Gains for the Lowest 25th Percentile, both at 52%. Math Achievement was 14

percentage points below the district and 12 points below the state. Math achievment for SWDs 29%. Therefore, overall Math Achievement represents the school's most significant area of concern. These resources provide adaptive, differentiated support aligned to B.E.S.T. standards.

- Timeline: Implemented at the beginning of school year; monitored from PM1–PM3 and bi-weekly data chats/Momentum Meetings

3. STEMscopes Science Curriculum / PENDA
    - Rationale: Overall Science acheivement (5th & 8th grade) 55%, SWD science achievement 38%
    - Timeline: Implemented at the beginning of school year; monitored from PM1–PM3 and bi-weekly data chats/Momentum Meetings

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