ROYAL PALM CHARTER SCHOOL

2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Royal Palm Charter School is to create a community of leaders that are equipped with the skills and knowledge needed to excel in any and all academic and social challenges they encounter throughout their educational careers.

Provide the school's vision statement

Royal Palm Charter was created to challenge and meet the individual needs of every student in our community. We strive to develop students' individual strengths in order to build their confidence to think independently, creatively, and problem solve. We make every effort to develop a strong parent/ teacher connection that creates an active partnership to reinforce the school/home connection. We believe this relationship serves as the foundation for a child's educational career.

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
Shannon Sviben

shannon.sviben@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 constantly 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 #2

Employee's Name
Amy Rodriguez

amy.rodriguez@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 all students, staff, visitors, and property safety and security.

• Help ensure an orderly learning environment.

• Help ensure appropriate standards of student behavior, performance, and attendance.

• Ensure that all disciplinary issues are addressed fairly 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 4th through 8th grade teachers.

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 all students, staff, visitors, and property safety and security.

• Help ensure an orderly learning environment.

• Help ensure appropriate standards of student behavior, performance, and attendance.

• Ensure that all disciplinary issues are addressed fairly 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 3rd-grade teachers.

• Supervise and mentor ESE Coordinator

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.
- 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

ESE Coordinator & Instructional Support Lead
The ESE Coordinator serves a dual role by providing instructional support and overseeing services for students with exceptionalities. This position includes classroom teaching and leadership in key school-based processes.
Essential Duties & Responsibilities:
- Coordinate and facilitate ESE and eligibility/staffing meetings
- Serve as case manager for students with IEPs and ensure compliance with IDEA and district policies
- Lead Data Team meetings to monitor student progress and guide instructional decisions
- Facilitate IPST (Intervention Problem-Solving Team) meetings and follow-up
- Support teachers in developing accommodations and implementing effective strategies
- Collaborate with families, school staff, and district personnel to support student success
- Maintain accurate documentation and timelines for all ESE-related processes

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)).

The School Improvement Plan (SIP) will be regularly monitored to ensure effective implementation and measurable impact on student achievement, with particular focus on students demonstrating the most significant achievement gaps. Following each Progress Monitoring (PM) assessment, data will be disaggregated and reviewed collaboratively with stakeholders—including teachers, administrators, and support staff—to evaluate progress toward the State's academic standards and the goals outlined in the SIP.

Monitoring will occur through structured processes such as grade-level team meetings, bi-weekly data chats, bi-weekly momentum meetings, faculty meetings, and administrative leadership meetings. These sessions will focus on correlating student outcomes with the SIP's action steps, identifying what is working, and determining where additional support or adjustment is needed.

To promote continuous improvement, stakeholder feedback will be actively solicited and used to guide SIP revisions. When data reveals areas of concern or limited progress, the leadership team will

work with staff and families to revise implementation strategies, ensuring they are targeted, evidence-based, and responsive to student needs. This cyclical process allows the SIP to remain dynamic, relevant, and aligned with the academic growth of all students, especially those most at risk of not meeting proficiency.

C. Demographic Data

2025-26 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**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**84.6%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: C** **2022-23: C** **2021-22: B** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	36	36	35	35	42	42	37	40	42	345
Absent 10% or more school days	3	11	7	8	5	8	9	4	0	55
One or more suspensions	0	3	1	1	1	1	4	4	5	20
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	2	2
Course failure in Math	0	0	0	0	0	0	0	0	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	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 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	0	0	1	1	2	1	1	9

Current Year 2025-26

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		2	3	1	6	4	1	1		18
One or more suspensions	1	1	1			2	1	6	3	15
Course failure in English Language Arts (ELA)	1	2						1		4
Course failure in Math		2						1		3
Level 1 on statewide ELA assessment					1	4	2	8	3	18
Level 1 on statewide Math assessment					1	10	8	10	7	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	7	5	6						20
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		7	3	6	6					22

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	2			1	4	2	5	3	18

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2						1		4
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 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	53	66	61	56	63	58	45	58	53
Grade 3 ELA Achievement	41	68	62	58	66	59	51	63	56
ELA Learning Gains	49	62	61	67	57	59			
ELA Lowest 25th Percentile	49	56	55	74	51	54			
Math Achievement*	52	66	62	56	64	59	58	62	55
Math Learning Gains	58	60	60	61	59	61			
Math Lowest 25th Percentile	49	54	53	60	54	56			
Science Achievement	47	66	57	31	61	54	50	61	52
Social Studies Achievement*	93	77	74	82	76	72	76	72	68
Graduation Rate		86	72		89	71		87	74
Middle School Acceleration	8	71	75	19	71	71	7	70	70
College and Career Acceleration		74	56		75	54		75	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	59	59	61	64	58	59		47	55

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	499
Total Components for the FPPI	10
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
50%	57%	48%	55%	45%		48%

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

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

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	35%	Yes	1	
English Language Learners	47%	No		
Black/African American Students	40%	Yes	1	
Hispanic Students	55%	No		
Multiracial Students	65%	No		
White Students	56%	No		
Economically Disadvantaged Students	56%	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.

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%	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%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	45%	51%			58%			50%	76%	7%			
Students With Disabilities	22%				47%			25%					
Black/African American Students	51%				62%			57%	90%				
Hispanic Students	41%				38%			33%					
Multiracial Students	38%				56%								
White Students	46%	52%			62%			54%	80%	10%			
Economically Disadvantaged Students	39%	47%			47%			39%	76%	8%			

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.

| SUBJECT | GRADE | SCHOOL | 2024-25 SPRING | | | |
			DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	40%				
ELA	4	44%				
ELA	5	8%				
ELA	6	67%				
ELA	7	66%				
ELA	8	63%				
Math	3	43%				
Math	4	44%				
Math	5	32%				
Math	6	76%				
Math	7	62%				
Math	8	44%				
Science	5	39%				
Science	8	53%				
Civics		91%				
Algebra		68%				
Geometry		*data suppressed due to fewer than 10 students or all tested students scoring the same.				

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 area showing the most significant improvement was Science, with a 16-point gain. Several strategic actions contributed to this growth. First, a change in instructional staff was made in both 5th and 8th grades to ensure stronger content delivery and student engagement. The school also adopted the Penda Learning curriculum, which provided targeted, standards-based practice and reinforcement. Additionally, a comprehensive scope and sequence was developed to ensure alignment with all tested benchmarks and to close instructional gaps.

To strengthen vertical alignment, the 5th and 8th grade science teachers identified key areas of weakness in foundational concepts from earlier grade levels. They collaborated with lower-grade teachers to emphasize these concepts earlier in students' academic journeys, helping to build a stronger foundation prior to the state-tested years.

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 area with the lowest performance was 3rd grade ELA, where only 41% of students achieved proficiency. Several contributing factors impacted this outcome. Due to construction delays, all 3rd grade students were placed in a single classroom with two co-teachers. While this setup had the potential to support small group instruction and differentiation, the intended instructional model was not effectively implemented. One of the co-teachers, an experienced ELA instructor, was resistant to collaborative planning and did not consistently deliver standards-aligned instruction. As a result, students did not receive the high-quality, targeted instruction necessary to meet grade-level expectations.

Greatest Decline

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

The greatest decline from the prior year occurred in 3rd grade ELA proficiency and in ELA Learning Gains among students in the Lowest 25th Percentile, both of which dropped by 25 points. As

previously discussed, 3rd grade performance was negatively impacted by construction delays that resulted in all students being placed in a single classroom with two co-teachers. Although this setup had potential for effective small group instruction, it was not fully realized due to a lack of collaboration and inconsistent delivery of standards-based instruction.

Additional contributing factors extended beyond 3rd grade. In the prior school year, the school provided targeted professional development focused on the Science of Reading and standards-based ELA instruction, which played a key role in improving outcomes. However, during the most recent year, several newly hired teachers did not receive this same level of training or support, resulting in a decline in instructional quality and alignment with best practices. This shift, combined with mid-year teacher turnover in grades 4 through 6, disrupted instructional continuity and stability. These factors disproportionately affected students in the Lowest 25th Percentile, many of whom depend on consistent, targeted interventions to achieve growth.

Greatest Gap

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

The data component with the greatest gap compared to the state average was 3rd grade ELA achievement, with a 21-point difference, followed closely by overall ELA Learning Gains, which fell 17 points below the state average. These significant gaps can largely be attributed to the same factors previously discussed.

In 3rd grade, construction-related classroom consolidation led to an ineffective co-teaching model, and a lack of collaboration and fidelity to standards-based instruction negatively impacted student performance. Additionally, the school's instructional focus shifted away from ELA toward mathematics during the year, resulting in less oversight and support for literacy instruction. Unlike the previous year, new staff members did not receive professional development in the Science of Reading and standards-based planning, further contributing to instructional inconsistencies.

Together, these challenges created instructional gaps that impacted foundational literacy development and student growth, particularly among struggling readers, and contributed to the wider achievement gap when compared to state performance.

EWS Areas of Concern

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

Based on the Early Warning System (EWS) data from Part I, two major areas of concern have been identified.

First, student attendance presents a significant challenge, with 54 out of 345 students (approximately

16%) absent for 10% or more of the school year. Chronic absenteeism can severely impact academic progress, particularly for students who are already performing below grade level.

Second, academic performance in core subject areas is also a concern. A substantial number of students in grades 3–8 scored at Level 1 on statewide assessments: 61 students in ELA and 54 students in Math. These scores indicate that a notable portion of the student population is performing well below proficiency in foundational academic areas, increasing their risk for continued academic struggles and disengagement.

Both areas require targeted interventions and monitoring to improve student outcomes and ensure early support for those most at risk.

Highest Priorities

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

Increase Learning Gains in ELA and Math

Focus on targeted instruction and progress monitoring to improve student growth across all proficiency levels.

Decrease Chronic Absenteeism

Implement attendance initiatives and family engagement strategies to reduce the percentage of students absent 10% or more of school days.

Increase Achievement for Students with Disabilities

Strengthen differentiated instruction, inclusion practices, and support services to close the achievement gap for students with exceptionalities.

Increase Achievement for Black/African American Students

Provide culturally responsive teaching, targeted academic interventions, and mentorship opportunities to improve outcomes for Black/African American students.

Sustain and Build on Growth in Science Achievement

Continue to support science instruction through aligned curriculum, hands-on learning, and vertical planning to maintain momentum in this area of improvement.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

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 across all grade levels during the 2024–2025 school year will be the effective implementation of small group instruction. This approach enables teachers to provide differentiated, standards-aligned instruction that meets students' specific academic needs, increases engagement, and supports targeted skill development. In grades K–2, small groups will emphasize foundational literacy skills such as phonemic awareness, phonics, and fluency. In grades 3–8, instruction will focus on reading comprehension, vocabulary acquisition, and written responses based on grade-level texts.

This area was identified as a crucial need based on schoolwide ELA performance data from the 2024–2025 school year. Overall ELA achievement was 53%, with learning gains at 49%, and learning gains among the Lowest 25th Percentile also at 49%. Additionally, 3rd grade ELA proficiency showed a 21-point gap compared to the state average, and both 3rd grade proficiency and Lowest 25th Percentile learning gains declined by 25 points from the prior year.

These outcomes highlight the impact of inconsistent small group instruction, a shift in schoolwide instructional focus to math, and the lack of professional development in the Science of Reading and standards-based planning for newly hired teachers. Strengthening the implementation of small group instruction is essential to closing achievement gaps and supporting the academic growth of all learners—particularly those most at risk of falling behind.

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 2024–2025 ELA performance data, overall schoolwide ELA proficiency was 53%, with 49% of students making learning gains, and 49% of students in the Lowest 25th Percentile showing growth.

For the 2025–2026 school year, the school aims to achieve the following measurable outcomes through improved implementation of small group instruction:

- Increase overall ELA proficiency from 53% to 60% across all tested grade levels (3–8).
- Increase ELA learning gains from 49% to 55%.
- Increase learning gains of students in the Lowest 25th Percentile from 49% to 55%.
- For 3rd grade, increase ELA proficiency from 41% to 50% to close the gap with the state average.

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.

Person responsible for monitoring outcome

Shannon Sviben, Amy Rodriguez, and 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:

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:

Core Knowledge Language Arts K-5 is a comprehensive, content-rich ELA curriculum that integrates systematic phonics, knowledge-building, and reading comprehension strategies with resources for small group and whole group instruction.

Rationale:

CKLA supports both foundational skill development and background knowledge acquisition, which are key to improving comprehension. The program's structured components allow for effective small

group differentiation and support standards-based instruction.

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 utilized at all grade levels. They will focus on flexible, data-driven instructional groupings that allow teachers to provide targeted, skill-specific instruction based on formative assessment and progress monitoring data.

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-2.

Person Monitoring:	**By When/Frequency:**
Marie Turbush	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
Provide professional development on the Heggerty program design and implementation.

Person Monitoring:	**By When/Frequency:**
Shannon Sviben	2 times per year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Mrs. Sviben will organize professional development from Heggerty prior to the start of the school year and a mid-year check in.

Action Step #3
K-4 grade teachers will implement the Core Knowledge Language Arts program.

Person Monitoring:	**By When/Frequency:**
Marie Turbush (K-3), Amy Rodriguez (3-4)	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
6-8 grade teachers will implement the Amplify ELA program.

Person Monitoring:	**By When/Frequency:**
Amy Rodriguez	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.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

For the 2025–2026 school year, the instructional focus in mathematics will center on the implementation of targeted small group instruction across all grade levels (K–8), supported by data-driven lesson planning and consistent alignment to the Florida B.E.S.T. Standards. This approach is intended to provide students with differentiated support in key skill areas, build conceptual understanding, and promote problem-solving and procedural fluency.

This area was identified as a critical need based on 2024–2025 math performance data, which indicated a 4-point decline in overall proficiency for grades 3–8, a 3-point decrease in overall math learning gains, and an 11-point drop in learning gains for students in the Lowest 25th Percentile. Additionally, there was a 10-point gap between the school's overall math achievement and the state average, signaling a widening discrepancy in performance.

Further analysis revealed inconsistent implementation of small group math instruction and a lack of focused intervention for students below grade level. By prioritizing standards-based small group instruction and using progress monitoring data to drive instructional decisions, the school aims to address these gaps, increase engagement, and improve math outcomes for all students, especially those performing in the lowest quartile.

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 2025–2026 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 58% to 62%
- Increase learning gains for students in the Lowest 25th Percentile from 49% to 55%

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

Shannon Sviben, Marie Turbush (K-3), and Amy Rodriguez (4-8)

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:
HMH Go Math is a core math curriculum aligned with the Florida B.E.S.T. Standards. It provides interactive lessons, conceptual understanding, fluency practice, and embedded assessments to support whole-group and small-group instruction.

Rationale:
Go Math supports consistent instructional delivery with built-in scaffolding and differentiation. It aligns with standards and helps ensure all students receive access to grade-level content, supporting both intervention and enrichment.

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

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

Description of Intervention #2:
HMH Waggle is a digital learning tool that personalizes math practice and reinforces concepts introduced in Go Math. It provides adaptive skill-building and real-time data on student progress.

Rationale:
Waggle supplements core instruction by offering individualized practice tailored to each student's needs. It addresses unfinished learning and supports students performing below grade level.

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

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

Description of Intervention #3:

Reflex/Frax are game=based digital, interactive programs designed to build mathematical foundations. Reflex used primary for grades 2-5 and for 6-8 remediation is a game-based online program that builds automaticity with math facts in addition, subtraction, multiplication, and division. Frax is designed to build conceptual understanding and procedural fluency with fractions using a step-by-step, scaffolded approach. Frax will be used primarily be used in grades 3-5 and for 6-8 intervention.

Rationale:
Fact fluency is critical as the foundation for more complex math tasks. Reflex supports fluency development in an engaging format that promotes frequent, consistent practice. Fractions are a common area of difficulty and a foundational skill for success in later grades. Frax supports mastery through visual models, immediate feedback, and engaging tasks.

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
Track individual student growth in Frax, Reflex, and Waggle to monitor student progress to determine what students need for small group intervention.

Person Monitoring:	**By When/Frequency:**
Shannon Sviben, Marie Turbush (K-3), Amy Rodriguez (4-8)	Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will regularly track individual student progress in Frax, Reflex, and Waggle to monitor mastery of foundational math skills and standards-aligned content. Data from these platforms will be used to inform instructional decisions, determine small group placement, and identify students who require targeted intervention or enrichment. Teachers and instructional coaches will review weekly platform usage reports to ensure consistent student engagement and completion of assigned tasks. Progress and performance dashboards within each program (e.g., skill mastery in Frax, fact fluency in Reflex, and adaptive growth in Waggle) will be analyzed during PLC meetings and data chats. Student grouping for small group instruction will be adjusted every 2–3 weeks based on trends observed in the data, with intervention logs documenting changes and instructional focus. Administrative walkthroughs and Momentum Meeting/Data Chat check-ins will ensure that data is being used effectively to guide instruction and differentiate support within the classroom.

Action Step #2
Implementation of HMH Go Math core curriculum.

Person Monitoring:	**By When/Frequency:**
Shannon Sviben, Marie Turbush (K-3), Amy Rodriguez (4-8)	Bi-Weekly

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 HMH Go Math as the core curriculum across all classrooms, 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 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 #3

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

For the 2025–2026 school year, the school will focus on improving ELA and Math achievement for Students with Disabilities (SWD) by strengthening the use of accommodations, small group instruction, and progress monitoring aligned with IEP goals.
In the 2024–2025 school year:

- SWD scored 31% proficiency in ELA
- SWD scored 38% proficiency in Math

These scores indicate that SWD continue to perform significantly below their peers. Contributing factors include inconsistent implementation of accommodations, lack of targeted data use during instruction, and limited support for differentiation across content areas. Improving instructional delivery and targeted support for SWD is essential to closing achievement gaps.

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 SWD from 31% to 40%
Increase Math proficiency for SWD from 38% to 45%

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 Waggle, Reflex, Amplify, and Frax
- 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:
Teachers will provide small group, scaffolded instruction aligned with IEP goals, ensure proper implementation of accommodations, and use formative data to guide instructional decisions for SWD.

Rationale:
High-leverage practices such as differentiation and explicit instruction, when aligned with IEP goals and accommodations, are proven to improve achievement for students with disabilities.

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 Instruction and Support for SWD

Person Monitoring: | **By When/Frequency:**
Theresa Steelman | Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide targeted small group instruction aligned with IEP goals, ensure consistent implementation of accommodations across all instructional settings, and use ongoing progress monitoring to adjust instruction and supports for Students with Disabilities.

Action Step #2
Collaborative IEP Progress Monitoring

Person Monitoring: | **By When/Frequency:**
Theresa Steelman | 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 #4

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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

For the 2025–2026 school year, the school will focus on closing the achievement gap in ELA and math for Black/African American students by increasing culturally responsive instructional practices, ensuring equitable access to high-quality instruction, and using disaggregated data to guide targeted supports.

In the 2024–2025 school year:

- Black/African American students scored 44% proficiency in ELA
- Black/African American students scored 40% proficiency in Math

These scores reflect a persistent achievement gap when compared to overall school performance. Addressing this gap requires intentional instructional practices that validate students' backgrounds, increase engagement, and provide meaningful, standards-aligned learning experiences.

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 Black/African American students from 44% to 50%
Increase Math proficiency for Black/African American students from 40% to 47%

Monitoring

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

- Use formative assessments and adaptive program data (Waggle, Amplify, Reflex) to monitor subgroup growth
- Conduct lesson plan reviews to ensure representation and cultural relevance
- Monitor small group instruction through walkthroughs
- Discuss subgroup progress during data chats and Momentum Meetings with clear action planning

Person responsible for monitoring outcome

Shannon Sviben, Marie Turbush (K-3), and Amy Rodriguez (4-8)

Evidence-based Intervention:

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

Description of Intervention #1:

Teachers will integrate culturally relevant materials and real-world applications in instruction, provide small group support aligned with student needs, and use formative data to inform planning and intervention.

Rationale:

Culturally responsive instructional practices increases student engagement and academic achievement by affirming cultural identities, connecting learning to students' lived experiences, and promoting equity in instructional access.

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

Culturally responsive instructional practices

Person Monitoring:	**By When/Frequency:**
Marie Turbush (K-3), Amy Rodriguez (4-8)	Monthly

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

Teachers will integrate culturally relevant texts, learning tasks, and classroom discussions across all content areas to create inclusive learning environments that reflect the identities and experiences of Black/African American students. Instructional materials will be intentionally selected to promote representation, deepen engagement, and support academic identity, while fostering critical thinking and connection to real-world issues. Monitoring the Impact: Lesson plans will be reviewed monthly to ensure integration of culturally relevant materials. Classroom walkthroughs will include a focus on representation, student engagement, and instructional responsiveness to cultural backgrounds. Achievement data will be analyzed by subgroup and reviewed during monthly data chats to assess trends in academic progress and overall impact.

Action Step #2

Data-Driven Support and Monitoring

Person Monitoring:	**By When/Frequency:**
Shannon Sviben	Monthly

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

Hold monthly data chats, including a focus on subgroup performance to analyze progress of Black/African American students in ELA and math, identify learning gaps, and plan targeted instructional

responses, including small group supports and enrichment opportunities.

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.

Action to Be Taken:
 Implement a multi-tiered attendance support system that includes proactive family outreach, student attendance incentives, and early intervention for at-risk students. In the 2024–2025 school year, 55 out of 345 students (approximately 16%) were identified as being chronically absent, missing 10% or more of instructional days. To address this concern, the school will hold monthly attendance team meetings to review student data, identify root causes, and coordinate personalized support strategies. These strategies may include parent conferences, counselor check-ins, home visits, and referrals to community-based support services.

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 current attendance data from the 2024–2025 school year, 55 out of 345 students (approximately 16%) have been identified as chronically absent, defined as missing 10% or more of instructional days.
For the 2025–2026 school year, the school aims to achieve the following outcomes:
- Reduce the percentage of chronically absent students from 16% to 10% or lower by the end of the school year.
- Ensure 100% of identified chronically absent students receive documented interventions through the attendance support team.

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 track reductions in the number and percentage of students classified as chronically absent.
- Intervention logs will document family outreach efforts, support services provided, and follow-

up actions.
- Progress toward schoolwide attendance goals will be reviewed during administrative and leadership team meetings.
- Participation in engagement initiatives such as incentive programs, mentorship, and school-wide events will be tracked as indicators of improved student connection and 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 address chronic absenteeism. This approach includes: Tier 1: School-wide attendance incentives, positive messaging about attendance, and consistent communication with families Tier 2: Early identification of at-risk students, parent conferences, and check-ins with school counselors or attendance team members Tier 3: Intensive interventions for chronically absent students, including personalized attendance plans, home visits, community resource referrals, and wraparound services All strategies are data-driven and designed to proactively address barriers to attendance while strengthening relationships between school, families, and students.

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 Monitoring

Person Monitoring: **By When/Frequency:**
Sarah-Kate Smith   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
Promote Attendance Through Engagement Activities

Person Monitoring:	**By When/Frequency:**
Sarah-Kate Smith	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Launch school-wide attendance awareness campaigns and incentive programs to promote a positive attendance culture. This will include regular communication with families about the importance of attendance, visual displays of attendance progress, classroom-level recognition, and student rewards for improved or consistent attendance. These proactive efforts aim to prevent chronic absenteeism by increasing student motivation and family involvement.

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 ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

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

As a charter school operating independently from the district, we conduct internal reviews of our resource allocation to ensure alignment with the identified needs of our students. The school leadership team leads this process and includes collaboration with instructional staff, the ESE coordinator, and other support personnel.

We analyze academic and Early Warning System (EWS) data, subgroup performance, and stakeholder feedback to identify areas of need. Resource allocation decisions—such as staffing, instructional programs, intervention materials, and professional development—are reviewed during leadership meetings, School Improvement Plan (SIP) planning sessions, and budget reviews.

While we do not formally review resource usage with the district, this process allows us to make data-informed decisions that are responsive to our students' academic and socio-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 2024–2025 school year, several key needs were identified—including achievement gaps in ELA and Math for Students with Disabilities (SWD) and Black/African American students, as well as high rates of chronic absenteeism. In response, the school will allocate the following resources during the 2025–2026 school year:

1. Heggerty & CKLA (Grades K–5) | Amplify Reading (Grades 6–8)
   - Rationale: ELA achievement for SWD (31%) and Black/African American students (44%) was significantly below schoolwide averages. These evidence-based literacy programs align with the Science of Reading and support small group instruction.
   - Timeline: Implemented beginning of school year; monitored through PM1–PM3 and bi-weekly data chats.
2. HMH Go Math, Waggle, Reflex, and Frax (Grades K–8)
   - Rationale: Math proficiency declined overall and remains low for SWD (38%) and Black/African American students (40%). These resources provide adaptive, differentiated support aligned to B.E.S.T. standards.

- Timeline: Implemented at the beginning of the school year; monitored monthly through platform usage reports and formative assessments.

3. Attendance Incentive Program & Tiered Intervention Plans
- Rationale: In 2024–2025, 55 out of 345 students (16%) were chronically absent. Attendance directly impacts academic achievement, particularly for at-risk students.
- Timeline: Beginning August 2025, with monthly review of attendance data, student intervention logs, and incentive participation rates.

4. Professional Development in Differentiation, Culturally Responsive Instruction, and Small Group Practices
- Rationale: Instructional consistency and alignment to student needs were identified as growth areas. PD will target inclusive, equitable practices to close achievement gaps.
- Timeline: Ongoing throughout the year

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply. | **No**

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