

Brevard Public Schools

SCULPTOR 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

“Sculpting Young Minds to Shape the Future”

Provide the school's vision statement

Sculptor Charter School will develop culturally literate citizens, who are successful in the real world, by delivering a world class education in a collaborative environment.

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

Christine Quam

quam.chris@sculptorcharter.org

Position Title

Principal

Job Duties and Responsibilities

1. *Instructional and Academic Leadership*

This is the core of the principal's role: ensuring high-quality teaching and learning.

- **Vision and Mission:** Champion, implement, and protect the school's unique mission and vision as defined in its charter.
- **Curriculum and Instruction:** Oversee the selection, implementation, and evaluation of the curriculum for all grade levels (K–8). Ensure alignment with state standards while also incorporating the school's specific educational model (e.g., STEM-focus, Arts Integration, Project-Based Learning).

- **Data-Driven Decision Making:** Collect, analyze, and use student performance data (standardized tests, formative assessments, etc.) to drive instructional improvements, guide professional development, and report progress to the board and authorizer.
- **Teacher Observation and Coaching:** Regularly observe classroom instruction and provide actionable, constructive feedback to teachers to improve their practice. Implement a consistent teacher evaluation system.
- **Support for Diverse Learners:** Ensure the school provides effective support and compliant services for students with diverse needs, including those with Individualized Education Programs (IEPs), 504 plans, English Language Learners (ELLs), and gifted students.

2. School Culture and Student Support

The principal is the chief architect of the school's environment.

- **Positive School Culture:** Proactively establish and maintain a safe, positive, and inclusive school culture for students, staff, and families.
- **Student Discipline:** Develop, implement, and enforce a clear and consistent student code of conduct. Handle complex disciplinary issues with a focus on restorative practices and student growth.
- **Student Engagement:** Promote and oversee student activities, extracurricular programs, and school traditions that enhance the student experience across the wide K–8 developmental range.
- **Partnership with Families:** Establish strong, trusting relationships with parents and guardians through consistent communication, open-door policies, and opportunities for family involvement.

3. Staff Management and Professional Development

The principal acts as the head of Human Resources, responsible for building and leading the school's team.

- **Recruitment and Hiring:** Lead the recruitment, interviewing, and hiring of all teachers and staff. Charter schools often have significant autonomy in hiring decisions.
- **Staff Retention:** Create a professional and collaborative work environment that attracts and retains high-quality educators.
- **Professional Development:** Plan, lead, and procure relevant, ongoing professional development for staff that is aligned with the school's goals and student needs.
- **Performance Management:** Conduct staff evaluations, manage performance issues, and make difficult decisions regarding non-renewal or termination when necessary.

4. Operational and Financial Management

The principal is often the chief operating officer of the campus.

- **Budget Management:** Work closely with the governing board and/or a business manager to develop and manage the school's annual budget, ensuring fiscal responsibility and alignment of resources with academic priorities.

- **Facilities Oversight:** Ensure the school building and grounds are safe, clean, and conducive to learning. Manage facility maintenance, repairs, and usage schedules.
- **Compliance and Reporting:** Ensure the school complies with all applicable federal, state, and local laws, as well as the specific performance, reporting, and operational terms of its charter agreement. This is critical for the school's charter renewal.
- **Safety and Security:** Develop, implement, and regularly review comprehensive school safety, security, and emergency preparedness plans.

5. Governance, Community Relations, and Marketing

The principal is the public face of the school.

- **Board Relations:** Serve as the primary liaison to the school's governing board. Prepare detailed reports for board meetings, implement board policies, and work collaboratively with the board on strategic planning.
- **Authorizer Relations:** Manage the relationship with the school's charter authorizer (e.g., school district, university, state commission), ensuring all accountability requirements are met.
- **Enrollment and Marketing:** Develop and lead strategies to market the school to the community, attract new students, and meet enrollment targets.
- **Community Partnerships:** Build and maintain positive relationships with community members, local businesses, and other organizations to create partnerships that benefit the school.
- **Fundraising:** Depending on the school's structure, the principal may be actively involved in fundraising, grant writing, and donor cultivation efforts.

Leadership Team Member #2

Employee's Name

Rebecca Schell

schell.rebecca@sculptorcharter.org

Position Title

Teacher on Assignment/Interventionist

Job Duties and Responsibilities

- Assess student needs using data (test scores, teacher referrals)
- Help develop and implement intervention plans tailored to individual or small group needs in reading, math, or other core subject areas
- Provide targeted instruction outside of the general classroom to support skill development
- Monitor and track progress regularly using formative assessment
- Adjust interventions based on data and student performance
- Work closely with teachers to identify students needing support and share instructional strategies.

- Analyze academic data to identify trends and make evidence-based decisions

Leadership Team Member #3

Employee's Name

Kristen Young

young.kristen@sculptorcharter.org

Position Title

Testing Coordinator/AP on Assignment

Job Duties and Responsibilities

- Ensure that all students in K-8 take required state assessment and participate in other progress monitoring tools such as IReady and IXL
- Serve on the Leadership Team to discuss data and progress made towards achieving school goals

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.

Sculptor has a School Advisory Council which includes the Principal (myself), three teachers, five parents, a community member, and a board member. The purpose of the SAC is to serve as a vital bridge connecting the school's leadership with the broader community it serves. Its fundamental purpose is to bring together diverse stakeholders—parents, teachers, students, community members, and business leaders—to provide advice and support to the school principal in a collective effort to drive school improvement and enhance student achievement.

The SAC's overarching mission revolves around three key areas:

- **Fostering Shared Responsibility:** By creating a formal channel for community input, advisory councils champion the idea that the success of a school is a shared responsibility. They provide a structured forum for exchanging ideas, assessing student needs, and identifying local resources.
- **Advising on School Improvement:** The most common and critical function of a SAC is to

assist in the development, monitoring, and evaluation of the School Improvement Plan (SIP). This involves analyzing school data, identifying areas for growth, and providing recommendations on strategies and programs to boost academic success.

- **Enhancing Communication:** Councils act as a crucial two-way communication link. They disseminate information from the school to the wider community and, just as importantly, bring parent and community perspectives, concerns, and ideas back to the school's administration.

In Public Schools (e.g., as mandated in Florida)

In many public school systems, such as Florida's, SACs are required by law. In this context, their purpose is clearly defined and includes:

- **School Improvement Plan (SIP):** Assisting the principal in the preparation and evaluation of the SIP is a primary, legally mandated duty.

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)).

Monitoring and Revision of the School Improvement Plan (SIP)

Our School Improvement Plan (SIP) is a dynamic document designed to guide our efforts toward continuous improvement. The monitoring and revision process is cyclical, data-driven, and collaborative, ensuring we remain focused on effective implementation and responsive to the evolving needs of our students, particularly those in our greatest achievement gap populations.

Part 1: Regular Monitoring for Effective Implementation and Impact

Our monitoring process is multi-tiered and occurs at regular intervals throughout the school year. It is designed to answer two fundamental questions: "Are we implementing the plan with fidelity?" and "Is the plan having the desired impact on student achievement?"

A. Data Sources for Monitoring: We will utilize a balanced set of data points to create a comprehensive picture of our progress:

1. Student Achievement Data (Quantitative):

- **State-Mandated Assessments:** Florida Assessment of Student Thinking (FAST) Progress Monitoring 1, 2, and 3 results, End-of-Course (EOC) exams, and state science assessments. This data is our primary measure of success against Florida's B.E.S.T. Standards.
- **District and School-Based Assessments:** District-level benchmarks, curriculum-

based common formative assessments (CFAs), and diagnostic data from programs like i-Ready or IXL.

- **Classroom-Level Data:** Grade-level and subject-area assessments, exit tickets, and student work samples.

2. Implementation and Process Data (Qualitative & Quantitative):

- **Instructional Walkthroughs:** The Instructional Leadership Team (ILT) will conduct regular, non-evaluative walkthroughs to gather evidence of SIP strategy implementation in classrooms.
- **Professional Learning Community (PLC) Minutes/Logs:** Agendas and notes from weekly PLC meetings will document data analysis, instructional adjustments, and adherence to the plan.
- **Attendance and Discipline Data:** Rates of chronic absenteeism and disciplinary incidents will be monitored as key indicators of student engagement.

B. Monitoring Cadence and Process:

- **Weekly: Professional Learning Communities (PLCs)** will analyze short-cycle data (e.g., results from a common formative assessment). They will discuss student progress toward specific standards, identify students needing immediate intervention or enrichment, and adjust instructional strategies accordingly. A specific focus will be placed on the progress of students identified as being in the achievement gap.
- **Monthly: The Instructional Leadership Team (ILT)**, consisting of the principal, teacher on assignment (admin), instructional coach, interventionists, and teacher leaders, will meet to review school-wide data trends. They will analyze progress toward the SIP's measurable objectives, review walkthrough data to assess implementation fidelity, and identify any immediate needs for professional development or resource allocation.
- **Quarterly (Following FAST PM Windows):** A comprehensive data review day will be held with the entire instructional staff on an early dismissal Friday. On this day, we will conduct a deep dive into the school-wide results from the most recent FAST administration.

C. Specific Focus on the Achievement Gap:

Addressing the achievement gap is key to our school improvement. Our monitoring process ensures these students are never overlooked:

1. **Data Disaggregation:** All achievement data will be disaggregated by key subgroups as defined by the state, including Economically Disadvantaged, Students with Disabilities (SWD), English Language Learners (ELLs), and racial/ethnic groups.
2. **Targeted Tracking:** The ILT will maintain a data sheet that specifically tracks the performance of our lowest 25% of students and other identified gap populations against their peers and grade-level expectations.
3. **Root Cause Analysis:** During PLC and ILT meetings, when data shows a persistent gap, we will use a formal root cause analysis protocol (e.g., "5 Whys") to move beyond symptoms and

identify the underlying instructional or systemic barriers that need to be addressed.

A. The Central Role of the School Advisory Council (SAC):

As required by Florida Statutes, our SAC is the primary vehicle for stakeholder engagement in the SIP process.

- **Regular Agenda Item:** The SIP will be a standing agenda item at every SAC meeting. The principal will present the latest monitoring data (implementation and impact), broken down by student subgroups.
- **Structured Feedback:** The SAC will be formally consulted on the effectiveness of current strategies. They will review progress toward goals and provide critical feedback from parent and community perspectives, particularly concerning our students with the greatest needs.
- **Formal Approval of Revisions:** Any substantive mid-year revision or amendment to the SIP will be formally reviewed and approved by the SAC before being submitted to the district.

B. The Revision Cycle:

1. **Identify the Need:** Based on the quarterly data review, if a strategy is not being implemented correctly or is not yielding the expected results, the ILT will flag it for potential revision.
2. **Gather Broad Feedback:** In addition to the SAC, feedback will be solicited from other key stakeholders.
 - **Faculty/Staff:** Through anonymous surveys and focused discussions during staff meetings.
 - **Parents/Families:** Through parent-teacher conferences, MTSS meetings, and school-wide surveys.
 - **Students:** (For middle school grades) Through student focus groups and surveys.
3. **Propose and Vet Revisions:** The ILT will synthesize the monitoring data and stakeholder feedback to develop a proposed revision. This might involve modifying an action step, reallocating resources, or providing additional professional development.
4. **Amend the Plan:** The proposed revision, along with a clear rationale supported by data, will be presented to the SAC for discussion and approval.
5. **Communicate Changes:** Once a revision is adopted, it will be clearly communicated to all staff, students, and families, ensuring everyone understands the change and the reason behind it.

By embedding this continuous cycle of **Monitor-Analyze-Revise** into our school's culture, we ensure our School Improvement Plan remains a relevant, effective tool for driving academic achievement for all students.

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	21.0%
CHARTER SCHOOL	YES
RAISE SCHOOL	
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
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) ASIAN STUDENTS (ASN) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: B 2022-23: B 2021-22: A 2020-21: A

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	54	52	58	56	61	65	66	72	68	552
Absent 10% or more school days	0	9	7	14	4	11	13	14	10	82
One or more suspensions	0	2	0	4	0	3	3	3	3	18
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	1	0	0	0	1
Level 1 on statewide ELA assessment	2	4	9	2	5	4	7	5	2	40
Level 1 on statewide Math assessment	2	6	6	3	3	10	6	4	2	42
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	1	7	3	3	6	8	0	7	37
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	1	0	0	0	0	0	0	0	3

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	2	1	1	4	0	3	3	2	3	19

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	2	1	0	1	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	1	0	0	1

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										0
One or more suspensions	3		1	2	1	3	2		9	21
Course failure in English Language Arts (ELA)										0
Course failure in Math				1						1
Level 1 on statewide ELA assessment				4	12	11	16	4	9	56
Level 1 on statewide Math assessment				5	14	11	13	8	9	60
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	2		3						7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6			5	14					25

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						2			3	5

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	3									3
Students retained two or more times					1					1

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 CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	73	66	61	63	63	58	57	58	53
Grade 3 ELA Achievement	68	68	62	65	66	59	61	63	56
ELA Learning Gains	66	62	61	63	57	59			
ELA Lowest 25th Percentile	51	56	55	60	51	54			
Math Achievement*	67	66	62	58	64	59	59	62	55
Math Learning Gains	59	60	60	62	59	61			
Math Lowest 25th Percentile	56	54	53	64	54	56			
Science Achievement	60	66	57	52	61	54	54	61	52
Social Studies Achievement*	81	77	74	90	76	72	85	72	68
Graduation Rate		86	72		89	71		87	74
Middle School Acceleration	60	71	75	57	71	71	64	70	70
College and Career Acceleration		74	56		75	54		75	53
Progress of ELLs in Achieving English Language Proficiency (ELP)		59	61		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)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	641
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
64%	63%	63%	66%	63%		69%

* 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	46%	No		
Asian Students	90%	No		
Hispanic Students	67%	No		
Multiracial Students	69%	No		
White Students	63%	No		
Economically Disadvantaged Students	64%	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	73%	68%	66%	51%	67%	59%	56%	60%	81%	60%			
Students With Disabilities	38%		54%	45%	40%	59%	54%	31%					
Asian Students	80%				100%								
Hispanic Students	88%		79%		59%	43%							
Multiracial Students	74%		61%		71%	84%		57%					
White Students	70%	63%	66%	47%	66%	58%	55%	60%	82%	58%			
Economically Disadvantaged Students	72%		64%	65%	61%	58%	59%	58%	76%				

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	63%	65%	63%	60%	58%	62%	64%	52%	90%	57%			
Students With Disabilities	38%	40%	65%	60%	34%	58%	63%	15%					
Asian Students	80%		70%		100%	90%							
Hispanic Students	65%		60%		55%	64%		46%					
Multiracial Students	79%		83%		72%	71%		60%					
White Students	61%	65%	60%	59%	55%	60%	59%	52%	89%	57%			
Economically Disadvantaged Students	62%	45%	71%	68%	50%	61%	73%	35%	89%	59%			

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	57%	61%			59%			54%	85%	64%			
Students With Disabilities	30%				33%			23%					
Asian Students	54%				69%								
Hispanic Students	53%				59%			55%					
Multiracial Students	70%				67%								
White Students	57%	65%			58%			54%	83%	64%			
Economically Disadvantaged Students	50%	70%			49%			43%	89%	58%			

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	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	67%	58%	9%	57%	10%
ELA	4	71%	58%	13%	56%	15%
ELA	5	71%	60%	11%	56%	15%
ELA	6	75%	70%	5%	60%	15%
ELA	7	76%	62%	14%	57%	19%
ELA	8	72%	59%	13%	55%	17%
Math	3	70%	59%	11%	63%	7%
Math	4	65%	60%	5%	62%	3%
Math	5	52%	57%	-5%	57%	-5%
Math	6	85%	72%	13%	60%	25%
Math	7	70%	64%	6%	50%	20%
Math	8	46%	41%	5%	57%	-11%
Science	5	65%	60%	5%	55%	10%
Science	8	53%	53%	0%	49%	4%
Civics		81%	73%	8%	71%	10%
Algebra		72%	49%	23%	54%	18%
Geometry		57%	54%	3%	54%	3%

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 areas that showed the most improvement are ELA Achievement, Math Achievement, and Middle School Acceleration. The percent for ELA Achievement went from 57% in 2023, to 63% in 2024, and now 73% in 2025. In Math Achievement, the percentage went from 58% in 2024 to 67% in 2025. The actions that were taken that contributed to this success included having the school's Interventionist continue the small group instruction for the second year and creating additional small groups to support even more students, adding a second Interventionist mid-year, ensuring that teachers were creating and implementing PMPs with fidelity, coaching and mentoring teachers in providing interventions and differentiated support in the classrooms, providing training on the MTSS process, and implementing the IReady instructional component. Middle School students received differentiated instruction during a schedule RTI time and the teachers made a strong collaborative effort to motivate students and increase student engagement.

Lowest Performance

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

The lowest performance was in ELA, Math, and Science for the subgroup of SWD and ELA and Math for the Lowest 25%. Another data component that showed the lowest performance is the Lowest 25%, One possible contributing factor to the decline in achievement for the SWD subgroup was the turnover of teachers and school attendance.

Greatest Decline

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

In 2023, the SWD subgroup made significant gains overall increasing the federal percent of points index from under 41% to 67%; however, in SY 2024, this percent dropped to 45%. The SWD subgroup was the lowest performing out of all subgroups. The second greatest decline was the Lowest 25%, which decreased in ELA from 60% in SY2023 to 51% in SY2024. This group also decreased in Math from 64% in SY2023 to 56% in SY2024. As stated above, the turnover of teachers and school attendance were contributing factors.

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 component with the greatest gap when compared to the state average is ELA for the Lowest 25%, which was 4% lower than the state average. MS acceleration is the next biggest gap with the school being 3% lower than the state. The factors that likely contributed to these gaps were teacher turnover rate and student attendance.

EWS Areas of Concern

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

The EWS data reflects two potential areas of concern which are school attendance and the number of students who received a level 1 in Math. In SY2024, there were 82 students who were chronically absent and missed 10% or more of school. There were 60 students who scored a Level 1 on the FAST Math Assessment (grades 3-8) or the STAR Math Assessment (grades K-2).

Highest Priorities

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

School Attendance

ELA Achievement for Lowest 25%

Math Learning Gains

SWD subgroup Achievement in ELA, Math, and Science

MS Acceleration

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.

The ESSA subgroup of Students with Disabilities was below in the Federal Percent of Points Index in SY2021 and SY2022. In SY2023, that group made significant gains over 20%, bringing them above the 41%. In SY2024, this subgroup showed a decrease and is back to only 46%. Students in the Lowest 25%, which also includes some of the same students, struggled with only 38% passing in ELA, 40% passing in Math, and 31% passing in Science on the state FAST assessments. The schools BPIE indicates that improvement is needed in indicator #21, which states that all instructional and related services personnel use formative assessment processes and tools to gather, analyze and evaluate data about effective instruction and behavior interventions for all students with and without disabilities in general education and natural contexts. All teachers are trained in utilizing various forms of assessments including both formative and summative along with progress monitoring; however, some teachers, especially the less experienced ones, struggle with collecting enough data and not all teachers use the data to drive instruction. Students with Disabilities (SWD) often face unique and complex challenges in achieving academic success in ELA, Math, and Science. These challenges can stem from a variety of factors including disabilities, cognitive delays, behavioral or emotional disorders, and lack of appropriate instructional supports. Students in the lowest 25% often face similar challenges that hinder their academic progress. These students typically struggle with foundational literacy skills, including decoding, fluency, vocabulary, comprehension, and writing. Such difficulties can lead to a cycle of academic underperformance, affecting their confidence level and long-term educational outcomes. If students lack basic reading and writing skills, it makes it difficult for them to grasp more complex ELA concepts. Many of these students have been struggling since Kindergarten when the foundational skills were taught and the gap can continue to grow as the students move on to higher grade levels. Students in these groups often have disabilities such as Dyslexia, Eye Disorders, ADHD or Autism Spectrum Disorder. The challenges in mathematics for these students include difficulty with number sense and basic operations, multi-step problem solving, abstract reasoning, and working memory. In Science, these students tend to have limited background knowledge and vocabulary which impacts understanding of scientific concepts, being able to apply

learning to real-world situations, and challenges in reading and interpreting informational texts, charts, and graphs.

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.

The first measurable outcome that the school plans to achieve are for the ESSA subgroup of SWDs to increase in the Federal Percent of Points Index from 46% to 50% in SY2025. In addition, the Lowest 25% will increase student achievement from 38% to 50% in ELA, from 40% to 50% in Math, and from 31% to 40% in science.

Monitoring

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

Student progress will be monitored through state required assessments (FAST), IReady Progress Monitoring, and subject-specific common benchmark assessments. Administrators will conduct classroom observations and meet with grade level teams, monthly, to discuss data and provide targeted feedback to support instructional improvement.

Person responsible for monitoring outcome

Christine Quam-Principal and Rebecca Schell-TOA/Lead Interventionist

Evidence-based Intervention:

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

Description of Intervention #1:

Explicit Instruction: This highly structured and systematic method of teaching is one of the most consistently effective practices for improving academic outcomes. It involves the teacher clearly explaining concepts, modeling skills, providing guided practice, and offering immediate corrective feedback.

Rationale:

For students with learning disabilities and other academic challenges, targeted instructional approaches can make a significant difference. Explicit instruction is a teaching approach where teachers clearly explain and demonstrate a concept or skill, then guide students through practice, and finally provide opportunities for independent practice, all with frequent checks for understanding. It's characterized by a structured and systematic approach, focusing on clear communication and modeling, making it particularly beneficial for students who need structured learning or are at the novice/acquisition stage. Research, including numerous studies on how the effectiveness of this strategy on student with disabilities, has consistently shown that explicit instruction leads to significant learning gains. Reading: Improved phonemic awareness, phonics skills, reading fluency, vocabulary, and comprehension. Mathematics: Increased accuracy in math facts, better understanding of

computational procedures, and improved problem-solving abilities. Writing: Enhanced sentence construction, paragraph organization, and overall writing quality. Explicit Instruction is even more effective when blended with differentiated Instruction.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Differentiated Instruction: Recognizing that a one-size-fits-all approach is ineffective, differentiated instruction involves tailoring the content, process, product, and learning environment to meet the individual needs of students.

Rationale:

While broad in nature, effective differentiation, informed by ongoing assessment, can lead to increased student engagement and motivation. For students with learning disabilities and other academic challenges, targeted instructional approaches can make a profound difference. It can lead to greater mastery of grade-level standards as measured by standardized tests and classroom-based assessments and improved performance on curriculum-based assessments. Differentiated instruction shows evidence of positive effects on student learning, particularly for students with learning differences or those needing extra support. Research indicates that it can enhance engagement, academic achievement, and attitudes towards learning, especially when tailored to individual student needs and learning styles.

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

Quarter 1 & 2: Explicit Instruction and Differentiated Instruction PD and Data Analysis

Person Monitoring:

Principal, TOA/Interventionist/ Lead Teachers

By When/Frequency:

Daily, Weekly, and Monthly

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

The administrators, Interventionists, and ESE teachers will provide PD on how to effectively use Explicit Instruction and Differentiation in the classrooms. They will hold weekly and monthly meetings to discuss student data and use that data to place students into small groups for differentiated learning. Teachers will have a specified RTI time within the school day to provide even more focused and explicit instruction. Classroom walkthroughs and observations will take place to monitor the teachers while utilizing these practices.

Action Step #2

Quarter 3 & 4: PLC's and Vertical Team Meetings

Person Monitoring:

By When/Frequency:

Principal, TOA/Interventionist/Lead Teachers Weekly

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

The administrators, Interventionists, ESE teachers, and General Education teachers will work in Professional Learning Communities (PLCs) and vertical teams to monitor and evaluate student progress and determine the effectiveness of both Explicit and Differentiated Instruction. The PLCs will involve teachers within the same grade level or subject area collaborating to analyze student data, refine teaching practices, and set goals for improvement. The vertical teams will bring together teachers from different grade levels within the same subject area to discuss curriculum alignment, student progression, and instructional strategies across the grade levels.

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.

Chronic absenteeism, defined as missing 10% or more of the school year, regardless of the reason, is a critical issue affecting student learning gains and overall school performance. Students who are chronically absent miss essential instructional time, leading to significant gaps in knowledge and skills. This disruption hampers their ability to keep pace with the curriculum and can result in lower academic achievement. In addition, regular absences can impede the development of peer relationships and social skills. Students may feel isolated or disconnected from their school community, which can affect their emotional well-being and engagement. Chronic absenteeism is linked to higher dropout rates and diminished opportunities in higher education and employment. The cumulative effect of missed schooling can have lasting impacts on a student's future success in life. Addressing absenteeism is essential to ensuring all students have equal access to educational opportunities.

This was identified after looking at the prior year data where the number of students who were chronically absent increased significantly. In the school's history, chronic absenteeism was not as much of a concern with only a few students ever reaching that point. This year, approximately 15% or 82 students were chronically absent and missed more than 10% of school.

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.

The measurable outcome that the school plans to achieve is to reduce the percent of chronically absent students from 15% to less than 10% in SY2025.

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.

This Area of Focus will be monitored by administration, classroom teachers, and the front office attendance clerk. Although parents receive automatic notification via FOCUS when absences have reached a certain amount, administration will check FOCUS, weekly, to keep track of which students are already showing a pattern of missing significant amounts of school. The school will adhere to the district's policy as to which steps will be taken to address the concerns. This will include contacting the parents directly, having attendance meetings, and involving truancy or law enforcement when necessary. Efforts to reduce absenteeism will include engaging families and communities, fostering strong relationships between the school and families, and collaboration among staff to try and encourage better attendance. Supportive services will be in place to help families in need and communication will be sent throughout the school year to help families realize the importance of consistent school attendance and how it can impact learning.

Person responsible for monitoring outcome

Administration, Classroom Teachers, Front Office Attendance Clerk, and the school's Guidance Counselor.

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:

One evidence-based intervention that will be implemented to help achieve the measurable outcomes is Multi-Tiered System of Support for Attendance (MTSS-A). This framework uses proactive strategies and data monitoring to reduce chronic absenteeism. This system is already in place with academics and involves tracking data and using the strategies listed above to encourage better attendance. The MTSS team will meet when needed to develop interventions.

Rationale:

The MTSS-A is a more formal way to collect and track data. The data is then used to paint a more detailed picture of the causes for the behavior or lack of attendance and strategies that might work to correct the behavior. The team collaborates to develop appropriate interventions that will assist in finding a permanent solution to the problem. Multi-Tiered System of Supports (MTSS) is supported by a growing body of evidence demonstrating its effectiveness in improving academic and behavioral outcomes for students. MTSS utilizes a tiered framework with evidence-based practices to address the diverse needs of all learners, aiming to provide timely and effective support. Research indicates positive effects on student behavior, academic performance, attendance, and the overall school climate.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Weekly Tracking of attendance by Administration Contact and direct communication with parents MTSS meetings with administrators, teacher leadership team, classroom teachers, the SRO, and School Counselor School-wide communication throughout the year with families about attendance

Person Monitoring:

Christine Quam-Principal, Rebecca Schell-TOA,
and Carmen Totman-School Attendance Clerk

By When/Frequency:

Weekly

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

As stated above, the school staff named will implement the district's attendance policy and educate students and families on the policy. FOCUS will be used to track the attendance.

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 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.

No Answer Entered

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).

No Answer Entered

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