The School District of Palm Beach County

PALM BEACH PREPARATORY CHARTER ACADEMY



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Palm Beach Preparatory Charter Academy provides a safe, supportive, student-centered environment in which every middle and high school student receives rigorous standards-aligned instruction, targeted intervention, meaningful relationships, and college, career, and life-readiness opportunities.

Provide the school's vision statement

PBPCA will be a high-performing, equitable college - and career-preparatory community where all students demonstrate measurable academic growth, graduate with a clear postsecondary pathway, and develop the character, confidence, and skills needed to thrive.

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

Dr. Simone A. Todd

stodd@pbpca.com

Position Title

Principal

Job Duties and Responsibilities

The Principal of Palm Beach Preparatory Charter Academy provides instructional, operational, and strategic leadership for a CSI-designated middle and high school. Responsibilities include leading School Improvement Plan (SIP) implementation; overseeing Title I, UniSIG, and grant compliance; monitoring student achievement, attendance, and graduation outcomes; supervising instruction and

staff development; managing budgets and school operations; coordinating MTSS, ESE, ESOL, safety, and threat assessment processes; and fostering strong family and community partnerships to ensure academic success and continuous school improvement.

Leadership Team Member #2

Employee's Name
Yarnell Williams

ywilliams@pbpca.com

Position Title
Assistant Principal

Job Duties and Responsibilities

Provides instructional leadership to support curriculum implementation aligned with PBPCA, state, and district standards. Collaborates with school leaders to monitor instruction, support teacher growth, and improve student achievement. Oversees admissions, PBIS, discipline, attendance, MTSS, school safety, threat assessment, professional development, new teacher support, and assessment administration. Serves as MTSS Lead and maintains strong partnerships with families, staff, and community stakeholders.

Leadership Team Member #3

Employee's Name
KENSHADRA SMITH

ksmith@pbpca.com

Position Title
Testing Coordinator

Job Duties and Responsibilities

Maintains assessment calendars and dashboards; disaggregates achievement, subgroup, graduation, and usage data.

Leadership Team Member #4

Employee's Name
REGAENA JONVILLE ODOMS

rodoms@pbpca.com

Position Title
Academic Advisor/Graduation Coach

Job Duties and Responsibilities

Monitors credits, graduation pathways, acceleration, college/career planning, and student success plans.

Leadership Team Member #5

Employee's Name
Karina Runge

krunge@pbpca.com

Position Title
Parent Liaison

Job Duties and Responsibilities

Coordinates PFEP/SWP dissemination, capacity-building events, communications, surveys, and required evidence.

Leadership Team Member #6

Employee's Name
Jaqueline Howard

jhoward@pbpca.com

Position Title
Reading Interventionist

Job Duties and Responsibilities

Deliver targeted intervention, maintain student logs, monitor progress, and support collaborative planning.

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.

PBPCA involved the leadership team, teachers, staff, parents, students, families, governing-board representatives, and community partners through meetings, PLCs, surveys, student focus groups,

and Title I/family events. Stakeholders reviewed Federal Index, assessment, subgroup, attendance, graduation, acceleration, and EWS data. Their feedback shaped the SIP goals, interventions, professional learning, family supports, monitoring procedures, and use of Title I and UniSIG resources.

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)).

Dr. Todd and Ms. Williams will lead weekly and monthly reviews of assessments, intervention participation, attendance, course performance, walkthroughs, graduation progress, and subgroup results. PLCs will review disaggregated data biweekly, and leadership will evaluate progress toward SIP goals quarterly. Strategies will be adjusted when students or subgroups miss two consecutive targets. Progress and proposed revisions will be shared with staff, students, families, the governing board, and community stakeholders for feedback and continuous improvement.

Throughout the planning process, feedback loops parent family nights, school advisory councils, and regular consultations with the charter office ensured transparency and continuous refinement of the plan. Stakeholders input directly shaped the SIP’s focus on reading and math intervention, credit recovery, and instructional support, ensuring the plan reflects the unique needs and aspirations of the Palm Beach Prep community.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **6-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**ALTERNATIVE EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)*** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL IMPROVEMENT RATING HISTORY	**2025-26:** **2024-25: COMMENDABLE** **2023-24: COMMENDABLE** **2022-23:** **2021-22: COMMENDABLE**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										0
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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

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

Current Year 2026-27

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										0
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

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

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

The number of students retained:

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

2. Grades 9-12 (optional)

Current Year (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	19	44	108	352	523
Absent 10% or more school days	4	34	81	310	429
One or more suspensions	2	11	28	14	55
Course failure in English Language Arts (ELA)	2	14	41	42	99
Course failure in Math	5	16	46	42	109
Level 1 on statewide ELA assessment	3	25	42	111	181
Level 1 on statewide Algebra assessment	4	3	18	78	103

Current Year (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	5	34	74	183	296

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	[]	[]	[]	[]	0
One or more suspensions	[]	[]	[]	[]	0
Course failure in English Language Arts (ELA)	[]	[]	[]	[]	0
Course failure in Math	[]	[]	[]	[]	0
Level 1 on statewide ELA assessment	[]	[]	[]	[]	0
Level 1 on statewide Algebra assessment	[]	[]	[]	[]	0

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	5	34	74	183	296

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	[]	[]	[]	[]	0
Students retained two or more times	[]	[]	[]	[]	0

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	4	65	62	17	62	59	4	58	55
Grade 3 ELA Achievement									
ELA Learning Gains	21	60	59	35	59	58	33	60	57
ELA Lowest 25th Percentile		57	55		58	56		59	55
Math Achievement*	3	54	52	0	50	49	8	45	45
Math Learning Gains		44	45		46	47		46	47
Math Lowest 25th Percentile		43	44		47	49		48	49
Science Achievement	12	78	74	24	77	72	32	71	68
Social Studies Achievement*	14	77	76	20	73	75	27	71	71
Graduation Rate	48	95	94	49	93	92	59	91	90
Middle School Acceleration									
College and Career Acceleration	15	75	74	14	71	69	10	71	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					49	52		42	49

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	17%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the FPPI	117
Total Components for the FPPI	7
Percent Tested	74%
Graduation Rate	48%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
17%	23%	25%	19%	11%	5%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	14%	Yes	3	3
English Language Learners	12%	Yes	7	7
Black/African American Students	19%	Yes	7	7
Hispanic Students	16%	Yes	7	7
White Students	43%	No		
Economically Disadvantaged Students	16%	Yes	7	7

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	4%		21%		3%			12%	14%		48%	15%	
Students With Disabilities	0%		15%		0%			0%	9%		70%	6%	
English Language Learners	0%				0%				0%		45%	15%	
Black/African American Students	20%				9%			8%	8%		57%	12%	
Hispanic Students	2%		23%		3%			12%	13%		42%	16%	
White Students											60%	25%	
Economically Disadvantaged Students	6%		18%		5%			11%	12%		48%	14%	

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	17%		35%		0%			24%	20%		49%	14%	
Students With Disabilities	9%		30%		0%			9%	7%		72%	6%	
English Language Learners	13%		25%		0%			17%	10%		37%	8%	
Black/African American Students					0%			21%	18%		49%	17%	
Hispanic Students	18%		24%		0%			29%	18%		49%	15%	
White Students											64%		
Economically Disadvantaged Students	17%		35%		0%			23%	19%		49%	15%	

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	4%		33%		8%			32%	27%		59%	10%	
Students With Disabilities					10%				8%		80%	0%	
English Language Learners	0%				20%						38%	18%	
Black/African American Students					12%				40%		59%	0%	
Hispanic Students	4%		33%		8%			27%	24%		57%	12%	
White Students											91%	20%	
Economically Disadvantaged Students	3%		39%		7%			29%	25%		58%	9%	

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	7%	60%	-53%	60%	-53%
ELA	10	2%	65%	-63%	61%	-59%
Biology	11	11%	52%	-41%	52%	-41%
Biology	12	9%	27%	-18%	34%	-25%
Algebra	11	7%	31%	-24%	27%	-20%
Algebra	12	17%	11%	6%	23%	-6%
Geometry	11	0%	29%	-29%	26%	-26%
Geometry	12	2%	8%	-6%	19%	-17%
History	11	8%	77%	-69%	75%	-67%
History	12	11%	36%	-25%	56%	-45%
Civics	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Mathematics achievement increased from 0% in 2024–25 to 3% in 2025–26, the largest positive change among the reported achievement components. College and career acceleration also increased from 14% to 15%. The school expanded targeted mathematics intervention, tutoring, progress monitoring, and collaborative planning. During 2026–27, these actions will be strengthened through standards-based reteaching, protected intervention time, and biweekly review of common assessment results.

Lowest Performance

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

Mathematics achievement was 3%, the lowest achievement result, followed closely by ELA achievement at 4%. Contributing factors include substantial unfinished learning, inconsistent attendance, course failure, limited assessment participation, and the need for more consistent Tier 1 instruction and intervention dosage. Although the 2026 School Improvement Rating showed mathematics learning gains of 65%, those gains have not yet translated into sufficient grade-level proficiency.

Greatest Decline

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

ELA learning gains declined from 35% in 2024–25 to 21% in 2025–26, a 14-point decrease. ELA achievement also declined from 17% to 4%. The decline is associated with chronic absenteeism, uneven participation in intervention and tutoring, inconsistent use of standards-aligned formative assessment, and mobility and credit-recovery needs. Leadership will use shorter data cycles, student-level intervention plans, and fidelity checks to respond earlier.

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.

Science achievement and social studies achievement each trailed the state by 62 percentage points: science was 12% compared with 74% statewide, and social studies was 14% compared with 76% statewide. College and career acceleration was 15% compared with 74% statewide, a 59-point gap. The school will strengthen disciplinary literacy, standards-aligned instruction, EOC preparation, and participation in acceleration pathways.

EWS Areas of Concern

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

Attendance and multiple-risk indicators are the most urgent EWS concerns. Of 523 students, 429 (82.0%) were absent at least 10% of school days, and 296 (56.6%) had two or more early warning indicators. Course failures affected 99 students in ELA and 109 in mathematics. These patterns threaten credit attainment, assessment performance, and on-time graduation.

Highest Priorities

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

1. Increase attendance and student engagement. 2. Improve ELA achievement and learning gains through targeted intervention. 3. Improve mathematics achievement through targeted intervention. 4. Increase graduation and college/career acceleration. 5. Improve outcomes for ELL, Black, Hispanic, and economically disadvantaged students while raising testing participation to at least 85%.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

The 2025-26 Federal Index identifies ELA as a critical instructional need. Schoolwide ELA achievement was 4% and ELA learning gains were 21%. Grade 9 ELA achievement was 7% and grade 10 was 2%. Students with Disabilities (SWD), English Language Learners (ELL), Black students, Hispanic students, and economically disadvantaged students require explicit, differentiated literacy support. Low literacy performance also limits success in science, social studies, credit attainment, graduation, and postsecondary preparation.

Instructional Priority

Teachers will deliver explicit, systematic, and differentiated literacy instruction aligned to grade-level standards, using evidence-based reading strategies to strengthen vocabulary, comprehension, writing, and analysis of complex texts. Instruction will include targeted small-group interventions, scaffolded supports, and frequent use of formative assessment data to identify and address learning gaps for Students with Disabilities (SWD), English Language Learners (ELL), Black students, Hispanic students, economically disadvantaged students, and other students requiring additional literacy support. Teachers will integrate literacy strategies across all content areas to improve reading comprehension, academic vocabulary, and written communication, ensuring students can successfully access science, social studies, and other grade-level coursework while increasing opportunities for credit attainment, graduation, and postsecondary readiness.

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.

Student Learning Outcome:

Mid Year January 2027

Increase the percentage of students meeting the winter ELA benchmark-growth target to at least

50%; raise projected ELA achievement to at least 12% and projected ELA learning gains to at least 28%. Each subgroup below 41% will show at least 4 percentage points of projected ELA component improvement.

End of Year June 2027
Increase ELA achievement from 4% to at least 20% and ELA learning gains from 21% to at least 35%. At least 70% of students receiving targeted ELA intervention will meet their individual growth target, and each subgroup below 41% will improve its ELA component performance by at least 8 percentage points.

Teacher Practice/Coaching Outcome:

Mid Year January 2027
By January, 80% of ELA teachers will demonstrate at least 80% fidelity on walkthrough indicators for standards alignment, explicit modeling, checks for understanding, small-group differentiation, and subgroup-specific scaffolds. Each ELA teacher will complete at least two documented coaching/PLC cycles.

End of Year June 2027
By June, 90% of ELA teachers will demonstrate at least 85% fidelity on the same indicators and complete at least four documented coaching/PLC cycles. At least 90% will use common-assessment and subgroup data to reteach or regroup within ten school days.

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

The Data/Testing Coordinator will maintain a student-level dashboard disaggregated by SWD, ELL, race/ethnicity, economic disadvantage, grade, course, attendance, and graduation cohort. Teachers will administer weekly common formative assessments; PLCs will analyze standards mastery every two weeks; Reading Plus, tutorial, and intervention dosage will be checked monthly; administrators will conduct monthly walkthrough fidelity reviews; and the graduation team will complete nine-week credit, course-passing, acceleration, and cohort reviews. Each quarter, leadership will calculate subgroup FPPI projections and compare actual progress with the targets above. A subgroup or student missing two consecutive checkpoints will receive a revised intervention group, increased instructional dosage, family conference, and/or MTSS problem-solving review within ten school days.

Person responsible for monitoring outcome
Dr. Simone A. Todd, Principal; Mrs. Yarnell Williams, Assistant Principal; Nicole Toussaint-Prince, Data Specialist; Gecica Tibert, ESE Coordinator; ESE teachers; Jacqueline Howard, Lead English

Teacher, Testing Coordinator; Ms. Smith

Evidence-based Intervention:

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

Description of Intervention #1:

PBPCA will use benchmark-aligned ELA instruction, explicit modeling, gradual release, frequent checks for understanding, actionable feedback, data-driven small groups, Reading Plus, Direct Instruction, Master Class content, certified/third-party tutoring, and structured collaborative planning. SWD students will receive standards-linked scaffolds, documented accommodations, and ESE/general-education co-planning. ELL students will receive explicit academic-language and vocabulary instruction, visual supports, structured student talk, and comprehensible-input strategies. Black, Hispanic, and economically disadvantaged students below benchmark will receive priority access to tutoring, mentoring, and intervention. The Academic Coach and Lead English Teacher will model lessons and conduct coaching cycles. Implementation will be verified through lesson plans, walkthroughs, intervention rosters, platform reports, student work, coaching logs, and progress-monitoring data.

Rationale:

The selected practices directly address low achievement and subgroup performance by increasing instructional clarity, practice time, feedback, and intervention dosage. They also align funded personnel and resources to the lowest accountability components and create short monitoring cycles for timely adjustment.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Create ELA Student Profiles and Intervention Groups

Person Monitoring:

Data Specialist; Lead English Teacher; ELA/ESE teachers

By When/Frequency:

September 2026; update after each benchmark

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

Action and monitoring: Identify students below benchmark by standard, grade, and subgroup; document accommodations, language needs, intervention dosage, and individual growth targets. Evidence: Subgroup rosters, diagnostic profiles, benchmark reports, and intervention schedules.

Action Step #2

Deliver Protected ELA Intervention

Person Monitoring:
Lead English Teacher; ELA/ESE teachers; Academic Coach

By When/Frequency:
Weekly through June 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action and monitoring: Provide small-group/direct instruction, Reading Plus practice, tutoring, ESE accommodations, ELL language scaffolds, and disciplinary literacy support based on current data.
Evidence: Lesson plans, attendance and dosage logs, platform reports, student work, and CFA results.

Action Step #3
Run Data and Coaching Cycles

Person Monitoring:
Mrs. Williams; Academic Coach; Lead English Teacher

By When/Frequency:
PLCs biweekly; coaching and fidelity review monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action and monitoring: Analyze CFAs and student work, model or co-plan high-leverage practices, and reteach, regroup, or increase dosage after two missed checkpoints.
Evidence: PLC minutes, coaching logs, walkthrough data, action records, and follow-up assessment results.

Area of Focus #2

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

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)

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 official 2025–26 Federal Index identifies a schoolwide instructional need: Overall FPPI was 17%, with economically disadvantaged students below the 41% target.

Instructional Priority

Teachers will deliver explicit, systematic, and differentiated literacy instruction aligned to grade-level standards, using evidence-based reading strategies to strengthen vocabulary, comprehension, writing, and analysis of complex texts. Instruction will include targeted small-group interventions, scaffolded supports, and frequent use of formative assessment data to identify and address learning gaps for Students with Disabilities (SWD), English Language Learners (ELL), Black students, Hispanic students, economically disadvantaged students, and other students requiring additional literacy support. Teachers will integrate literacy strategies across all content areas to improve reading

comprehension, academic vocabulary, and written communication, ensuring students can successfully access science, social studies, and other grade-level coursework while increasing opportunities for credit attainment, graduation, and postsecondary readiness.

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.

Student Learning Outcome:

Mid Year January 2027

By January 2027, each subgroup below 41% will improve projected FPPI by at least 4 points; at least 50% of targeted students in each subgroup will meet winter benchmark-growth targets; testing participation will reach at least 82%; and White students will remain at or above 43%.

End of Year June 2027

By June 2027, SWD will increase from 14% to at least 24%, ELL from 12% to at least 22%, Black students from 19% to at least 27%, Hispanic students from 16% to at least 24%, and economically disadvantaged students from 16% to at least 24%. White students will reach at least 45%. Testing participation will reach at least 85%.

Teacher Practice/Coaching Outcome:

Mid Year January 2027

By January, 80% of instructional staff will use the subgroup dashboard in monthly data cycles; 85% of students below benchmark will have a current subgroup-responsive support plan; and every core teacher will complete at least one documented coaching cycle focused on subgroup-responsive practice.

End of Year June 2027

By June, 90% of instructional staff will demonstrate at least 85% fidelity on subgroup-responsive walkthrough indicators; 100% of targeted student plans will be reviewed at least every nine weeks; and every core teacher will complete at least three documented coaching cycles with evidence that data changed instruction, grouping, or dosage.

Monitoring

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

The Data/Testing Coordinator will maintain a student-level dashboard disaggregated by economic disadvantage, grade, course, attendance, and graduation cohort. Teachers will administer weekly

common formative assessments; PLCs will analyze standards mastery every two weeks; Reading Plus, Study Island, tutorial, and intervention dosage will be checked monthly; administrators will conduct monthly walkthrough fidelity reviews; and the graduation team will complete eight-week credit, course-passing, acceleration, and cohort reviews. Each quarter, leadership will calculate subgroup FPPI projections and compare actual progress with the targets above. A subgroup or student missing two consecutive checkpoints will receive a revised intervention group, increased instructional dosage, family conference, and/or MTSS problem-solving review within fifteen school days.

Person responsible for monitoring outcome
Dr. Todd; Mrs. Williams; Data Specialist; Academic Coach; ESE Coordinator; ELL/ESOL designee; lead teachers; classroom/ESE teachers; Social Worker; graduation/MTSS team; Testing Coordinator, Ms. Smith.

Evidence-based Intervention:

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

Description of Intervention #1:
PBPCA will use standards-aligned core instruction, explicit modeling, frequent checks for understanding, actionable feedback, data-driven small groups, Reading Plus, Study Island, certified/third-party tutoring, credit recovery, graduation monitoring, and structured collaborative planning. Economically disadvantaged students will receive priority access to small grouping, mentoring, attendance case management, device/connectivity support when allowable and needed, acceleration counseling, and family outreach. The Academic Coach and lead teachers will model lessons and conduct rotational cycles; the Data Specialist will produce subgroup rosters and dashboards. Implementation will be verified through lesson plans, walkthroughs, rosters, platform reports, student work, PLC logs, family-contact records, and progress-monitoring data.

Rationale:
The selected practices directly address low achievement and subgroup performance by increasing instructional clarity, practice time, feedback, and intervention dosage. They also align funded personnel and resources to the lowest accountability components and create short monitoring cycles for timely adjustment.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

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

Action Step #1
Implement a Consistent Benchmark-Aligned ELA Framework and Data-Driven Groups

Person Monitoring:
Data Specialist; ESE Coordinator; ELL/ESOL designee; lead teachers

By When/Frequency:
By September 2026; update monthly and after each benchmark

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action and monitoring: Use explicit modeling, gradual release, guided practice, independent application, and frequent checks for understanding. Use FAST, diagnostic, formative, and classroom assessment data to create instructional groups aligned to student skill gaps. Review groups biweekly and adjust after each benchmark or two unsuccessful checkpoints.
Evidence: Standards-aligned lesson plans, student profiles, subgroup rosters, data-grouping records, CFA results, student work, walkthroughs, and PLC adjustment notes.

Action Step #2
Deliver Targeted Literacy Interventions and Subgroup Supports

Person Monitoring:
Academic Coach; lead teachers; classroom/ESE teachers; Social Worker

By When/Frequency:
Weekly implementation; coaching monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action and monitoring: Provide Reading Plus, Direct Instruction, Master Class content, and certified/third-party tutoring for students below benchmark. Embed standards-aligned SWD scaffolds/accommodations through ESE-general education collaboration. Provide ELL academic vocabulary, visual supports, structured discussion, and comprehensible input. Prioritize Black, Hispanic, and economically disadvantaged students for tutoring, mentoring, and targeted intervention.
SWD: Standards-linked accommodations, explicit/scaffolded instruction, ESE-general education co-planning, IEP progress monitoring, and targeted tutoring.
ELL: Language objectives, explicit academic vocabulary, visual supports, structured talk, comprehensible input, and ESOL-aligned family communication.
Black students: Equitable access to advanced and intervention opportunities, culturally responsive examples, mentoring, frequent feedback, and bias-aware data review.
Hispanic students: Targeted ELA/math support, culturally responsive instruction, accessible family outreach as needed, mentoring, and graduation monitoring.
White students: Maintain access to rigorous instruction, acceleration counseling, and early intervention when below benchmark.
Economically disadvantaged students: Priority tutoring, mentoring, attendance case management, device/connectivity assistance when allowable, acceleration counseling, and barrier-removal referrals.
Evidence: Intervention schedules and rosters, Reading Plus/platform usage, tutoring logs, accommodation and language-support checks, ESE co-planning records, mentoring logs, family contacts, student work, and progress-monitoring results.

Action Step #3
Establish Coaching Cycles and Monitor Implementation

Person Monitoring:
Mrs. Williams; Dr. Todd; Data Specialist; MTSS/graduation team

By When/Frequency:
PLCs biweekly; leadership monthly; FPPI projection quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action and monitoring: The Academic Coach and Lead English Teacher will lead coaching cycles that

include lesson modeling, observation, feedback, and follow-up. Leadership will review lesson plans, walkthroughs, intervention documentation, student work, coaching logs, platform reports, and subgroup progress. When a subgroup misses two checkpoints, revise instruction, grouping, dosage, family outreach, or MTSS support within ten school days.
Evidence: Coaching calendars/logs, observation feedback, follow-up walkthroughs, lesson-plan reviews, projected FPPI, PLC minutes, platform usage, intervention records, benchmark results, course passing, credits, graduation, and testing participation.

Area of Focus #3

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Mathematics is the lowest 2025–26 Federal Index achievement component at 3%. Grade-level results show Algebra 1 achievement of 7% in grade 11 and 17% in grade 12, while Geometry achievement was 0% in grade 11 and 2% in grade 12. These results show a need for prerequisite-skill recovery, explicit concept development, standards-aligned practice, and frequent progress monitoring, especially for SWD, ELL, Black, Hispanic, and economically disadvantaged students.

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.

Student Learning Outcome:

Mid Year January 2027

By January, at least 50% of students receiving targeted mathematics intervention will meet the winter benchmark-growth target, and projected mathematics achievement will reach at least 12%. Each subgroup below 41% will improve its projected mathematics component by at least 4 points where calculable.

End of Year June 2027

| Increase mathematics achievement from 3% to at least 20%. At least 70% of targeted students will meet their individual benchmark-growth target, and each subgroup below 41% will improve its mathematics component by at least 8 points where calculable.

Teacher Practice/Coaching Outcome:

Mid Year January 2027

By January, 80% of mathematics teachers will demonstrate at least 80% fidelity in explicit modeling, worked examples, visual representations, checks for understanding, error analysis, and differentiated small groups. Each teacher will complete at least two documented coaching/PLC cycles.

End of Year June 2027

By June, 90% of mathematics teachers will demonstrate at least 85% fidelity and complete at least four coaching/PLC cycles. At least 90% will respond to common-assessment data through documented reteaching, regrouping, or increased intervention within ten school days.

Monitoring

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

The Data Specialist will maintain Algebra and Geometry standards-mastery dashboards disaggregated by course and subgroup. Teachers will administer weekly checks for understanding and common formative assessments; mathematics PLCs will analyze data biweekly; Study Island/ tutorial/intervention usage will be reviewed monthly; and administrators will complete monthly walkthroughs. Students missing two consecutive checkpoints will be regrouped or receive increased intervention within ten school days.

Person responsible for monitoring outcome

Dr. Todd; Mrs. Williams; Data Specialist; Cornelia Mitchell, Academic Coach; mathematics lead/ teachers; ESE teachers; intervention personnel.

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:

PBPCA will use explicit mathematics instruction with worked examples, visual and concrete representations, error analysis, academic vocabulary, cumulative review, small-group reteaching, Study Island, certified/third-party tutoring, and structured collaborative planning. SWD students will receive documented accommodations and scaffolded representations; ELL students will receive language supports and visual models; other affected subgroups below benchmark will receive priority tutoring and mentoring. Evidence will include lesson plans, common assessments, student work, walkthroughs, intervention rosters, platform reports, and coaching logs.

Rationale:

The intervention addresses both unfinished prerequisite learning and low course-level standards mastery. Frequent formative assessment and explicit instruction allow teachers to identify misconceptions quickly, provide targeted practice, and adjust instructional dosage before students reach state assessments.

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

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

Action Steps to Implement:

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

Action Step #1
Build Mathematics Diagnostic Profiles

Person Monitoring:
Data Specialist; math lead; math/ESE teachers

By When/Frequency:
By September 2026; update after each benchmark

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action and monitoring: Identify prerequisite and course-standard gaps by student and subgroup and assign standards-based intervention groups.
Evidence: Diagnostic reports, profiles, rosters, and schedules.

Action Step #2
Deliver Protected Mathematics Intervention

Person Monitoring:
Math/ESE teachers; intervention personnel; Academic Coach

By When/Frequency:
Weekly through June 2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action and monitoring: Provide explicit small-group instruction, tutoring, Study Island practice, accommodations, language scaffolds, worked examples, and error analysis.
Evidence: Lesson plans, dosage and attendance logs, platform reports, student work, and CFA results.

Action Step #3
Analyze common assessments biweekly and conduct monthly fidelity reviews, then reteach, regroup, or increase dosage after two unsuccessful checkpoints.

Person Monitoring:
Mrs. Williams; Data Specialist; Academic Coach; math lead

By When/Frequency:
PLCs biweekly; coaching/fidelity monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action and monitoring: Review CFAs and student work; model and co-plan practices; reteach, regroup, or increase dosage after two missed checkpoints.
Evidence: PLC minutes, coaching logs, walkthroughs, action records, and follow-up results.

Area of Focus #4

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

Graduation/Acceleration specifically relating to Acceleration, Graduation

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.

In the 2025-26 Early Warning System baseline, 429 of 523 students (82.0%) were absent 10% or more of school days, and 296 students had two or more warning indicators. Chronic absence reduces instructional time, course passing, credits, assessment growth, and graduation likelihood and is a cross-cutting barrier for the subgroups below the federal threshold.

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.

Student Learning Outcome

Midyear Goal January 2027

By January, reduce the chronic-absence rate from 82.0% to no more than 74.0%; reduce students with two or more EWS indicators from 296 to no more than 267; and improve attendance among SWD, ELL, Black, Hispanic, and economically disadvantaged students receiving intensive supports by at least 5 percentage points.

End of Year Goal June 2027

By June, reduce chronic absence to no more than 67.0%; reduce students with two or more EWS indicators to no more than 237; and improve attendance for students in the five identified subgroups receiving intensive supports by at least 10 percentage points.

Teacher Practice/Coaching Outcome Instructional Practice

Midyear Goal January 2027

By January, 95% of teachers/staff will complete accurate daily attendance coding and same-day referral/outreach procedures; 85% of Tier 2/3 students will have a current attendance success plan and assigned case manager; and 80% of case managers will document weekly check-ins. Staff will complete at least one coaching/calibration cycle on attendance procedures.

End of Year Goal June 2027

By June, 98% of teachers/staff will meet daily coding and same-day response expectations; 95% of Tier 2/3 students will have current plans; and 90% of case managers will document weekly check-ins and nine-week outcome reviews. Staff below fidelity will complete targeted coaching and demonstrate improvement at the next monthly audit.

Monitoring

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

Attendance will be disaggregated weekly for SWD, ELL, Black, Hispanic, White, and economically disadvantaged students. Staff will complete daily coding and same-day outreach, weekly EWS and case-management review, two-week trend checks, monthly subgroup and implementation-fidelity reviews, and nine-week analysis linking attendance with course passing, credits, assessment growth, and graduation status. Students missing two consecutive targets will move to a higher support tier within five school days.

Person responsible for monitoring outcome

Mrs. Yarnell Williams, Assistant Principal, with Dr. Simone A. Todd, Principal; Vernon Jackson, Social Worker; Nicole Toussaint-Prince, Data Specialist; attendance/MTSS team; academic advisor; teachers; case managers; and family-engagement staff.

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:

PBPCA will use a tiered attendance and engagement system.

Rationale:

Tier 1 includes clear expectations, relationship-building, recognition, accurate coding, and same-day family contact. Tier 2 includes staff case managers, weekly check-ins, attendance success plans, mentoring, tutoring, barrier problem-solving, and family conferences. Tier 3 includes individualized MTSS plans, social-work and community referrals, counseling/mental-health referral as appropriate, flexible academic recovery, credit-recovery coordination, and weekly administrator review.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Validate Rosters and Assign Cases

Person Monitoring:	**By When/Frequency:**
Mrs. Williams; Data Specialist; attendance/MTSS team	By September 2026; weekly

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

step:
Action and monitoring: Validate attendance and multiple-indicator rosters by subgroup and grade; assign a case manager and support tier to every Tier 2/3 student.
Evidence: Roster, case assignments, attendance baseline, and tier record.

Action Step #2
Implement Attendance Success Plans

Person Monitoring:
Case managers; Social Worker; teachers; family-engagement staff

By When/Frequency:
Begin within five school days of identification; check in weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action and monitoring: Conduct student and family conferences, identify barriers, establish measurable two-week attendance goals, connect tutoring/mentoring and referrals, and document same-day outreach.
Evidence: Success plans, contact logs, check-in records, referrals, attendance trends, and student voice.

Action Step #3
Audit Staff Practice and Escalate Supports

Person Monitoring:
Mrs. Williams; Dr. Todd; attendance/MTSS and graduation teams

By When/Frequency:
Fidelity monthly; outcomes every nine weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action and monitoring: Audit daily coding, outreach, success-plan currency, and case-manager check-ins. Coach staff who miss expectations. Escalate student supports after two unsuccessful checkpoints and examine effects on attendance, course passing, credits, assessment growth, and graduation.
Evidence: Monthly fidelity report, coaching log, escalation record, nine-week EWS/outcome report, and subgroup trends.

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.

Attendance and Student Engagement. In the 2025–26 EWS baseline, 429 of 523 students (82.0%) were absent 10% or more of school days and 296 students had two or more warning indicators. Chronic absence reduces instructional time, credit attainment, assessment growth, and graduation likelihood and is a cross-cutting barrier for the five subgroups below the federal target.

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.

Student Learning Outcome

Midyear Goal January 2027

Reduce the chronic-absence rate from 82.0% to no more than 74.0%; reduce the number of students with two or more Early Warning System (EWS) indicators from 296 to no more than 267; and improve attendance for Students with Disabilities (SWD), English Language Learners (ELL), Black, Hispanic, and economically disadvantaged students receiving intensive supports by at least 5 percentage points.

End of Year Goal May 2027

Reduce the chronic-absence rate from 82.0% to no more than 67.0%; reduce the number of students with two or more EWS indicators from 296 to no more than 237; and improve attendance for SWD, ELL, Black, Hispanic, and economically disadvantaged students receiving intensive supports by at least 10 percentage points.

Teacher Practice/Coaching Outcome

Midyear Goal January 2027

At least 85% of teachers will implement attendance-support practices, including reviewing attendance data during Professional Learning Communities (PLCs), conducting regular student check-ins, documenting family outreach, and collaborating with the attendance/EWS team to develop supports for students with attendance concerns.

End of Year Goal May 2027

At least 90% of teachers will consistently implement attendance-monitoring and student-engagement strategies. Implementation will be evidenced through PLC documentation, family-contact and attendance-intervention records, student support plans, coaching documentation, and classroom walkthroughs demonstrating practices that promote student belonging, engagement, and regular attendance.

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.

Attendance will be disaggregated weekly for SWD, ELL, Black, Hispanic, and economically disadvantaged students. Staff will complete daily attendance coding and same-day outreach, weekly EWS review, two-week trend checks, monthly subgroup reviews, and nine-week analysis linking

attendance with course passing, credits, assessment growth, and graduation status. Students missing two consecutive attendance targets will move to a higher tier within five school days.

- Teachers review attendance data and identify students needing support.
- Teachers conduct regular check-ins with identified students.
- Teachers document parent/guardian communication and support efforts.
- Students have access to mentoring, academic support, and connections with trusted adults.
- Teachers collaborate with the attendance team/EWS team to monitor progress and adjust interventions.

Person responsible for monitoring outcome
Mrs. Yarnell Williams, Assistant Principal, with Dr. Simone A. Todd, Principal; Vernon Jackson, Social Worker; Nicole Toussaint-Prince, Data Specialist; the attendance/MTSS team; academic advisor; teachers; and family-engagement staff.

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:
PBPCA will use a tiered attendance and engagement system. Tier 1 includes clear expectations, relationship-building, recognition, accurate coding, and same-day family contact. Tier 2 includes staff case managers, weekly student check-ins, attendance success plans, mentoring, academic tutoring, transportation/technology problem solving, and family conferences. Tier 3 includes individualized MTSS plans, social-work and community referrals, counseling/mental-health referral as appropriate, flexible academic recovery, credit-recovery coordination, and weekly administrator review.

Rationale:
The plan addresses lost instructional time as a root cause of low achievement, graduation, and subgroup FPPI. It combines rapid outreach, trusted-adult relationships, barrier removal, academic recovery, and frequent data review using staff and services already available at PBPCA.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

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
Review student and subgroup progress weekly; intensify supports after two unsuccessful checkpoints and evaluate attendance, course-passing, credit, and graduation effects every nine weeks.

Person Monitoring:
Mrs. Williams/Data Specialist/attendance team; case managers/social worker/family-engagement staff; Dr. Todd and MTSS/graduation team.

By When/Frequency:
Complete rosters and case assignments by September 2026; begin attendance plans within five school days of identification; monitor weekly through June 2027.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Subgroup roster validation and case assignment; attendance conferences and success plans; weekly review, escalation, and nine-week outcome evaluation.
Same-day outreach is documented for absent students, with repeated concerns escalated according to the attendance protocol.
Daily attendance is entered accurately and reviewed before the established cutoff time.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

The SIP, SWP, PFEP, and approved UniSIG budget will be posted on the school website, reviewed during staff/PLC and SAC/Title I meetings, shared through Smore newsletters and family messages, and made available in print upon request. Key updates will be written in family-friendly language and translated or interpreted when practicable. Quarterly progress summaries will report implementation, student outcomes, and budget status.

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)).

The school will build relationships through two-way communication, family conferences, capacity-building workshops, STEAM Night, newsletters, surveys, student celebrations, and referrals to community resources. The parent liaison will maintain invitations, agendas, sign-ins, materials, evaluations, and interaction evidence. The SIP and PFEP will be made publicly available at https://pbpca.com/.

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)).

Plans to Strengthen the Academic Program

Palm Beach Preparatory Charter Academy (PBPCA) will strengthen its academic program by implementing data-driven instruction focused on improving English Language Arts (ELA), Mathematics, attendance, graduation outcomes, and school culture. Based on 2025-26 CSI status and learning gains data, teachers will provide standards-aligned instruction, differentiated learning, and frequent progress monitoring through FAST, classroom assessments, and data reviews. Students with academic deficiencies will receive Tier II and Tier III interventions through MTSS, including small-group instruction, tutoring, credit recovery, and individualized support plans. The school will increase learning time through intervention and enrichment periods, extended learning opportunities, and technology-based personalized learning programs. Professional learning communities, instructional coaching, and ongoing professional development will support effective instructional practices and accelerate student achievement, learning gains, and college and career readiness.

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)).

Palm Beach Preparatory Charter Academy (PBPCA) will strengthen its academic program by implementing data-driven instruction focused on improving English Language Arts (ELA), Mathematics, attendance, graduation outcomes, and school culture. Based on 2025-26 CSI status and learning gains data, teachers will provide standards-aligned instruction, differentiated learning, and frequent progress monitoring through FAST, classroom assessments, and data reviews. Students with academic deficiencies will receive Tier II and Tier III interventions through MTSS, including small-group instruction, tutoring, credit recovery, and individualized support plans. The school will increase learning time through intervention and enrichment periods, extended learning opportunities, and technology-based personalized learning programs. Professional learning communities, instructional coaching, and ongoing professional development will support effective instructional practices and accelerate student achievement, learning gains, and college and career readiness.

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)).

PBPCA provides counseling, school-based mental health services, mentoring, social-emotional learning, behavior support, and family engagement activities to support student well-being. Students receive individualized support through counselors, social workers, MTSS teams, and community partnerships. These services help students develop self-management, decision-making, communication, resilience, and interpersonal skills necessary for academic success and lifelong achievement.

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)).

PBPCA prepares students for postsecondary success through career exploration, workforce readiness activities, CTE programs, dual enrollment opportunities, industry certifications, college and career counseling, and graduation planning. Students receive guidance on college admissions, financial aid, career pathways, and employability skills to increase readiness for postsecondary education, training programs, military service, and workforce participation.

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)).

PBPCA implements a schoolwide MTSS framework that includes proactive behavior supports, social-emotional learning, restorative practices, counseling, attendance monitoring, and targeted interventions. Student data is reviewed regularly to identify needs and provide Tier I, II, and III supports. Services are coordinated with ESE programs and IDEA requirements to ensure students receive appropriate behavioral and academic interventions.

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)).

PBPCA provides ongoing professional learning focused on standards-based instruction, data analysis, MTSS, classroom management, differentiated instruction, literacy, mathematics, and student engagement. Teachers participate in PLCs, coaching cycles, data chats, and collaborative planning. Recruitment and retention efforts include mentoring, professional growth opportunities, leadership development, and support for high-need instructional areas.

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)).

Not Applicable. Palm Beach Preparatory Charter Academy serves students in grades 6–12 and does not operate an early childhood or elementary program. Therefore, strategies related to preschool transition are not applicable to the school's grade configuration.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

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

As a CSI school, PBPCA collaborates with the district, school leadership team, instructional staff, and stakeholders to review student achievement, attendance, behavior, and graduation data. Resource allocation is evaluated through regular data reviews, SIP monitoring meetings, MTSS processes, and budget planning sessions to ensure funding, personnel, interventions, and instructional supports are aligned to identified student needs and school improvement priorities.

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).

PBPCA will utilize Title I, CSI, and other available funding to support instructional personnel, intervention programs, tutoring, credit recovery, progress monitoring tools, professional development, technology resources, and student support services. Resource decisions are based on 2025-26 data showing low ELA and Mathematics learning gains, chronic absenteeism, and graduation concerns. Implementation and monitoring will occur throughout the 2026-27 school year through monthly data reviews and quarterly progress evaluations.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Uploaded Budget	Graduation/Acceleration - Acceleration - Graduation	5100/390	UNISIG	1.0	57, 510.00
Charter School Reimbursement Non FEFP - Teacher Salaries: Certified teacher will serve as a graduation coach, monitoring students' progress toward graduation and ensuring students receive necessary supports to achieve on-time graduation with an emphasis on attendance and engagement initiatives. 1.0 FTE = $57,510.					
Uploaded Budget	Graduation/Acceleration - Acceleration - Graduation	5100/390	UNISIG	1.0	50, 000.00
Charter School Reimbursement Non FEFP - Other Support Personnel Salaries: Behavioral Health Professional will support the behavioral and mental health needs of students through a continuum of supports that include prevention, intervention, and intensive strategies that meet the needs of individual students. 1.0 FTE = $50,000.					
Uploaded Budget	Graduation/Acceleration - Acceleration - Graduation	5100/390	UNISIG	1.0	50, 000.00
Charter School Reimbursement Non FEFP - Other Support Personnel Salaries: Community Language Facilitator (Haitian Creole and Spanish) will assist in removing communication barriers with families and strengthen family involvement. 1.0 FTE = $50,000.					
Uploaded Budget	Graduation/Acceleration - Acceleration - Graduation	5100/390	UNISIG	0.0	12, 050.00
Charter School Reimbursement Non FEFP - Benefits: Benefits accompany each regular salary at 7.65% FICA.					
Uploaded Budget	Instructional Practice - ELA	5100/390	UNISIG	0.0	8, 440.97
Charter School Reimbursement Non FEFP - Supplies for classroom use: Paper - case - (15 x $55.24), Dry Erase white boards - personal size 10 pack (10 x $31.39), Dry Erase markers sets - 36 packs (7 x $28.71), chart paper - adhesive for anchor charts - 6 packs of lined (5 x $109), chart paper - adhesive for anchor charts - 4 packs (5 x $93.99), student folders for portfolios (700 x $2.49), 1 inch student binders - 4 packs (175 x $22.49), crates to store student portfolios - 12 pack (2 x $94), Dry Erase board erasers - 24 pack (2 x $25), pencils - presharpened 144 box (7 x $22.32), pink erasers 1 box ($9.56) = $8,440.97.					
Uploaded Budget	Instructional Practice - ELA	5100/390	UNISIG	0.0	15, 000.00
Charter School Reimbursement Non FEFP - Rentals - Online Subscription: Savvas MyPerspectives site license for students in grades 6-12 to support reading intervention. 1 annual site license for appx 700 students = $15,000.					
Uploaded Budget	Instructional Practice - ELA	5100/390	UNISIG	0.0	8, 140.00
Charter School Reimbursement Non FEFP - Computer Hardware Noncapitalized: Keyboard/ mice combinations (220 x $19) and headphones (220 x $18) to support the use of the Savvas MyPerspectives online subscription = $8,140.					
Uploaded Budget	ESSA Subgroups - Economically Disadvantaged Students (FRL)	5100/390	UNISIG	0.0	30, 000.00
Charter School Reimbursement Non FEFP - Professional/Technical Services - Educational					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Contract: Third party tutors will provide specialized instructional support to identified students. Annual contract (not a sub-agreement) = $30,000. Vendor is bid awarded through RFP.					
Total	Uploaded Budget				231, 140.97
Plan Budget Total					**231, 140.97**