Brevard Public Schools

EDUCATIONAL HORIZONS CHARTER

2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 7

D. Early Warning Systems 8

II. Needs Assessment/Data Review 11

A. ESSA School, District, State Comparison 12

B. ESSA School-Level Data Review 13

C. ESSA Subgroup Data Review 14

D. Accountability Components by Subgroup 15

E. Grade Level Data Review 18

III. Planning for Improvement 19

IV. Positive Learning Environment 29

V. Title I Requirements (optional) 31

VI. ATSI, TSI and CSI Resource Review 35

VII. Budget to Support Areas of Focus 36

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

Educational Horizons Charter School will provide students with educational opportunities using Montessori methods and philosophy of learning skills for college and career readiness and lifelong learning. We emphasize the small learning community school in which students are personally responsible for their actions and exhibit courtesy and respect for all people and property.

Provide the school's vision statement

At Educational Horizons we expect to meet the high standards of student achievement in a diverse learning environment that focuses on the individual student. Incorporating Montessori education with state standards and district requirements, we promote independence and academic success with the rigor of critical thinking skills needed for 21st Century success. In conjunction with families and home, we share the responsibility of teaching and monitoring student progress *in* a nurturing and safe environment.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Paul Galloway

paul.galloway@educationalhorizons.net

Position Title

Principal

Job Duties and Responsibilities

Mr. Galloway serves as the Principal of Educational Horizons Charter School and provides overall educational leadership for the school. He is responsible for establishing the school's vision for academic excellence while ensuring a safe, supportive, and student-centered learning environment. His responsibilities include instructional leadership, student discipline, curriculum integration, school safety and security, oversight of the Gifted and ESOL programs, compliance with district, state, and federal requirements, and the continuous improvement of student achievement.
Mr. Galloway works collaboratively with teachers, staff, families, and the Governing Board to implement effective instructional practices, monitor student performance, and ensure that all students have access to a high-quality education. He also oversees school improvement initiatives, supports professional development, and promotes a culture of accountability, collaboration, and continuous growth. Through data-driven decision-making and strategic planning, he leads efforts to improve academic outcomes while maintaining the school's commitment to Montessori philosophy and Florida's B.E.S.T. Standards.

Leadership Team Member #2

Employee's Name
Josephine Parker

josephine.parker@educationalhorizons.net

Position Title
Assistant Principal/Exceptional Student Educational Teacher/Reading Coach

Job Duties and Responsibilities

Mrs. Parker is responsible for responsibilities including:

- Exceptional Student Education (ESE)
- Student discipline
- Threat management
- Curriculum oversight
- New teacher management and support
- MTSS (Multi-Tiered System of Supports)
- Coaching reading teachers

Leadership Team Member #3

Employee's Name
Heidi Murphy

heidi.murphy@educationalhorizons.net

Position Title

Montessori Specialist

Job Duties and Responsibilities

Ms. Murphy is responsible for supporting teachers in the continued development of their knowledge and understanding of Montessori philosophy, methods, and instructional materials so they can effectively implement authentic Montessori practices in their classrooms. Her goal is to help teachers create engaging learning environments that foster independent, self-motivated, and lifelong learners. In addition, Ms. Murphy provides ongoing coaching, mentoring, and professional development for new and returning staff. She guides teachers in effectively integrating Montessori philosophy and instructional practices with Florida's B.E.S.T. Standards, ensuring that students receive a rigorous, standards-based education while preserving the integrity of the Montessori approach. Through classroom support, modeling, and collaboration, she helps teachers deliver instruction that meets the diverse academic, social, and developmental needs of all students.

Leadership Team Member #4

Employee's Name
Dr. Erik Thorson

erik@thorsonmanagmentgroup.com

Position Title
Educational Operator and Parent Liaison of Educational Horizons Charter School

Job Duties and Responsibilities

Dr.Thorson serves as the School Operator and Parent Liaison for Educational Horizons Charter School. In this role, he represents the interests and perspectives of our families while serving as a vital link between parents, school leadership, and the Governing Board. He works to ensure that parent concerns, feedback, and suggestions are heard and considered in school decision-making. As the School Operator, Dr.Thorson plays an integral role in overseeing the day-to-day operations of the school, supporting organizational effectiveness, and helping maintain the school's long-term financial stability. He collaborates with school leadership to ensure that operational decisions align with the school's mission, promote fiscal responsibility, and provide a safe, effective, and high-quality educational environment for all students.

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.

Our stakeholders were actively involved in the creation, review, revision, and approval of the 2026–2027 School Improvement Plan (SIP). Stakeholders will include teachers, school staff, parents and families, students, the governing board, school management, and members of the local community.

The SIP development process began with a review and reflection of the previous year's goals to evaluate successes, challenges, and areas for improvement. The school leadership team will analyze student achievement data, identify trends, and develop proposed goals and action steps for the upcoming school year.

At the conclusion of the school year, teachers and staff participate in exit interviews and provided feedback and recommendations for school improvement. Classroom teachers shared student learning gains, academic growth, and identified areas of need. During pre-planning, faculty and staff will review schoolwide data and assessment results and compare current performance to historical trends to help guide decision-making.

The governing board met during the summer to review school performance data and provide input regarding priorities and goals for the new SIP. Additionally, administration and staff analyzed parent and student survey results from the Spring 2025–2026 school year to identify areas of concern and opportunities for growth. This feedback will be incorporated into the planning process.

A draft of the School Improvement Plan was developed and shared with stakeholders, including parents and families, for review and input. Following revisions and stakeholder feedback, the governing board will formally approve the plan. The SIP will remain a living document that is regularly monitored and may be amended throughout the school year as needed to address emerging needs and support continuous school improvement.

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)).

Following the creation and approval of the School Improvement Plan (SIP), The leadership team will continuously collect stakeholder feedback through multiple avenues to ensure transparency and encourage ongoing participation. The SIP will be shared during monthly PTO meetings, posted on the school website, and made available for review in the school office. In addition, copies will be maintained in classroom and staff binders so that teachers, staff, and students can regularly

reference the school's goals, strategies, and progress throughout the year.
Student achievement data and other key school performance indicators will be reviewed on an ongoing basis to monitor progress toward the established goals and evaluate overall school effectiveness. Educational Horizons Charter School will utilize district and state assessment data, including **Florida Assessment of Student Thinking** (**FAST) Progress Monitoring** and assess **Standardized Test for the Assessment of Reading (STAR)** results, along with classroom-based formative and summative assessments, to measure student growth and achievement. Teachers, instructional leaders, and administrators will analyze this data collaboratively to identify trends, make instructional adjustments, provide targeted interventions, and ensure students remain on track to meet the goals outlined in the School Improvement Plan.
If ongoing data reviews indicate that revisions to the SIP are necessary, the School Improvement Plan stakeholder team will reconvene to evaluate the data, discuss emerging needs, and recommend modifications to goals, strategies, or action steps. Proposed revisions will be shared with stakeholders, including teachers, staff, parents, and the Governing Board, to gather additional input before final approval. This continuous improvement cycle ensures that the School Improvement Plan remains a dynamic, data-driven document that is responsive to the changing needs of students and focused on improving academic achievement and overall school performance throughout the 2026–2027 school year.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-6**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**28.1%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
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)	**ASIAN STUDENTS (ASN)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: A** **2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A**

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		23	24	23	25	15	12			122
Absent 10% or more school days		1	1	1	1	1	1			6
One or more suspensions		5					1			6
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				1						1
Level 1 on statewide Math assessment				1						1
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				1						1
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				1						1

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		1		1			1			3

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

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		24	24	23	24	23	16			134
Absent 10% or more school days		1		1	1	2	1			6
One or more suspensions										0
Course failure in English Language Arts (ELA)				1						1
Course failure in Math			1							1
Level 1 on statewide ELA assessment					2	2	1			5
Level 1 on statewide Math assessment							2			2
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			2							2
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			2							2

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				1			1			2
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

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

A. ESSA School, District, State Comparison

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

Data for 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*	86	65	62	83	62	59	89	61	57
Grade 3 ELA Achievement	70	63	61	90	58	59	95	59	58
ELA Learning Gains	73	67	63	71	62	60	71	64	60
ELA Lowest 25th Percentile	90	61	58		57	56		60	57
Math Achievement*	83	66	66	93	63	64	94	62	62
Math Learning Gains	73	68	64	91	67	63	74	68	62
Math Lowest 25th Percentile	60	55	50		54	51		59	52
Science Achievement	86	66	62		62	58	60	60	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					62	63		57	61

*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)	N/A
OVERALL FPPI – All Students	78%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	621
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
78%	86%	81%	77%	75%	85%	

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%
Asian Students	80%	No		
Hispanic Students	91%	No		
White Students	82%	No		
Economically Disadvantaged Students	92%	No		

D. Accountability Components by Subgroup

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

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	86%	70%	73%	90%	83%	73%	60%	86%					
Asian Students	60%				100%								
Hispanic Students	91%				91%								
White Students	94%		76%		85%	72%							
Economically Disadvantaged Students	91%		83%		95%	100%							

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	83%	90%	71%		93%	91%							
White Students	86%	92%	76%		94%	95%							
Economically Disadvantaged Students	76%		70%		88%	90%							

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	89%	95%	71%		94%	74%		60%					
White Students	93%	100%	69%		96%	75%							
Economically Disadvantaged Students	78%		60%		83%	50%							

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	3	67%	63%	4%	60%	7%
ELA	4	91%	61%	30%	60%	31%
ELA	5	93%	62%	31%	61%	32%
ELA	6	91%	74%	17%	62%	29%
Math	3	81%	66%	15%	66%	15%
Math	4	77%	62%	15%	65%	12%
Math	5	86%	58%	28%	62%	24%
Math	6	82%	74%	8%	60%	22%
Science	5	86%	64%	22%	60%	26%

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?

Our 5th Grade students made the most improvement in Florida Assessment of Student Thinking in English Language Arts.They went from 90% to 93%

Lowest Performance

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

Our lowest-performing subgroup was last year's third-grade. Assessment scores from the (FAST)Florida Assessment of Student Thinking indicate an overall decrease in third grade scores from 90% to 70%

- Data indicated that English Language Learners (ELL) subgroups require additional classroom support.
- In addition, professional development in regards to rigor and vocabulary is needed
- Finally, additional coaching in relation to tier 1 expectations in the classroom is key for growth

Greatest Decline

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

Math for the third grade was our greatest decline.
The greatest key factor was a lack of scaffolding when new vocabulary was presented as demonstrated through walk throughs. More planning is needed that is supported by coaches and administration.

Greatest Gap

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

The biggest gap is that ELL student subgroup needs additional small group supports for vocabulary.

EWS Areas of Concern

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

1. The first area of concern is the numbers of 10 or more absences at EHCS.
2.The second area of concern is the students struggling significantly in Mathematics.

Highest Priorities

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

1. ELA tier one instruction 4th grade.
2. Math tier one instruction 5th grade
3. Student support vocabulary though small group instruction.
4. Teacher retention and recruitment

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 area of focus is this year's 4th grade. English language Arts is a core subject area and its knowledge is impotant for student success in future grades as well as middle school, high school, and college. Students in this grade scored 20% lower on the **Florida Assessment of Student Thinking** in ELA than those who took it in the same grade from the previous school year.

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.

> During the 2026–2027 school year, fourth-grade students at Educational Horizons Charter School will increase their ELA proficiency by 25% by the end of second semester, as measured by **Florida Assessment of Student Thinking** Progress Monitoring (PM3), MTSS tier movement, and district benchmark assessments.

Monitoring

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

> The achievements of the fourth-grade ELA students will be monitored through multiple measures, including:
>
> - **Florida Assessment of Student Thinking** PM1, PM2, and PM3 ELA assessments
> - Benchmark ELA assessments
> - Teacher-Based Team (TBT) meetings conducted throughout the school year
> - Progress Monitoring Plan (PMP) data
> - Classroom walkthroughs conducted by the principal, assistant principal, and other instructional leaders throughout the school year
> - IXL progress monitoring data in ELA

Person responsible for monitoring outcome
Paul Galloway, Josephine Parker and Heidi Murphy.

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:
Multi-Tiered System of Supports (MTSS) Process At Educational Horizons Charter School, the Multi-Tiered System of Supports (MTSS) is implemented by all classroom teachers to identify students' academic and behavioral needs and provide targeted interventions. Our MTSS process follows the Brevard Public Schools MTSS Decision Tree and is designed to ensure that every student receives the appropriate level of support to achieve success. Tier 1: Core Instruction and Universal Supports All students receive high-quality, standards-based classroom instruction. Teachers regularly monitor student performance through classroom assessments, observations, and progress monitoring to identify students who may need additional support. Identifying Student Needs When a teacher identifies an academic or behavioral concern, the following steps are taken: Assessment of Need The teacher analyzes student data to identify areas of academic or behavioral concern. Parent Communication The teacher sends a letter to the student's parents or guardians explaining the concern and requesting a conference to discuss the student's needs and possible interventions. Parent Meeting and Consent During the conference, the teacher reviews the student's data, discusses intervention strategies, and obtains parental consent, when required, before beginning targeted interventions. Tier 2: Targeted Interventions Once interventions begin, the classroom teacher: Implements research-based Tier 2 intervention strategies designed to address the student's specific area(s) of need. Collects and documents progress-monitoring data on a consistent basis. Reviews the student's response to intervention to determine effectiveness. Progress Monitoring and Decision Making The MTSS team and classroom teacher regularly review intervention data to determine the student's response. Adequate Progress: The student continues receiving Tier 2 interventions until goals are met and support can be gradually reduced. Insufficient Progress: If the student does not demonstrate adequate improvement despite consistent implementation of interventions, the student is referred for Tier 3 support. Tier 3: Intensive Interventions Tier 3 provides individualized, intensive interventions designed to meet the student's specific academic or behavioral needs. The MTSS team works collaboratively with teachers, parents, and support personnel to develop and implement a more intensive intervention plan while continuing to monitor student progress closely. Commitment to Student Success Educational Horizons Charter School is committed to ensuring that every student receives timely, data-driven support. By implementing the MTSS framework with fidelity, maintaining strong communication with families, and using ongoing progress monitoring, we strive to close learning gaps, address behavioral concerns, and help every student achieve academic and personal success.

Rationale:
Teachers will break down complex concepts into manageable steps, offering clear explanations, modeling, and guided practice. Instruction will be differentiated to meet individual student needs by adjusting the content, learning process, or expected outcomes. The MTSS (Multi-Tiered System of Supports) program will supply data to guide targeted interventions (Tier 1, 2, and 3) and support

students in strengthening their ELA skills.

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

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

Action Steps to Implement:

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

Action Step #1
Teachers Continue to use the MTSS Process and Guidelines

Person Monitoring:	**By When/Frequency:**
The 4 ELA Teacher, Paul Galloway and Josephine Parker	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Coaching and review of the MTSS and decision tree process to identify students who may need additional academic support. Tier 1 includes high-quality, standards-based instruction delivered to all students. Students who do not demonstrate adequate progress at this level will receive more targeted, small-group instruction at Tier 2. This level of support is designed to close learning gaps and promote progress within the general education classroom. Through ongoing progress monitoring at Tier 2, teachers determine whether students are responding to interventions. If students continue to struggle, they may be referred to Tier 3, which provides intensive, individualized, one-on-one instruction. This tiered support system ensures that every student receives the appropriate level of instruction and intervention necessary to meet grade-level expectations and achieve academic success.

Action Step #2
Weekly Teacher Based Team Meetings (PLCs)

Person Monitoring:	**By When/Frequency:**
Paul Galloway, Josephine Parker, and Heidi Murphy	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional learning teams will monitor tier 1, 2, and 3 data to identify students who may need additional academic support. Tier 1 includes high-quality, standards-based instruction delivered to all students. Students who do not demonstrate adequate progress at this level will receive more targeted, small-group instruction at Tier 2. This level of support is designed to close learning gaps and promote progress within the general education classroom. Through ongoing progress monitoring at Tier 2, teachers determine whether students are responding to interventions. If students continue to struggle, they may be referred to Tier 3, which provides intensive, individualized, one-on-one instruction. This tiered support system ensures that every student receives the appropriate level of instruction and intervention necessary to meet grade-level expectations and achieve academic success.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

The area of focus is 4th grade math students or this year's 5th grade. Math is core subject area. Students in this grade scored 10% lower on the **Florida Assessment of Student Thinking** than those who took it in the same grade from the previous school year.

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.

During the 2026–2027 school year, fifth grade students at Educational Horizons Charter School will demonstrate a minimum of a 10% increase in math proficiency over three trimesters, as measured by the **Florida Assessment of Student Thinking** Progress Monitoring, the MTSS process, and benchmark assessments, in response to the prior year's 10% decline in third-grade math performance.

Monitoring

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

The success of the 5th grade Mathematics students will be monitored through multiple measures, including:

• **Florida Assessment of Student Thinking** PM1, PM2 and PM3 Math assessments
• Benchmark Math Assessments
• Teacher Based Team Meetings throughout the school year
• PMP Data
• Classroom walk-throughs conducted by the principal, assistant principal and other instructional leaders throughout the school year
- IXL progress monitoring data in Math

Person responsible for monitoring outcome

Paul Galloway, Josephine Parker and Heidi Murphy

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:

Multi-Tiered System of Supports (MTSS) Process At Educational Horizons Charter School, the Multi-Tiered System of Supports (MTSS) is implemented by all classroom teachers to identify students' academic and behavioral needs and provide targeted interventions. Our MTSS process follows the Brevard Public Schools MTSS Decision Tree and is designed to ensure that every student receives the appropriate level of support to achieve success. Tier 1: Core Instruction and Universal Supports All students receive high-quality, standards-based classroom instruction. Teachers regularly monitor student performance through classroom assessments, observations, and progress monitoring to identify students who may need additional support. Identifying Student Needs When a teacher identifies an academic or behavioral concern, the following steps are taken: Assessment of Need The teacher analyzes student data to identify areas of academic or behavioral concern. Parent Communication The teacher sends a letter to the student's parents or guardians explaining the concern and requesting a conference to discuss the student's needs and possible interventions. Parent Meeting and Consent During the conference, the teacher reviews the student's data, discusses intervention strategies, and obtains parental consent, when required, before beginning targeted interventions. Tier 2: Targeted Interventions Once interventions begin, the classroom teacher: Implements research-based Tier 2 intervention strategies designed to address the student's specific area(s) of need. Collects and documents progress-monitoring data on a consistent basis. Reviews the student's response to intervention to determine effectiveness. Progress Monitoring and Decision Making The MTSS team and classroom teacher regularly review intervention data to determine the student's response. Adequate Progress: The student continues receiving Tier 2 interventions until goals are met and support can be gradually reduced. Insufficient Progress: If the student does not demonstrate adequate improvement despite consistent implementation of interventions, the student is referred for Tier 3 support. Tier 3: Intensive Interventions Tier 3 provides individualized, intensive interventions designed to meet the student's specific academic or behavioral needs. The MTSS team works collaboratively with teachers, parents, and support personnel to develop and implement a more intensive intervention plan while continuing to monitor student progress closely. Commitment to Student Success Educational Horizons Charter School is committed to ensuring that every student receives timely, data-driven support. By implementing the MTSS framework with fidelity, maintaining strong communication with families, and using ongoing progress monitoring, we strive to close learning gaps, address behavioral concerns, and help every student achieve academic and personal success.

Rationale:

Teachers will break down complex concepts into manageable steps, offering clear explanations, modeling, and guided practice. Instruction will be differentiated to meet individual student needs by adjusting the content, learning process, or expected outcomes. The MTSS (Multi-Tiered System of Supports) program will supply data to guide targeted interventions (Tier 1, 2, and 3) and support students in strengthening their math skills.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1
Teachers will continue to use the MTSS Process

Person Monitoring:
Paul Galloway and Josephine Parker

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The MTSS (Multi-Tiered System of Supports) process begins with Tier One instruction to identify areas where a student may be struggling. The student receives both Tier One and Tier Two interventions, with weekly assessments to monitor progress. After six weeks, the instruction may be adjusted based on the student's progress—or lack thereof. The teacher will differentiate instruction by breaking down concepts into smaller, more manageable steps to help the student gain a deeper understanding.

Action Step #2
Weekly Teacher Based Team Meetings (PLCs)

Person Monitoring:
Paul Galloway, Josephine Parker, and Heidi Murphy

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use Tier 1 formative assessments to identify students who may need additional academic support in Math. Tier 1 includes high-quality, standards-based instruction delivered to all students. Students who do not demonstrate adequate progress at this level will receive more targeted, small-group instruction at Tier 2. This level of support is designed to close learning gaps and promote progress within the general education classroom. Through ongoing progress monitoring at Tier 2, teachers determine whether students are responding to interventions. If students continue to struggle, they may be referred to Tier 3, which provides intensive, individualized, one-on-one instruction. This tiered support system ensures that every student receives the appropriate level of instruction and intervention necessary to meet grade-level expectations and achieve academic success.

Area of Focus #3

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

Instructional Practice specifically relating to Small-group Instruction

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.

Small group instruction plays a critical role in supporting students who may be struggling with a particular . It provides targeted intervention to help them gain a clear understanding, ensuring no student falls behind and that everyone works toward a similar level of comprehension. This approach

is essential for promoting consistent learning growth. Additionally, small group instruction benefits advanced learners by offering enrichment opportunities that challenge and engage them—helping to keep them focused, motivated, and invested in their own learning journey.

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.

Educational Horizons has successfully implemented small group instruction in 100% of its classrooms. As a result, the school achieved impressive learning gains, with students showing an average learning gains of 65%–73%. . We are still trying to reach 80% learning gains using our small group instruction. Our goal is to reach 80% or higher using our small group instrucion.

Monitoring

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

The success of small group instruction and student learning gains will be monitored through multiple measures, including:

• Standard Test for Assessment of Reading Reading and Math assessments

• Florida Assessment of Student Thinking Reading and Math assessments

• Classroom walk-throughs conducted by the principal, assistant principal and other instructional leaders throughout the school year These tools will help ensure instructional practices are effective and that all students continue to make meaningful progress.

Person responsible for monitoring outcome

Paul Galloway and Josephine Parker

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:

Multi-Tiered System of Supports (MTSS) Process At Educational Horizons Charter School, the Multi-Tiered System of Supports (MTSS) is implemented by all classroom teachers to identify students' academic and behavioral needs and provide targeted interventions. Our MTSS process follows the Brevard Public Schools MTSS Decision Tree and is designed to ensure that every student receives the appropriate level of support to achieve success. Tier 1: Core Instruction and Universal Supports All students receive high-quality, standards-based classroom instruction. Teachers regularly monitor student performance through classroom assessments, observations, and progress monitoring to identify students who may need additional support. Identifying Student Needs When a teacher identifies an academic or behavioral concern, the following steps are taken: Assessment of Need The teacher analyzes student data to identify areas of academic or behavioral concern. Parent

Communication The teacher sends a letter to the student's parents or guardians explaining the concern and requesting a conference to discuss the student's needs and possible interventions. Parent Meeting and Consent During the conference, the teacher reviews the student's data, discusses intervention strategies, and obtains parental consent, when required, before beginning targeted interventions. Tier 2: Targeted Interventions Once interventions begin, the classroom teacher: Implements research-based Tier 2 intervention strategies designed to address the student's specific area(s) of need. Collects and documents progress-monitoring data on a consistent basis. Reviews the student's response to intervention to determine effectiveness. Progress Monitoring and Decision Making The MTSS team and classroom teacher regularly review intervention data to determine the student's response. Adequate Progress: The student continues receiving Tier 2 interventions until goals are met and support can be gradually reduced. Insufficient Progress: If the student does not demonstrate adequate improvement despite consistent implementation of interventions, the student is referred for Tier 3 support. Tier 3: Intensive Interventions Tier 3 provides individualized, intensive interventions designed to meet the student's specific academic or behavioral needs. The MTSS team works collaboratively with teachers, parents, and support personnel to develop and implement a more intensive intervention plan while continuing to monitor student progress closely. Commitment to Student Success Educational Horizons Charter School is committed to ensuring that every student receives timely, data-driven support. By implementing the MTSS framework with fidelity, maintaining strong communication with families, and using ongoing progress monitoring, we strive to close learning gaps, address behavioral concerns, and help every student achieve academic and personal success.

Rationale:
This process is essential for progress monitoring, as it allows teachers to use the data they collect to inform and adjust their instruction. By analyzing student performance, teachers can effectively differentiate instruction to meet the unique needs of each learner within the classroom. This ensures that all students—whether they require remediation or enrichment—receive the appropriate level of support to succeed.

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?
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
Support Tiers

Person Monitoring:	**By When/Frequency:**
Paul Galloway and Josephine Parker	Daily, Monthly, Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use Tier 1 formative assessments to identify students who may need additional support. Students who do not demonstrate adequate progress at the Tier 1 level will receive more targeted and intensive instruction at Tier 2. Tier 2 provides small-group, focused interventions designed to help students close gaps and make progress within the classroom setting. Based on progress monitoring at Tier 2, students who continue to struggle may be referred for Tier 3 support, which offers intensive, individualized instruction on a one-on-one basis. This tiered system ensures that all students receive

the appropriate level of instruction and intervention needed to meet grade-level expectations and succeed academically.

IV. Positive Learning Environment

Area of Focus #1

Other: Teacher Retention and Recruitment

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.

Educational Horizons is committed to retaining K–6 teachers from year to year to ensure continuity for our students. A consistent teaching staff supports transitions between grade levels and strengthens the educational experience. Stability in staffing ensures that students are not frequently required to acclimate to a new teacher each school year.

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.

> Educational Horizons Charter School (EHCS) will enhance instructional continuity and school culture by improving teacher retention. Over the past three school years, EHCS retained an average of 65% of its teaching staff. This high turnover rate has disrupted instructional consistency and weakened school culture. To address this, EHCS aims to increase teacher retention to at least 80% for the 2026–2027 school year, measured from August 2026 to August 2027. Meeting this target will establish stronger professional collaboration and foster a more stable, predictable learning environment across all grade levels.

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.

To maximize staff satisfaction and retention, EHCS will implement the following feedback loop:

- **Ongoing Discussion**: Leadership will establish structured forums for teachers to voice concerns, ask questions, and celebrate professional triumphs.
- **Peer Collaboration**: Teachers will regularly collaborate across grade levels to share instructional practices and build community.
- **Data-Driven Evaluation**: Staff will complete climate and culture surveys at both the beginning and end of the school year to assess leadership effectiveness and campus morale.

Person responsible for monitoring outcome
Paul Galloway, Josephine Parker, Dr. Erik Thorson and the Teaching 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:
To ensure teacher motivate school improvement, EHCS will implement a dual-survey and collaborative meeting framework: Baseline & End-of-Year Surveys: Staff will complete assessments at the beginning and end of the school year to evaluate school climate, culture, operational support, and overall readiness. Administrative Collaboration: Teachers will meet with leadership monthly to provide direct input and share ideas regarding upcoming school changes.

Rationale:
Providing opportunities for teacher input fosters a positive school culture by ensuring educators feel heard, valued, and included in the decision-making process.

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?
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
Teacher survey at the start of the year and the end of the school year.

Person Monitoring:	**By When/Frequency:**
Paul Galloway, Josephine Parker, and Eric Thorson (Operator)	One at the beginning of the year and once at the end of the year.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will be given a survey of how they view the school at the beginning of the school year and again at the end of the school year. The goal is to see more positive impact throughout the school year.

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.

N/A

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)).

N/A

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)).

N/A

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)).

N/A

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)).

The school will provide a LMCH-Licensed Mental Health Counselor to meet with students each month is very helpful. Peer mentoring and lunch bunch meetings with teachers will focus on positive behavior to improve student interactions and the overall school climate..

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)).

N/A

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)).

N/A

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)).

N/A

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)).

N/A

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.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

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

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