Passport School

2024-25

School Improvement Plan (SIP)

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SIP Authority and Purpose

(5221 Curry Ford Rd Orlando, Florida 32812)

(www.passportcharter.org)

School Board Approval

This plan was approved by the local School Board on (date).

SIP Authority

Section (s.) 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 United States Code (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, 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.

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 but has one or more subgroups with a Federal Index below 41%.
Targeted Support and Improvement (TSI)
A school not identified for 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 for 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 Section 1111(d) requires that each school identified for ATSI, TSI and CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), 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 and addresses use of resources through the implementation of the plan. The targeted support and improvement plan for schools identified as ATSI and TSI must be approved and monitored by the school district. The comprehensive support and improvement plan or SIP for schools identified as CSI must be approved by the school district and Department. The Department must monitor and periodically review the implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), at www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESEA components for a targeted or comprehensive support and improvement plan required for traditional public and public charter schools identified as ATSI, TSI and CSI, 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 applicable corresponding sections in the Department's SIP template may address the requirements for 1) Title I schools operating a schoolwide program (SWP), pursuant to ESEA 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 applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B: School Leadership, Stakeholder Involvement & SIP Monitoring	ESEA 1114(b)(2)-(3)	
I-D: Early Warning System	ESEA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-E: Needs Assessment/Data Review	ESEA 1114(b)(6)	6A-1.099827(4)(a)(2)
III-A: Data Analysis/Reflection	ESEA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESEA 1114(b)(7)(A)(I)-(iii)	6A-1.099827(4)(a)(5)-(9)
VI: Title I Requirements	ESEA 1114(b)(2)(4)-(5), (7)(A)(iii)(I)-(V), (7)(B) ESEA 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. The printed version in CIMS represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

A. School Mission and Vision

The mission of the Passport School, Inc. is to provide instruction to students in Kindergarten through 8th grade based on the individual needs of children in an inclusive environment where children with disabilities are educated with their non-disabled peers. The school will achieve its mission through low student teacher ratios, cooperative learning, multi-sensory-hands-on-learning, frequent assessment and extensive networking with parents, faculty, administration, staff, friends and businesses within the community

The Core Philosophy of the Passport School, Inc. is to provide an inclusive environment where children can strive to be successful and learn to accept each other's differences while working together. Faculty, staff, administrators and parents will work together to provide academic and social guidance

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Membership:
Identify the name, email, position title and job duties/responsibilities **as they relate to SIP implementation** for each member of the school leadership team**:**

Name	Email Address	Title	Job Duties and Responsibilities
Osvaldo Garcia	ogarcia@passportcharter.org	Principal	Run the day to day operations operation of the school

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. (ESEA Section 1114(b)(2))

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

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. (ESEA Section 1114(b)(3))

After its development at the beginning of the school year, the SAC committee will meet every quarter and evaluate the progress the school is making toward the school improvement plans goals. The committee is composed of parents, school administration and teachers representatives.The school has two committees involved in the schools progress and development:

Parent Teacher Organization (PTO)
Parent Teacher Organization (PTO) is an organization that works on bringing together parents, teachers, and sometimes students within a particular school or school district, usually for fund-raising, building parent involvement and community at school and other activities relating to the welfare of the school.

The School Advisory Council (SAC)
The School Advisory Council (SAC) is a team of people representing various segments of the community–parents, teachers, students, administrators, support staff, business/ people and other

interested community members. The purpose of a SAC is to assist in the preparation and evaluation of the improvement plan and to assist the principal with the annual school budget and the School Improvement Plan.

C. Demographic Data (pre-populated)

2024-25 Status (per MSID File)	<mark>Active</mark>/Closed
School Type and Grades Served (per MSID File)	Elementary/Middle/High School/<mark>Combination</mark>
Primary Service Type (per MSID File)	K-12/Alternative/ESE Center
2023-24 Title I School Status	<mark>Yes</mark>/No
2023-24 Minority Rate	90.1%
2023-24 Economically Disadvantaged (FRL) Rate	100%
Charter School	<mark>Yes</mark>/No
RAISE School	Yes/<mark>No</mark>
2023-24 ESSA Identification	ATSI/TSI/CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes/<mark>No</mark>
2023-24 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) Asian (ASN) Black/African American (BLK) Hispanic (HSP) Multiracial (MUL) Native American (AMI) Pacific Islander (PAC) White (WHT) Economically Disadvantaged (FRL)
School Grades History	2023-24- C 2022-23- C 2021-22- C 2020-21- N/A 2019-20- C
School Improvement Rating History	2023-24-Y 2022-2- Y 2021-22- Y 2020-21- N 2019-20-
DJJ Accountability Rating History	2023-24- 0 2022-23- 0 2021-22- 0

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	2020-21- O

See the School Improvement Support List for more information about the Bureau of School Improvement (BSI) team and the level of support assigned to this school.

D. Early Warning Systems (EWS) – Grades K-8

Current Year (2024-25)

Using 2023-24 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 school days	3	4	7	5	3	6	6	6	10	50
One or more suspensions	0	0	0	0	1	0	1	1	3	6
Course failure in English Language Arts (ELA)										
Course failure in Math										
Level 1 on statewide ELA assessment										
Level 1 on statewide Math assessment										
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										
Number of students with a substantial mathematics deficiency as defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										

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										

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										

Prior Year (2023-24) As Last Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										
One or more suspensions										
Course failure in ELA										
Course failure in Math										
Level 1 on statewide ELA assessment										

Level 1 on statewide Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		

The number of students by current grade level that had two or more early warning indicators: ⁵

Indicator	Grade Level	Total
	K 1 2 3 4 5 6 7 8	
Students with two or more indicators		

The number of students retained:

Indicator	Grade Level	Total
	K 1 2 3 4 5 6 7 8	
Retained students: current year		
Students retained two or more times		

E. Early Warning Systems (EWS) – Grades 9-12 – Optional Section

Current Year (2024-25)

Using 2023-24 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	
Absent 10% or more school days					
One or more suspensions					
Course failure in English Language Arts (ELA)					
Course failure in Math					
Level 1 on statewide ELA assessment					
Level 1 on statewide Algebra assessment					

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					

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

The data in Part II has been updated for the 2024-25 school year as of (date).

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

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.

Accountability Component	2024			2023			2022**		
	School	District	State	School	District	State	School	District	State
ELA Achievement*									
ELA Learning Gains									
Grade 3 ELA Achievement									
ELA Lowest 25th Percentile									
Math Achievement*									
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*									
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)									

*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.

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

2023-24 ESSA FPPI	
ESSA Identification (ATSI, TSI or CSI)	
OVERALL FPPI – All Students	
OVERALL FPPI Below 41% – All Students	
Total Number of Subgroups Missing the Target	
Total Points Earned for the FPPI	
Total Components for the FPPI	
Percent Tested	
Graduation Rate	

ESSA OVERALL FPPI HISTORY				
2023-24	2022-23	2021-22	2020-21	2019-20

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

D. Accountability Components by Subgroup (pre-populated)
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.

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	Grade 3 ELA Ach.	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													
SWD													
ELL													
AMI													
ASN													
BLK													
HSP													
MUL													
PAC													
WHT													
FRL													

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	Grade 3 ELA Ach.	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													
SWD													
ELL													
AMI													
ASN													
BLK													
HSP													
MUL													
PAC													
WHT													
FRL													

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													
SWD													
ELL													
AMI													
ASN													
BLK													
HSP													
MUL													
PAC													
WHT													
FRL													

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.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2024 Spring					
	2023 Spring					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2024 Spring					
	2023 Spring					

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2024 Spring					
	2023 Spring					

SOCIAL STUDIES						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2024 Spring					
	2023 Spring					

Part 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.

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

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

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

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.

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

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

B. Area(s) of Focus (Instruction):

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

Area of Focus (choose from dropdown)	specifically relating to (choose from dropdown)
ESSA Subgroups *(If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.)*	- American Indian - Asian - Black/African American - Economically Disadvantaged - English Language Learners - Hispanic - Multi-Racial - Pacific Islander - Students with Disabilities - White - Outcomes for Multiple Subgroups
Graduation/Acceleration	- Acceleration - Graduation
Instructional Practice	- Benchmark-aligned Instruction - Career and Technical Education - Collaborative Planning - Differentiation - ELA - ELA required by RAISE (specific questions) - Instructional Coaching

	- Intervention - Math - Professional Learning - Professional Learning Communities - Science - Small-group Instruction - Social Studies - Student Engagement

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.

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.

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.

Person responsible for monitoring outcome:

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 (ESEA Section 8101(21)(B)):

Rationale for evidence-based intervention: Explain the rationale for selecting this specific strategy.

Select the Tier of Evidence-based Intervention (ESEA Section 8101(21)(A)):
- ☐ Tier 1 – Strong Evidence   ☐ Tier 2 – Moderate Evidence
- ☐ Tier 3 – Promising Evidence   ☐ Tier 4 – Demonstrates a Rationale

☐Check the box if this evidenced-based intervention will be funded with UniSIG.

Action step(s) needed to address this Area of Focus or implement this intervention:

Identify 2 to 3 actions steps and the person responsible for each step.

Description of action needed

Person Responsible

By When

Explain how the school will monitor the impact of this action step.

Copy and paste this section to add additional Areas of Focus.

Part IV: Positive Culture and Environment

Area of Focus – Positive Culture and Environment	specifically relating to (choose from dropdown)
	• Multiple Early Warning Signs • Positive Behavior and Intervention System (PBIS) • Student Attendance • Student Retentions • Teacher Attendance • Teacher Retention and Recruitment • Other

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.

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.

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.

Person responsible for monitoring outcome:

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 (ESEA Section 8101(21)(B)):

Rationale for evidence-based intervention: Explain the rationale for selecting this specific strategy.

Select the Tier of Evidence-based Intervention (ESEA Section 8101(21)(A)):
☐ Tier 1 – Strong Evidence   ☐ Tier 2 – Moderate Evidence
☐ Tier 3 – Promising Evidence   ☐ Tier 4 – Demonstrates a Rationale

☐ Check the box if this evidenced-based intervention will be funded with UniSIG.

Action step(s) needed to address this Area of Focus or implement this intervention:

Identify 2 to 3 actions steps and the person responsible for each step.

Description of action needed

Person Responsible

By When

Explain how the school will monitor the impact of this action step.

Part V: Title I Requirements (Optional)

A. Schoolwide Program (SWP) Plan 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 ESEA Section 1114(b). This section of the SIP 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. (ESEA Section 1114(b)(4))

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

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. (ESEA Section 1116(b)-(g))

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. (ESEA Section 1114(b)(7)ii))

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Component(s) 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

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. (ESEA Section 1114(b)(7)(iii)(I))

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. (ESEA Section 1114(b)(7)(iii)(II))

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 ESEA Section 1114(b)(7)(iii)(III))

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. (ESEA Section 1114(b)(7)(iii)(IV))

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

Part 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 (d)(2)(C) and 1114(b)(6).

Describe the process to review the use of resources to meet the identified needs of students.

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Part VII: Budget to Support Areas of Focus

Areas of Focus:					$XX.XX
Function	Object	Budget Focus	Funding Source	FTE	School Year
Notes:					

Budget Approval

☐ Check if this school is eligible for 2024-25 UniSIG funds but has chosen NOT to apply.

This page from the 2023-24 SIP template is incorporated into the Area of Focus section. The additional information and questions are provided to RAISE schools when they choose the Area of Focus – Instructional Practice specifically relating to Reading/ELA.

The RAISE program, pursuant to s. 1008.365, F.S., established criteria for identifying schools for additional support. The criteria for the 2023-24 school year includes schools with students in grades kindergarten through 5, where 50 percent or more of its students, for any grade level, score below a Level 3 on the most recent statewide, standardized ELA assessment; or progress monitoring data collected from the coordinated screening and progress monitoring system shows that 50 percent or more of its students are not on track to pass the statewide, standardized grade 3 assessment for any grade level, kindergarten through grade 3.

Area of Focus Description and Rationale
Include a description of Instructional Practice specifically relating to Reading/ELA for each grade below, how it affects student learning in literacy and 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 2023 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 2022-2023 coordinated screening and progress monitoring system 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.

1. Grades K-2: Instructional Practice specifically relating to Reading/ELA
2. Grades 3-5: Instructional Practice specifically related to Reading/ELA

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.

1. Grades K-2: Measurable Outcome(s)
2. Grades 3-5: Measurable Outcome(s)

Evidence-based Practices/Programs:
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.
- How 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?

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.
- How do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show a proven record of effectiveness for the target population?

Action Steps to Implement:
To address the area of focus, identify and explain in detail at least one action step for each **for each of the categories below**:
- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning