

Brevard Public Schools

Imagine Schools At West Melbourne School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	9
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	21
V. Reading Achievement Initiative for Scholastic Excellence	22
VI. Title I Requirements	26
VII. Budget to Support Areas of Focus	29

Imagine Schools At West Melbourne

3355 IMAGINE WAY, West Melbourne, FL 32904

<http://www.imaginewm.org>

School Board Approval

This plan was approved by the Brevard County School Board on 9/20/2023.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

We partner with parents to provide a rigorous learning experience with a focus on academic growth in a safe environment that emphasizes the values of community, student voice, and high expectations to give students a love of learning that will stay with them through school, university and beyond.

Provide the school's vision statement.

We inspire excellence in education through developing character and enriching minds of all students, becoming the leading school of choice in Brevard County.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
DeGonzague, Brian	Principal	Guide and Coordinate all Instructional and Operational Components of the School.
Davis, Billie Dee	Assistant Principal	Support in the guiding and coordinating of the instructional and operational components of the school.
Brothers, Kailee	Instructional Coach	Support the professional development of instructional staff
Koppelman, Molly	Teacher, K-12	Lead teacher with expertise in the area of mathematics. Support colleagues with best practices

Stakeholder Involvement and SIP Development

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. (ESSA 1114(b)(2))

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

SAC is utilized to provide guidance and advice. Parent, student, staff surveys are utilized to provide advice on areas for improvement and implementation.

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP is monitored on a monthly and quarterly basis around benchmark data collection times. SIP goals and action steps are revised on a monthly revision basis.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-6
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	53%
2022-23 Economically Disadvantaged (FRL) Rate	90%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 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.	2021-22: D 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	11	19	8	11	9	2	1	0	0	61	
One or more suspensions	0	1	4	1	1	4	0	0	0	11	
Course failure in English Language Arts (ELA)	0	1	1	7	2	0	1	0	0	12	
Course failure in Math	0	1	2	1	1	0	0	0	0	5	
Level 1 on statewide ELA assessment	0	0	0	17	12	6	1	0	0	36	
Level 1 on statewide Math assessment	0	0	0	16	19	16	2	0	0	53	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	12	19	13	6	2	2	0	0	66	

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	2	1	14	11	7	2	0	0	37

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	7	3	4	0	0	2	0	0	22
Students retained two or more times	0	0	0	1	0	0	1	0	0	2

Prior Year (2022-23) As Initially 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 days	4	21	14	15	21	10	3	0	0	88	
One or more suspensions	0	3	0	2	9	4	2	0	0	20	
Course failure in ELA	0	0	0	0	0	0	3	0	0	3	
Course failure in Math	0	0	0	0	0	0	3	0	0	3	
Level 1 on statewide ELA assessment	0	0	0	7	25	10	7	0	0	49	
Level 1 on statewide Math assessment	0	0	0	6	29	21	15	0	0	71	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	18	14	18	29	21	15	0	0	122	
	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	4	0	7	26	13	9	0	0	62

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	10	4	9	3	1	3	0	0	37
Students retained two or more times	0	0	0	0	2	0	0	0	0	2

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days	4	21	14	15	21	10	3	0	0	88	
One or more suspensions	0	3	0	2	9	4	2	0	0	20	
Course failure in ELA	0	0	0	0	0	0	3	0	0	3	
Course failure in Math	0	0	0	0	0	0	3	0	0	3	
Level 1 on statewide ELA assessment	0	0	0	7	25	10	7	0	0	49	
Level 1 on statewide Math assessment	0	0	0	6	29	21	15	0	0	71	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	18	14	18	29	21	15	0	0	122	
	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	4	0	7	26	13	9	0	0	62

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	10	4	9	3	1	3	0	0	37
Students retained two or more times	0	0	0	0	2	0	0	0	0	2

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that 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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	54	58	53	47	61	56	45		
ELA Learning Gains				50			47		
ELA Lowest 25th Percentile				40			42		
Math Achievement*	47	58	59	37	49	50	37		
Math Learning Gains				41			37		
Math Lowest 25th Percentile				32			45		
Science Achievement*	58	58	54	33	60	59	23		
Social Studies Achievement*					64	64			
Middle School Acceleration					51	52			
Graduation Rate					56	50			
College and Career Acceleration						80			
ELP Progress	52	54	59	63			58		

** 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.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	271
Total Components for the Federal Index	5

2021-22 ESSA Federal Index

Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	343
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 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%
SWD	26	Yes	2	2
ELL	52			
AMI				
ASN				
BLK	45			
HSP	49			
MUL	52			
PAC				
WHT	58			
FRL	51			

2021-22 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%
SWD	22	Yes	1	1
ELL	55			
AMI				
ASN				
BLK	34	Yes	1	
HSP	47			
MUL	46			
PAC				
WHT	47			
FRL	38	Yes	1	

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. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	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	54			47			58					52
SWD	27			20							3	
ELL	52			52							3	52
AMI												
ASN												
BLK	44			45			36				4	
HSP	49			47							4	50
MUL	58			46							2	
PAC												
WHT	58			47			69				4	
FRL	51			42			51				5	50

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	47	50	40	37	41	32	33					63
SWD	15	27	23	16	30							
ELL	52	79		26	54							63
AMI												
ASN												
BLK	34	53	42	24	27		23					
HSP	37	35		40	54							69
MUL	58	60		29	36							
PAC												
WHT	54	53	50	45	44	45	38					
FRL	42	40	32	31	40	25	22					70

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	45	47	42	37	37	45	23					58
SWD	14	50		17	29							
ELL	46	73		33	45							58
AMI												
ASN												
BLK	23	24		17	22		0					
HSP	49	85		41	50							56
MUL	70	67		48	50							
PAC												
WHT	48	41		44	38		14					70
FRL	44	46	50	34	43	53	17					53

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	66%	59%	7%	54%	12%
04	2023 - Spring	54%	61%	-7%	58%	-4%
06	2023 - Spring	50%	61%	-11%	47%	3%
03	2023 - Spring	53%	56%	-3%	50%	3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	45%	67%	-22%	54%	-9%
03	2023 - Spring	55%	60%	-5%	59%	-4%
04	2023 - Spring	52%	61%	-9%	61%	-9%
05	2023 - Spring	42%	55%	-13%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	59%	57%	2%	51%	8%

III. Planning for Improvement

Data Analysis/Reflection

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

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

Overall, SWD are scoring well below the school average and below other subgroups. Learning of the lowest quartile in reading and mathematics continues to be an area of concern. Science proficiency on the 2022 FSA for 5th grade was also a concern. Each of the data components showed great growth on PM3. We are awaiting final data.

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

2022 FSA data was well below expectations and demonstrates a great need for improvement in the areas of learning gains and learning gains of the lowest quartile. SWD data, based on Progress Monitoring data, shows a great need for improvement in proficiency percentage. Each of the data components showed great growth on PM3. We are awaiting final data.

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.

Lowest Quartile Reading and Mathematics and SWD are scoring well below the state average and below other subgroups. Learning of the lowest quartile in reading and mathematics continues to be an area of concern. Science proficiency on the 2022 FSA for 5th grade was also a concern. Each of the data components showed great growth on PM3. We are awaiting final data.

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

Science proficiency increased 5 percentage points and mathematics learning gains increased by 4 percentage points. These are 2021-2022 data points. Data increased significantly in 2023. We are awaiting final data.

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

Major areas of concern are in the areas of lowest quartile performance in reading and mathematics. Students that have reading deficiency and are in need of additional support.

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

Lowest Quartile Learning Gains
ESSA Subgroups: SWD, ELL
Teacher support for implementing interventions
Resources for intervention in reading and mathematics

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

SY21-22 FSA data shows 47% students performing at a proficiency (3+) compared to the state average 54% and the district average 61%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA proficiency will increase, as measured by FAST ELA Spring assessment from 47% to 52%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

- *STAR Progress monitoring (4x yearly) in Reading
- *STAR custom mastery assessments in reading for 3rd to 6th grade
- *FAST PM assessments in Reading

Person responsible for monitoring outcome:

Kailee Brothers (kailee.brothers@imagineschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

With the support and guidance of the literacy coach, guidance counselor, and Academic Consultant, teachers will analyze and disaggregate data to create small groups for instructional intervention by the classroom teacher and supported by the Data Coach that are fluid and are based on skills that were previously taught.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

With the support and guidance of the Instructional coach and guidance counselor, teachers will analyze and disaggregate data to create small groups for instructional intervention by the classroom teacher and supported by the Data Coach that are fluid and are based on skills that were previously taught. Intervention tools will be determined by the deficiency, but will include the use of 95%, LLI, and Foundations, and Lexia.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Title I Literacy Coach will establish collaborative planning calendar & Schedule for instructional staff.

Person Responsible: Kailee Brothers (kailee.brothers@imagineschools.org)

By When: 09/01/2023

Teachers will structure and will pull small groups of students to provide remediation for students that are not successful on common assessments.

Person Responsible: Brian DeGonzague (brian.degonzague@imagineschools.com)

By When: 9/15/2023

The Data Coach and Literacy Coach, with the support of an academic consultant will conduct data chat meetings with instructional staff to review benchmark data to ensure students are mastering the content. Students that are having difficulty mastering content will be assigned to their grade level interventionist for additional academic support.

Person Responsible: Kailee Brothers (kailee.brothers@imagineschools.org)

By When: 9/15/2023

Incorporate the guidance counselor through MTSS for students that are continuously having difficulty in reaching the mastery level after several attempts at remediation.

Person Responsible: Brian DeGonzague (brian.degonzague@imagineschools.com)

By When: 9/15/2023

Provide professional development opportunity for 10 teachers on the Science of Reading.

Person Responsible: Kailee Brothers (kailee.brothers@imagineschools.org)

By When: 5/1/2024

Purchase Foundations for grade 3 to increase the use of Foundations from grades K-2 to K-3.

Person Responsible: Kailee Brothers (kailee.brothers@imagineschools.org)

By When: 9/15/2023

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

SY23-24 data shows that the school has nearly 200 new students and 9 new classroom teachers. With the expanding growth, it is imperative that a positive culture and environment are established for new students and teachers to promote retention.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Teacher retention will be at or above 90% from the 2023-2024 to the start of the 2024-2025 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The school will provide staff surveys for culture and climate feedback on a quarterly basis.

Person responsible for monitoring outcome:

Kailee Brothers (kailee.brothers@imagineschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

With the support and guidance of the Literacy Coach, Data Coach, Principal and Assistant Principal, the Restorative Coach will support teachers with professional development in establishing a classroom culture that follows the school's Responsive Classroom structure. The Restorative Coach will support teachers with Tier I, Tier II, and Tier III, classroom management and behavioral support within the classroom. The Restorative Coach will also analyze and disaggregate behavior data to create small groups for behavioral intervention groups.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teacher feedback from the 2023 school year has shown that the greatest area of support requested by teachers is in the area of classroom management and behavioral support. In order to create a culture and climate of support, it is imperative that the staff and teachers have support to guide them in these areas.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Hire a Restorative Coach that will establish a professional development calendar & Schedule for instructional staff support in the areas of classroom management and behavior support.

Person Responsible: Brian DeGonzague (brian.degonzague@imagineschools.com)

By When: 8/15/2023

Hire a Restorative Coach, with the support of the Principal and Assistant Principal will conduct observations of classrooms to review classroom culture and climate to ensure teachers are equipped to utilize Responsive Classroom

Person Responsible: Brian DeGonzague (brian.degonzague@imagineschools.com)

By When: 9/1/2023

The Restorative Coach will provide coaching cycles to teachers that have requested or are showing a need for support in the areas of classroom management and behavior management.

Person Responsible: Brian DeGonzague (brian.degonzague@imagineschools.com)

By When: 9/15/2023

The Restorative Coach will assist teachers with data analysis of behavior data to support and implement Tier II and Tier III behavior interventions.

Person Responsible: Brian DeGonzague (brian.degonzague@imagineschools.com)

By When: 9/15/2023

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Three categories of ESSA scoring below the federal index of 41%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

All ESSA categories will score above the federal index of 41% according to the 2023-2024 state assessment results.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

- *STAR Progress monitoring (4x yearly) in Reading
- *STAR custom mastery assessments in reading for 3rd to 6th grade
- *FAST PM assessments in Reading

Person responsible for monitoring outcome:

Brian DeGonzague (brian.degonzague@imagineschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The school will provide after school tutoring for students in grades K-6 in Reading and Mathematics, targeting students that are within one of the three ESSA subgroups that performed below the federal index of 41%.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The school will offer the tutoring in Reading and Mathematics, utilizing research based intervention resources that are approved by the state of Florida in order to close the achievement gap shown from the three ESSA subgroups performing below the federal index of 41%.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Hire 5-6 after school tutors.

Person Responsible: Brian DeGonzague (brian.degonzague@imagineschools.com)

By When: 9/1/2023.

Train tutors to utilize the Science of Reading resources of Lexia and Foundations to support in Reading and iReady and Xtra Math for mathematics.

Person Responsible: Brian DeGonzague (brian.degonzague@imagineschools.com)

By When: 9/15/2023.

Purchase additional Foundations resources to support reading instruction.

Person Responsible: Kailee Brothers (kailee.brothers@imagineschools.org)

By When: 9/15/2023

Purchase Mathematics intervention resources to support math interventions.

Person Responsible: Kailee Brothers (kailee.brothers@imagineschools.org)

By When: 9/15/2023

Purchase math fluency resources to support math instruction.

Person Responsible: Kailee Brothers (kailee.brothers@imagineschools.org)

By When: 9/15/2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process to review school improvement funding allocations and ensure resources are allocated based on needs involves several key steps to effectively address the needs of schools identified as ATSI, TSI, or CSI under the Every Student Succeeds Act (ESSA) Section 1111(d)(1)(B)(4) and (d)(2)(C). Through this process, we aim to develop a comprehensive School Improvement Plan (SIP) that outlines interventions and activities to improve educational outcomes for our school.

Data Analysis and Identification of Needs:

Collect and analyze various data sources, including academic performance, student demographics, attendance, discipline records, and more.

Identify specific areas where the school is struggling, such as low proficiency in certain subjects, high absenteeism rates, or achievement gaps.

Determine whether the school is categorized as ATSI, TSI, or CSI based on ESSA guidelines.

Stakeholder Engagement:

Engage key stakeholders, including parents, teachers, administrators, community members, and tribal leaders (if applicable), to gather input on the school's challenges and needs.

Create a collaborative environment where different perspectives are considered and incorporated into the improvement plan.

Development of the School Improvement Plan (SIP):

Craft a comprehensive SIP that outlines specific interventions, activities, and strategies to address identified needs.

Clearly define goals, objectives, and performance indicators that will be used to measure progress.

Prioritize evidence-based practices and interventions that have proven effectiveness in addressing similar challenges.

Resource Allocation:

Determine the available resources, including funding, personnel, professional development opportunities, and

external partnerships.

Assess how these resources align with the identified needs and goals in the SIP.

Allocate resources strategically, ensuring they are targeted towards the interventions and activities that will have the greatest impact on student outcomes.

Equity Considerations:

Ensure that resource allocation is equitable, taking into account the specific needs of students from historically disadvantaged backgrounds, including ATSI students.

Address any disparities in resource distribution that could perpetuate existing inequities.

Monitoring and Evaluation:

Establish a system for monitoring the implementation of interventions and activities outlined in the SIP.

Regularly collect data on student progress and other relevant metrics to gauge the effectiveness of the strategies.

Make adjustments to the plan as needed based on ongoing data analysis and evaluation results.

Reporting and Transparency:

Communicate the SIP and its progress to all stakeholders, including parents, teachers, students, and the community.

Provide transparency about how resources are being allocated and how they contribute to achieving the goals set in the plan.

Continuous Improvement:

Foster a culture of continuous improvement by regularly reviewing the SIP and making adjustments based on lessons learned and changing circumstances.

Use feedback from stakeholders and the evaluation process to refine strategies and enhance outcomes over time.

By following these steps, schools identified as ATSI, TSI, or CSI can ensure that their improvement funding allocations are effectively utilized to address specific needs and create a more conducive learning environment for all students.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Imagine Schools at West Melbourne had 48% of 1st grade students scored below expectation on the 2022 Spring STAR benchmark in Reading. The School will address the disproportionate impact of the coronavirus on students experiencing homelessness, and children and youth in foster care by offering additional intervention opportunities. The school will be increasing the percentage of students that are offered Tier II style reading interventions on a daily basis. The school has already purchased a state approved literacy resource, Lexia, and will provide professional learning aligned to the FELDS and the B.E.S.T. ELA Standards grounded in the science of reading and include professional learning on evidence-based practices and programs. The school sent two instructional leaders to summer conferences to partner with State Regional Literacy Directors to provide services and supports to enhance reading interventions and targeted supports.

22-23 SY Data showed great growth. We are awaiting final data from the state.

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

Imagine Schools at West Melbourne had 61% of 3rd grade students scored below grade level on the 2022 FSA in ELA. The School will address the disproportionate impact of the coronavirus on students experiencing homelessness, and children and youth in foster care by offering additional intervention opportunities. The school will be increasing the percentage of students that are offered Tier II style reading interventions on a daily basis. The school has already purchased a state approved literacy resource, Lexia, and will provide professional learning aligned to the FELDS and the B.E.S.T. ELA Standards grounded in the science of reading and include professional learning on evidence-based practices and programs. The school sent two instructional leaders to summer conferences to partner with State Regional Literacy Directors to provide services and supports to enhance reading interventions and targeted supports.

22-23 SY Data showed great growth. We are awaiting final data from the state.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

The percentage of students at the Proficient Level or higher, as measured by the STAR ELA/Reading PM3 will increase to 50% or greater in grades Kindergarten through 2nd grade.

Grades 3-5 Measurable Outcomes

The percentage of students at the Proficient Level or higher, as measured by the FAST Assessment will increase from 47% to 52% or greater in grades 3 through 6.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

*STAR Progress monitoring (4x yearly) in Reading and Mathematics

*STAR custom mastery assessments in reading for 3rd to 6th grade

*FAST Benchmark Assessments

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

DeGonzague, Brian, brian.degonzague@imagineschools.com

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The school will be increasing the percentage of students that are offered Tier II style reading interventions

on a daily basis. The school has already purchased a state approved literacy resource, Lexia, and will provide professional learning aligned to the FELDS and the B.E.S.T. ELA Standards grounded in the science of reading and include professional learning on evidence-based practices and programs. The school sent two instructional leaders to summer conferences to partner with State Regional Literacy Directors in the Summer of 2022 to provide services and supports to enhance reading interventions and targeted supports.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The School will address the disproportionate impact of the coronavirus on students experiencing homelessness, and children and youth in foster care by offering additional intervention opportunities.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
The school send two instructional leaders to summer conferences to partner with State Regional Literacy Directors to provide services and supports to enhance reading interventions and targeted supports.	DeGonzague, Brian, brian.degonzague@imagineschools.com
The school will increase the percentage of students that are offered Tier II style reading interventions on a daily basis.	DeGonzague, Brian, brian.degonzague@imagineschools.com
The school will purchase a state approved literacy resource, Lexia, to utilize as an intervention tool to support closing the achievement gap.	DeGonzague, Brian, brian.degonzague@imagineschools.com
The school will provide professional learning for teachers aligned to the FELDS and the B.E.S.T. ELA Standards grounded in the science of reading and include professional learning on evidence-based practices and programs.	Brothers, Kailee, kailee.brothers@imagineschools.org
Imagine Schools at West Melbourne will hire 1 Restorative Coach to provide proactive behavioral support along with facilitating restorative practices with students. This support will allow for the school leadership team to provide additional guidance and coordination of the instructional program through consistent and explicit feedback to teachers.	DeGonzague, Brian, brian.degonzague@imagineschools.com
Imagine Schools at West Melbourne will hire an educational consultant to support and guide the instructional leadership team in implementing Professional Learning Communities (PLC's), Benchmark Mapping, developing mastery assessments, and analyzing data.	DeGonzague, Brian, brian.degonzague@imagineschools.com
Imagine Schools at West Melbourne will purchase mathematics manipulative resource kits for (25) classrooms that align with the BEST Benchmarks.	Brothers, Kailee, kailee.brothers@imagineschools.org
Imagine Schools at West Melbourne will purchase additional chrome books (30) for students to utilize to access reading and mathematics intervention resources.	DeGonzague, Brian, brian.degonzague@imagineschools.com
Imagine Schools at West Melbourne will purchase on campus professional development in the area of Social Emotional Learning.	Davis, Billie Dee, billiedee.davis@imagineschools.org
Imagine Schools at West Melbourne will recruit, train and deploy 6-8 reading and mathematics tutors for K-6 students. Imagine will prioritize hiring mathematics and reading tutors that are certified teachers.	DeGonzague, Brian, brian.degonzague@imagineschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))

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

The SIP and progress of the SIP will be shared and disseminated and to the extent practicable to all stakeholders through an on-campus publicly noticed meeting, through governing board meetings, through our family newsletter, and will be provided in a language a parent can understand.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Imagine Schools at West Melbourne has implemented the use of the Responsive Classroom in order to provide enrichment activities that contribute to a well rounded education. The Responsive Classroom is a

classroom that fosters a sense of belonging, significance, and fun through the use of specific "teacher language", logical consequences, and the morning meeting. Students begin each day in a positive way through the four components of the morning meeting: greeting, sharing, a group activity, and a morning message. Each component is aligned to current ELA state standards. The Responsive Classroom is designed to teach and reinforce good character, as well as provide opportunities to support academic excellence.

Imagine West Melbourne believes that the social-emotional well-being of the students is just as important

as the academic well being of the students. Imagine West Melbourne believes that with a strong community

and a sense of belonging, significance, and fun, students will be more capable of being academically successful.

Shared values are at the heart of who we want to be. Three particular values guide our work as an organization: Justice. Integrity. Fun.

Justice gives to each person what he or she deserves and what is appropriate. Justice requires doing all in

our power to ensure that every Imagine student has access to an outstanding education. Driven by the unique abilities and needs of each student, Imagine educators design instruction to equip all students to become successful learners. We align goals for each student and adult in our schools with what they need

and deserve.

Integrity means wholeness, or how things fit together. Integrity drives us to live and model consistent ethics

inside and outside the school. Integrity requires responsibility and accountability. It means every aspect of

what and how we teach is done with rigor and fidelity. We hold ourselves individually and collectively accountable for strong academic outcomes, with each individual fulfilling his or her responsibility so that all

students can succeed.

Fun means cultivating a Joy at Work environment in every school we operate. In our schools, each person has the opportunity to use his or her unique talents and experience to make important decisions contributing to the success of the school. Joy at Work combines integrity and justice with accountability for our decisions in order to achieve outstanding results for students and families.

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 III of the SIP. (ESSA 1114(b)(7)(ii))

The school intends on utilizing the SIP to strengthen the the academic program of the school for the 2023-2024 school year and beyond. The school will hire three coaches to support teachers with instructional planning, data analysis, intervention planning for the lowest quartile, classroom/behavior management professional development, and tiered intervention support for behavior management. The school will offer after-school tutoring support in the area of reading, targeting students in the lowest quartile. The school intends on providing science of reading training for 10 teachers to train teachers on best practices of reading and reading intervention. The school also intends on adding instructional resources in the areas of mathematics, mathematics intervention, and the science of reading.

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 ESSA, 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). (ESSA 1114(b)(5))

This plan aligns with the schools Title II and Title IV plans.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

The school employs a full time school counselor.

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. (ESSA 1114(b)(7)(iii)(II))

The school educates students of a variety of workforce options, specifically through the STEAM program.

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. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The school has hired a Restorative Coach to professionally develop teachers in the areas of classroom management and behavior management. The Restorative Coach also supports teachers in data collection and data analysis of problematic behaviors to guide and coordinate the development of a BIP.

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. (ESSA 1114(b)(7)(iii)(IV))

Monthly professional development is offered by the onsite coaches, along with collaborative planning and data analysis on a weekly basis. Teachers are also supported through coaching cycles on an as needed basis.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The school offers transitional support through Kindergarten Round-up events. These events assist preschool families in the transition from early childhood education programs to our elementary school program.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA				\$160,461.66
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	131	6515 - Imagine Schools At West Melbourne	UniSIG		\$92,923.12
			<i>Notes: Instructional (Literacy & Data) Coach Salary - 1 full position, 1 Split Funded with Title II & Title IV</i>			
	6300	210	6515 - Imagine Schools At West Melbourne	UniSIG		\$5,000.00
			<i>Notes: Instructional Coach Retirement - 2 positions</i>			
	6300	220	6515 - Imagine Schools At West Melbourne	UniSIG		\$7,329.40
			<i>Notes: Instructional Coach FICA - 2 positions</i>			
	6300	232	6515 - Imagine Schools At West Melbourne	UniSIG		\$18,429.14
			<i>Notes: Instructional Coach Medical Ins - 2 positions</i>			
	6400	312	6515 - Imagine Schools At West Melbourne	UniSIG		\$36,780.00
			<i>Notes: Science of Reading Professional Development - 10 teachers</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$58,010.63
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	6300	131	6515 - Imagine Schools At West Melbourne	UniSIG		\$44,230.84
			<i>Notes: Restorative Coach Salary</i>			
	6300	210	6515 - Imagine Schools At West Melbourne			\$2,499.90
			<i>Notes: Restorative Coach Retirement</i>			
	6300	220	6515 - Imagine Schools At West Melbourne			\$4,096.56
			<i>Notes: Restorative Coach FICA</i>			
	6300	220	6515 - Imagine Schools At West Melbourne			\$7,183.33
			<i>Notes: Restorative Coach Medical Insurance</i>			
3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$42,801.46
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	520	6515 - Imagine Schools At West Melbourne	UniSIG		\$3,221.46
			<i>Notes: Foundations resource for 3rd & additional resources for growing enrollment.</i>			
	6300	250	6515 - Imagine Schools At West Melbourne	UniSIG		\$500.00
			<i>Notes: Math fluency resource</i>			
	6300	250	6515 - Imagine Schools At West Melbourne	UniSIG		\$4,080.00
			<i>Notes: Math intervention resource</i>			
	5900	120	6515 - Imagine Schools At West Melbourne			\$35,000.00
			<i>Notes: Salaries for after school tutors</i>			
					Total:	\$261,273.75

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes