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School Board Approval

This plan was approved by the Seminole County School Board on Board Approved 10/07/2025.

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

Winter Springs Elementary, in partnership with our families and community, provides a positive learning environment where students acquire the knowledge, skills, and attitudes to be productive citizens and lifelong learners in our global economy.

Provide the school's vision statement

The vision of Winter Springs Elementary School is to create a dynamic learning environment that involves our students in rigorous curriculum and interactive technology, resulting in our students being prepared for 21st century globally competitive work.

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

Kristen Ramkissoon

kristen_ramkissoon@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Instructional Leader, Administrative School Budget, PLC Data Chats, MTSS, ESE, SAC, PTA, Classroom and Behavior Support, Parent and Staff Communication, and Non-Instructional Evaluations/Initiatives.

Leadership Team Member #2

Employee's Name

Adolph Pernal

adolph_ernal@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Test Coordinator, Administrative PLC Data Chats, ELA and Math Intervention, ESOL, Dividend Coordinator, PBS, Professional Development, Master Calendar.

Leadership Team Member #3

Employee's Name

Bonnie Akard

bonnie_akard@scps.k12.fl.us

Position Title

Math/Science Instructional Coach

Job Duties and Responsibilities

Math iReady Champion, MTSS, Intervention Facilitator, Lead Tutorial Teacher, Classroom Support, Data Analysis, PLC Meetings, K-5 Resource and support.

Leadership Team Member #4

Employee's Name

Gabriella Beck

gabriella_beck@scps.k12.fl.us

Position Title

Reading Instructional Coach

Job Duties and Responsibilities

ELA iReady Champion, MTSS, Intervention Facilitator, Lead Tutorial Teacher, Classroom Support, Data Analysis, PLC Meetings, K-5 Resource and support.

Leadership Team Member #5

Employee's Name

Megan Rhodes

rhodesma@scps.k12.fl.us

Position Title

Certified School Counselor

Job Duties and Responsibilities

Student Study, MTSS, Small Group-Social Emotional Resource, Truancy, Social Work, Hospital Homebound, OT/PT, ESE Student Study, FIN Coordinator

Leadership Team Member #6

Employee's Name

Jane Millen

jane_millen@scps.k12.fl.us

Position Title

Behavior Support Teacher

Job Duties and Responsibilities

Title 1, Discipline, PBIS Support, Classroom Support

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.

Winter Springs Elementary School employs parent and community involvement through various survey collections and local School Advisory Meetings. Stakeholders provide input to establish common goals and ideals aligned to our Seminole County mission and school-wide goals. Input is utilized to collaborate and develop plans such as family events to impact the welfare and success of the school. Winter Springs encourages participation from a diverse population of families to ensure a fair representation of plan development.

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)).

The administrative team alongside our academic coaches will regularly gather academic performance data, including standardized test scores, formative assessments, and other relevant indicators. Analyze this data to identify trends, patterns, and areas of concern, particularly those related to students with the greatest achievement gaps.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	77.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: B 2022-23: B 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	47	74	79	74	68	94				436
Absent 10% or more school days	9	13	5	11	11	8				57
One or more suspensions	0	6	3	1	1	8				19
Course failure in English Language Arts (ELA)	1	13	25	16	4	0				59
Course failure in Math	0	14	15	6	6	0				41
Level 1 on statewide ELA assessment	0	6	21	19	14	18				78
Level 1 on statewide Math assessment	0	6	11	18	13	13				61
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	1	8	7	15	0				31
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	6	4	5	0	5				20

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	15	25	24	18	15				97

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	7	6	3	6	0				23
Students retained two or more times	0	0	0	1	0	0				1

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	15	22	21	7	24				90
One or more suspensions		3	2	5	5	6				21
Course failure in English Language Arts (ELA)	3	7	15	7	2	7				41
Course failure in Math	3	3	6	1	5	12				30
Level 1 on statewide ELA assessment				1	9	29				39
Level 1 on statewide Math assessment				1	11	29				41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		7	6	14						27
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	6	4	7	4					24

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	10	14	15	18	31				91

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	3	3	4						13
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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	53	68	59	55	66	57	57	61	53
Grade 3 ELA Achievement	59	71	59	68	69	58	46	62	53
ELA Learning Gains	51	63	60	55	62	60			
ELA Lowest 25th Percentile	54	56	56	66	55	57			
Math Achievement*	57	69	64	65	67	62	58	64	59
Math Learning Gains	63	65	63	68	64	62			
Math Lowest 25th Percentile	55	47	51	51	43	52			
Science Achievement	47	68	58	63	68	57	60	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	55	73	63	83	75	61	46	77	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	494
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
55%	64%	60%	52%	47%		53%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	33%	Yes	1	
English Language Learners	46%	No		
Black/African American Students	38%	Yes	1	
Hispanic Students	57%	No		
Multiracial Students	58%	No		
White Students	54%	No		
Economically Disadvantaged Students	53%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	53%	59%	51%	54%	57%	63%	55%	47%					55%
Students With Disabilities	22%	35%	32%	38%	22%	39%	50%	27%					33%
English Language Learners	33%		41%	36%	48%	65%	63%	25%					55%
Black/African American Students	48%	27%	53%		20%	44%							
Hispanic Students	52%	64%	54%	54%	61%	69%	64%	45%					48%
Multiracial Students	69%		43%		50%	69%							
White Students	53%	71%	48%	50%	60%	57%	40%	55%					
Economically Disadvantaged Students	50%	57%	50%	55%	51%	62%	58%	39%					59%

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	55%	68%	55%	66%	65%	68%	51%	63%					83%
Students With Disabilities	25%	40%	49%	72%	35%	57%	52%	33%					62%
English Language Learners	36%	50%	52%	69%	48%	65%	57%	55%					83%
Black/African American Students	54%		59%		58%	65%							
Hispanic Students	52%	64%	56%	70%	60%	67%	42%	59%					82%
Multiracial Students	50%		40%		71%	60%							
White Students	61%	70%	56%	67%	70%	72%	65%	71%					
Economically Disadvantaged Students	49%	62%	53%	67%	60%	66%	54%	61%					84%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	57%	46%			58%			60%					46%
Students With Disabilities	31%	25%			29%			18%					73%
English Language Learners	33%	24%			47%								79%
Black/African American Students	61%				55%			43%					
Hispanic Students	55%	47%			57%			65%					78%
Multiracial Students	27%				64%								
White Students	58%	37%			58%			67%					
Economically Disadvantaged Students	54%	44%			55%			59%					82%

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

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

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

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	57%	69%	-12%	57%	0%
ELA	4	53%	67%	-14%	56%	-3%
ELA	5	45%	64%	-19%	56%	-11%
Math	3	47%	70%	-23%	63%	-16%
Math	4	65%	69%	-4%	62%	3%
Math	5	42%	46%	-4%	57%	-15%
Math	6	100%	71%	29%	60%	40%
Science	5	46%	66%	-20%	55%	-9%

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?

Grade 4 Reading demonstrated the most improvement at the grade level, increasing from 40.0% proficiency in Spring 2024 to 56% in Spring 2025 — a 16 percentage point gain. This suggests that instructional practices, support structures, or curriculum pacing in Grade 4 were particularly effective during the 2024–25 school year.

From a cohort perspective, the group of students who were in Grade 3 in 2023–24 and moved into Grade 4 in 2024–25 showed meaningful growth. Their improved performance suggests successful academic progression, possibly due to effective intervention supports, increased instructional time, or improved attendance during their transition into upper elementary.

Lowest Performance

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

At the grade level, Grade 5 Reading in Spring 2025 had the lowest overall proficiency at 44.6%. This may indicate challenges with instructional consistency, student engagement, or alignment with the B.E.S.T. standards in upper-grade literacy instruction.

From a cohort view, the group that was in Grade 4 in 2023–24 (with 40.0% proficiency) and moved into Grade 5 in 2024–25 (now at 44.6%) demonstrated growth of 4.6 percentage points. While the overall proficiency remains low, this cohort did show modest improvement, suggesting that individual progress is occurring despite persistent instructional or behavioral challenges in the grade level.

Greatest Decline

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

Grade 5 experienced the greatest grade-level decline, dropping from 62.3% proficiency in ELA FAST Spring assessment Spring 2024 to 44.6% in Spring 2025 — a 17.8 percentage point decrease. This likely reflects changes in the makeup of the student cohort, as well as potential shifts in instructional effectiveness, staffing, or supports for the new group of students.

From a cohort lens, the students who moved from Grade 4 to Grade 5 gained 4.6 percentage points in proficiency — which shows progress, even though the new incoming 5th grade group (as a whole) performed lower than their predecessors. This highlights the importance of distinguishing between schoolwide instructional gaps and cohort-specific growth.

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.

Grade 5 has had the greatest proficiency gap when compared to state expectations. Historically, our Grade 5 scores have been at or below the state average, and the current 44.6% indicates a need for intensified focus on comprehension, vocabulary, and informational text instruction.

In addition, our ESSA-identified subgroups — **Black students and Students with Disabilities (SWD)** — continue to perform below the schoolwide average in reading. These groups have shown limited growth over time, and targeted interventions, inclusive practices, and culturally responsive instruction must be prioritized to close these equity gaps.

EWS Areas of Concern

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

Chronic absenteeism and behavior incidents remain key concerns across multiple grade levels. In particular, students in the current Grade 5 cohort (who were also a concern last year in Grade 4) continue to appear frequently in Tier 2 and Tier 3 behavioral and attendance reports.

From a grade-level standpoint, Grade 3 has seen a rise in early warning indicators related to attendance and course performance, highlighting the need for early intervention strategies to prevent long-term academic struggles. Addressing these issues across grades, while also tracking recurring patterns in specific cohorts, will help prevent gaps from widening over time.

Highest Priorities

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

1. Provide targeted academic and SEL support for ESSA subgroups, particularly Black students and SWD, to reduce performance gaps and ensure equitable access to grade-level instruction
2. Increase Grade 5 Reading proficiency through targeted Tier 1 support and differentiated small group instruction
3. Increase the number of math interventions per week for students who have a need
4. Improve Tier 2 and Tier 3 behavior supports for high-needs cohorts
5. Implement proactive attendance interventions, especially for early grade students showing early warning indicators

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.

Grade 5 Reading proficiency declined from 62.3% in Spring 2024 to 44.6% in Spring 2025. While the cohort of students in Grade 5 showed modest growth from their performance in Grade 4, this grade level remains the lowest-performing overall and is projected to fall below the state average.

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.

Increase Grade 5 ELA proficiency from 44.6% to at least 55% or higher by Spring 2026, as measured by the state Reading assessment.

Monitoring

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

The Leadership Team will utilize the SCPS Instructional Practice look for tool. The Instructional Practices tool will be used to look for trends in benchmark aligned instruction, students engagement, and monitoring for learning. Wonders unit assessments, i-Ready diagnostics, district benchmarks, and teacher-created formative assessments every 6 weeks. Data chats will be held quarterly to adjust instruction based on need.

Person responsible for monitoring outcome

G. Beck - ELA Coach, Grade 5 Teachers, Interventionist, A. Pernal - Assistant Principal, K. Ramkissoon - Principal

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:

Wonders– Tier 1 literacy instruction program aligned to the B.E.S.T. standards and grounded in the science of reading. Standards Mastery for Tier 1 instruction. iReady Magnetic Reading is listed as an evidence-based core curriculum and intervention resource that provides scaffolding, skills-based support, and leveled text instruction. Small group reading professional development series with Dr. T. Wenzel

Rationale:

By prioritizing Reading/ELA for Grades K-2, we are addressing these identified gaps and ensuring that our students receive the critical early literacy instruction they need. This targeted focus will not only help to elevate student achievement in the short term but also lay a solid foundation for continued academic success in the future.

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

Implement Tier 1 whole-group ELA instruction aligned with B.E.S.T. standards

Person Monitoring:

Gabriella Beck

By When/Frequency:

Every 6 Weeks

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

Implement Tier 1 ELA curriculum aligned to B.E.S.T. standards Deliver small group instruction during both the Tier 1 ELA block and WINN time Use data from i-Ready to regroup students and reteach standards Facilitate biweekly PLCs focused on student work and progress monitoring

Area of Focus #2

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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.

Black students have been identified as an ESSA subgroup with persistent achievement gaps in Math. Proficiency rates for Black students remain below the schoolwide average, requiring targeted academic and cultural supports.

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.

Increase Math proficiency for Black students from 20% to 42% or higher by Spring 2026.

Monitoring

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

Disaggregated subgroup data reviewed during quarterly data chats and MTSS meetings.

Person responsible for monitoring outcome

Classroom Teachers, Math Coach, ESE Teachers, Assistant Principal, Principal

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:

Envision instructional materials that include supports for diverse learners. Teachers will also receive PD on engaging diverse populations.

Rationale:

By prioritizing Math for our 3rd-5th black students, we are addressing these identified gaps and ensuring that our students receive the critical math instruction they need. This targeted focus will not only help to alleviate achievement gaps in student achievement, in the short term, but also lay a solid foundation for continued academic success in the future.

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

ESSA Group Monitoring (BLK)

Person Monitoring:

B. Akard - Math Coach

By When/Frequency:

BiWeekly

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

Disaggregate and analyze subgroup data regularly Provide staff with PD on culturally responsive strategies Build relationships and mentorship programs for Black students

Area of Focus #3

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

SWD continue to demonstrate significant gaps in both ELA and Math achievement. Many are also represented in Tier 2 and Tier 3 MTSS referrals, requiring focused, scaffolded literacy intervention aligned to their IEP goals.

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.

Increase Grades 3-5 ELA proficiency for SWD from 18% to 42% or higher by Spring 2026.

Increase Grades 3-5 Math proficiency for SWD from 16% to 42% or higher by Spring 2026.

Monitoring

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

Progress monitored via i-Ready, intervention checks, IEP progress monitoring, and MTSS/IEP PLCs.

Person responsible for monitoring outcome

ESE Teachers, Interventionist, Grade-Level Teachers, A. Pernal - Assistant Principal, K. Ramkissoon - Principal

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:

Magnetic Reading for ESSA Tier 2 intervention program used to build fluency and comprehension with scaffolded, decodable texts and structured routines. Supported by co-teaching and UDL strategies. The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

Rationale:

By prioritizing Reading and Math for our SWD students, we are addressing identified gaps and ensuring that our students receive the critical literacy and math instruction they need. This targeted

focus will not only help to elevate student achievement in the short term but also lay a solid foundation for continued academic success in the future.

Tier of Evidence-based Intervention:

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

ESSA Group Monitoring (SWD)

Person Monitoring:

G. Beck - Reading Coach and B. Akard - Math Coach

By When/Frequency:

Every 6 weeks

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

Implement reading and math in small groups for SWD Provide accommodations aligned to IEPs Use UDL-based lesson design and co-teaching models Progress monitor every 2 weeks using multiple data sources such as unit assessments, iReady lesson progression, etc.

Area of Focus #4

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.

At Winter Springs Elementary, our focus for Kindergarten through 2nd Grade is to build a strong mathematical foundation by developing students' number sense, counting skills, basic operations (addition and subtraction), and an understanding of simple geometric concepts. We aim to create a positive and engaging learning environment that fosters mathematical curiosity and confidence in our young learners.

Additionally for our intermediate students, we will be focusing on increasing mathematical comprehension by utilizing target instruction based on needs. Historically, these needs have included: fractions and multi-step word problems.

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.

Using STAR and FAST Progress monitoring, we will be able to measure the outcomes of individual students to find trends and areas of strength and areas of concern.

Grades K - 2: Our goal is to see an increase in student proficiency from 57% on the 24-25 on STAR Math PM3 to 67% or higher on the 25-26 STAR Math PM3

Grades 3 - 5: Our goal is to see an increase in student proficiency from 55% on the 24-25 on FAST Math PM3 to 65% or higher on the 25-26 FAST Math PM3

Monitoring

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

The Leadership Team will utilize the SCPS Instructional Practice look for tool. The Instructional Practices tool will be used to look for trends in benchmark aligned instruction, students engagement, and monitoring for learning. The Leadership Team will also use iReady diagnostics, and STAR/FAST Math Progress Monitoring, teacher observation.

Person responsible for monitoring outcome

Bonnie Akard - Math Coach, Classroom Teachers, Interventionists, A. Pernal - Assistant Principal, K. Ramkissoon - Principal

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:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

Rationale:

All the listed interventions have research-based evidence for efficacy.

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

Tier 2 Intervention

Person Monitoring:

Bonnie Akard - Math Coach

By When/Frequency:

Every 6 weeks

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

We will implement targeted small-group instruction tailored to each student's needs, based on assessment data and teacher observations. Intervention plans will use evidence-based programs and varied instructional strategies, with sessions scheduled 3-4 times per week. Teachers will receive ongoing professional development and collaborate to share best practices. Progress will be monitored through frequent formative assessments and curriculum-based measurements, with data analyzed regularly to adjust instruction. At the end of each 6 week intervention cycle, the effectiveness of the program will be reviewed and refined for continuous improvement.

Action Step #2

Tier 3 Intervention

Person Monitoring:

Bonnie Akard - Math Coach

By When/Frequency:

Every 6 weeks

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

For students requiring Tier 3 math intervention, the school will implement highly individualized and intensive instruction. This intervention will involve one-on-one or very small group sessions multiple times per week, focusing on specific math deficits identified through detailed assessments and continuous progress monitoring. Instructional plans will use specialized, evidence-based programs and strategies tailored to the unique needs of each student. Teachers will receive specialized training in delivering Tier 3 interventions and will work closely with support staff and specialists. Progress will be closely tracked using frequent, detailed assessments, and data will be reviewed regularly to make necessary adjustments to instruction. The effectiveness of the intervention will be reviewed at the end of each 6 week cycle to ensure the program is meeting student needs and to make any needed refinements.

Area of Focus #5

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

Instructional Practice specifically relating to Science

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.

At Winter Springs Elementary, another area of focus is enhancing science instruction across all grade levels. Data from prior years indicates a need for improved science performance, particularly in understanding scientific concepts and applying inquiry-based skills. Analysis of assessment results and classroom observations revealed gaps in students' ability to engage with and apply scientific principles effectively. Addressing these gaps is crucial for increasing overall student achievement in science and ensuring that students develop critical thinking and problem-solving skills necessary for

future academic and career success.

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.

Prior year data show that 47% of 5th grade students met grade-level science standards. The goal is to increase this percentage to 62% or higher by the end of the current school year. Specific outcomes will be tracked for each grade level through SBA Science progress monitoring, and teacher-designed evaluations.

Monitoring

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

The Leadership Team will utilize the SCPS Instructional Practice look for tool. The Instructional Practices tool will be used to look for trends in benchmark aligned instruction, students engagement, and monitoring for learning. Unit assessments, formative assessments, SBA, and FAST PM results will also be utilized.

Person responsible for monitoring outcome

Bonnie Akard, Math & Science Coach

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:

The intervention involves implementing a hands-on, inquiry-based science curriculum that includes interactive experiments, problem-based learning activities, and real-world applications of scientific concepts. The curriculum is supported by professional development for teachers on effective science instruction strategies through regular PLC groups, and PD with our academic coach and district support.

Rationale:

This intervention was selected because research shows that inquiry-based learning and hands-on activities significantly improve student engagement and understanding in science. The approach aligns with best practices in science education, which emphasize active learning and critical thinking.

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

Science Professional Learning

Person Monitoring:

Bonnie Akard, Math and Science Coach

By When/Frequency:

Ongoing

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

Offer Professional Learning opportunities on inquiry-based science teaching methods and track teacher participation. Evaluate the impact through follow-up surveys and classroom observations to ensure that teachers are applying new strategies effectively.

Action Step #2

Model Science Labs

Person Monitoring:

Bonnie Akard, Math and Science Coach

By When/Frequency:

Ongoing

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

Opportunities will be given to our teachers during PLCs for labs to be taught to them by our instructional coach. This modeling and demonstration will help address any potential misconceptions about academic vocabulary and will help make sure that the lab and information being covered address test specifications.

Area of Focus #6

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

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.

Grade 5 Reading proficiency declined from 62.3% in Spring 2024 to 44.6% in Spring 2025. While the cohort of students in Grade 5 showed modest growth from their performance in Grade 4, this grade level remained the lowest-performing overall and fell below the state average.

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

No Answer Entered

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

To improve 5th grade reading proficiency, we will implement daily, data-driven small group reading

instruction that focuses on complex, standards-aligned texts. Instruction will emphasize text-dependent questioning and explicit vocabulary instruction, aligned to benchmarks.

Teachers will use formative assessment data (progress monitoring, i-Ready, FAST PM, and classroom assessments) to group students by demonstrated need and differentiate instruction accordingly. During small group sessions, students will engage in close reading of grade-level texts and practice answering rigorous, multi-step questions.

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

Increase Grade 5 ELA proficiency from 44.6% to at least 55% or higher by Spring 2026, as measured by the state Reading assessment.

Monitoring

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

The Leadership Team will utilize the SCPS Instructional Practice look for tool. The Instructional Practices tool will be used to look for trends in benchmark aligned instruction, students engagement, and monitoring for learning. Assessments such as, Wonders unit assessments, i-Ready diagnostics, district benchmarks, and teacher-created formative assessments will be utilized throughout the year. Data chats will be held quarterly to adjust instruction based on need.

Person responsible for monitoring outcome

G. Beck - ELA Coach, Grade 5 Teachers, Interventionist, A. Pernal - Assistant Principal, K. Ramkissoon - Principal

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:

Wonders— Tier 1 literacy instruction program aligned to the B.E.S.T. standards and grounded in the science of reading. Standards Mastery for Tier 1 instruction. iReady Magnetic Reading is listed as an evidence-based core curriculum and intervention resource that provides scaffolding, skills-based support, and leveled text instruction. Small group reading professional development series with Dr. T. Wenzel.

Rationale:

This instructional practice prioritizes small group, standards-based reading instruction to address specific skill gaps and accelerate reading growth. Data from formative assessments, such as FAST

progress monitoring, consistently show that 5th grade students struggle with deep comprehension of complex texts, particularly when required to analyze text structure, infer meaning, and cite evidence. To address this, we are implementing a focused approach that includes text-dependent questioning, explicit vocabulary instruction, and targeted small group intervention. These practices are particularly effective in closing achievement gaps, supporting below-grade-level readers, and increasing the rigor of daily instruction to match assessment demands.

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

Analyze Baseline Data

Person Monitoring:

Classroom teachers, Reading Coach, Principal,
Assistant Principal

By When/Frequency:

mid-September

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

Review FAST PM1, i-Ready, and classroom diagnostic data to identify student proficiency levels in key B.E.S.T. standards. Group students by instructional need based on comprehension, vocabulary, and fluency skills.

Action Step #2

Plan and Schedule Targeted Small Group Instruction

Person Monitoring:

Classroom Teachers, Interventionists, Reading
Coach, Principal, Assistant Principal

By When/Frequency:

Every 6 weeks

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

Develop a weekly schedule for teacher-led small groups during the reading block. Ensure each student receives at least 2–3 small group sessions per week focused on their identified needs.

Action Step #3

Align Materials to Standards and Text Complexity

Person Monitoring:

Classroom Teachers, Interventionists, Reading
Coach, Principal, Assistant Principal

By When/Frequency:

Monthly

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

Select grade-level complex texts that align with targeted B.E.S.T. standards. Prepare text-dependent questions and graphic organizers to guide small group instruction.

Action Step #4

Implement Evidence-Based Strategies

Person Monitoring:

Classroom Teachers, Interventionists, Reading Coach, Principal, Assistant Principal

By When/Frequency:

Weekly

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

Incorporate close reading routines and explicit vocabulary instruction into small group lessons. Use think-alouds and modeling to demonstrate how to answer high-rigor questions.

Action Step #5

Monitor and Adjust Grouping

Person Monitoring:

Classroom Teachers, Interventionists, Reading Coach, Principal, Assistant Principal

By When/Frequency:

Bi-Weekly

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

Conduct progress monitoring through exit slips and aligned comprehension checks. Adjust groups and instructional focus based on data and student growth.

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

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.

Our focus is to improve the overall learning environment through Tier 1 behavior systems, targeted SEL, and equity-focused interventions. Data from the 2024–25 school year showed an increase in behavior referrals among students in Grades 3 and 5. ESSA subgroup analysis also revealed that Black students and students with disabilities (SWD) were disproportionately represented in discipline data. These patterns negatively impact instructional time, student engagement, and long-term academic outcomes.

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.

- Decrease the number of students with 2+ behavior referrals by 15%
- Decrease chronic absenteeism by 10%
- Reduce referral disproportionality for Black students and SWD as measured by district behavior dashboards

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.

The MTSS and PBIS teams will review monthly behavior and attendance data, including conditions for learning. Admin and support staff will conduct walkthroughs. Discipline disproportionality reports will be analyzed quarterly and discussed during team meetings.

Person responsible for monitoring outcome

Assistant Principal, PBIS Team Lead, MTSS Coordinators, School Counselor, Principal, School Social Worker, DMHC

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:

We will implement Positive Behavioral Interventions and Supports (PBIS) as a Tier 1 schoolwide system (Three R's) and use Attendance Works strategies (Tier 2) to address chronic absenteeism. In classrooms, weekly SEL instruction (e.g., Zones of Regulation) will support emotional regulation and improve classroom climate.

Rationale:

PBIS is an evidence-based framework that improves school climate, reduces exclusionary discipline, and supports all learners. Attendance Works strategies improve attendance through early identification, family partnerships, and consistent monitoring. SEL integration builds emotional skills that reduce behavior incidents and increase academic engagement.

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

Implement and Monitor Tier 1 PBIS Schoolwide

Person Monitoring:

PBIS Lead - J. Millen

By When/Frequency:

Ongoing

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

Launch schoolwide expectations, matrix, and class reward systems. Use PBIS walkthroughs and monthly data reviews to adjust practices.

Action Step #2

Provide Weekly SEL Lessons in All Classrooms

Person Monitoring:

School Counselor - M. Rhodes

By When/Frequency:

Weekly

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

Teachers will deliver direct instruction using SEL curriculum. Counselor will support fidelity and review class check-in data and student surveys.

Action Step #3

Address Attendance Through Tier 2 Plans

Person Monitoring:

School Social Worker

By When/Frequency:

Monthly

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

Identify students with 5+ absences and develop intervention plans, including parent contact, incentives, and mentoring. Track attendance biweekly.

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.

To ensure all stakeholders are informed of the School Improvement Plan (SIP), UniSIG budget, and Schoolwide Plan (SWP), the following dissemination methods will be used:

- **School Website:** The SIP will be posted on the Winter Springs Elementary website in the "About Us" section and updated annually.
- **SAC Meetings:** The SIP and progress toward goals will be shared and reviewed quarterly with the School Advisory Council (SAC), including parent and community representation.
- **Family Nights:** A summary of SIP goals, including reading and behavior supports for ESSA subgroups, will be shared at fall and spring Title I Family Nights using accessible, parent-friendly language.
- **Newsletters & Social Media:** Key elements of the SIP (e.g., behavior goals, attendance incentives, and academic targets) will be highlighted in monthly newsletters and posted on our school's Facebook page.
- **Language Access:** SIP highlights and family letters will be translated into Spanish and other languages as needed to ensure understanding.

SIP Webpage: <https://www.wse.scps.k12.fl.us>

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)).

Winter Springs Elementary maintains strong relationships with families and the broader community through the following:

- **Weekly Parent Communication** via email, ParentSquare, and phone calls from administration and teachers
- **SAC and Title I Family Involvement Events**, including curriculum nights, academic showcases, and behavior/attendance workshops
- **Community Partnerships** with local businesses and faith-based groups to sponsor incentives, family nights, and school supplies
- **Parent Conferences and Student-Led Data Chats** to keep families informed of academic and behavior progress
- **Volunteer Program** to welcome families into classrooms and school events, classroom readers, and PBIS support

PFEP Webpage: <https://www.wse.scps.k12.fl.us/parents/family-engagement.shtml>

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)).

To strengthen the academic program and improve outcomes for all students, we are:

- **Implementing evidence-based literacy interventions** through **Wonders** (Tier 1 & 2) and **Magnetic Reading** (Tier 2) aligned to the B.E.S.T. standards for ELA. For math interventions include: iReady, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.
- **Using targeted small-group instruction** to close achievement gaps for SWD and Black students (identified ESSA subgroups)
- **Increasing instructional time** through dedicated intervention blocks (WIN time), before-school tutoring, and enrichment pull-outs
- **Embedding progress monitoring tools**, such as i-Ready and Wonders assessments, to guide personalized instruction
- **Supporting acceleration** through enrichment groups, advanced literacy centers, and access to higher-level texts

This aligns with our SIP Areas of Focus on ELA Proficiency, ESSA subgroup achievement, and positive learning environments.

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)).

This plan was developed collaboratively with input from:

- **School Leadership Team**, teachers, and instructional coaches during pre-planning and quarterly reviews
- **School Advisory Council (SAC)** including family, staff, and community representation
- **Title I Planning Team**, which includes family and equity liaisons to ensure alignment with family engagement goals
- **ESE and MTSS Teams**, who reviewed subgroup data and aligned goals with IDEA, ESSA, and IEP targets

The SIP is integrated with:

- **Title I Schoolwide Plan and PFEP**
- **PBIS and violence prevention initiatives**
- **SCPS district academic goals**
- **Community resource partnerships**, including counseling services and attendance support programs

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)).

Winter Springs Elementary supports the whole child through the following strategies:

- **Full-time School Counselor** provides weekly SEL lessons, small group counseling, and individual check-ins.
- **Behavior Specialist** supports Tier 2 and Tier 3 students through behavior plans and social-skills coaching.
- **On-site mental health therapist** (contracted through the district's mental health plan) meets regularly with students referred by MTSS/IEP teams.
- **Peer mentoring programs** and lunch bunch groups foster social-emotional development and leadership.
- Teachers integrate **SEL practices** into daily classroom routines (e.g., morning meetings, mood check-ins).
- Students participate in leadership opportunities, including **Student Council**, morning news, and safety patrol.

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)).

As an elementary school, Winter Springs Elementary builds **early awareness** of college and career pathways by:

- Hosting an annual **College & Career Week (Teach-In)** with guest speakers, spirit days, and interactive class discussions.
- Embedding **career exploration** into ELA and social studies texts aligned to the B.E.S.T. standards.
- Encouraging **goal setting and progress monitoring** through student data binders and self-reflection conferences.
- Partnering with local high schools and middle schools for transition presentations and family

information nights.

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)).

Winter Springs implements a **schoolwide MTSS framework** to support behavior and early intervention:

- **Tier 1: PBIS** schoolwide expectations, classroom management training, and monthly behavior incentives.
- **Tier 2: Behavior interventions** include daily point sheets, behavior contracts, check-in/check-out (CICO), and SEL small groups.
- **Tier 3: Intensive services** involve FBA/BIPs, IEP goals, ESE support, and coordination with mental health professionals.
- Behavior data is reviewed **biweekly in MTSS meetings** and shared with parents during student support planning.
- The school coordinates closely with ESE services under IDEA, ensuring that behavior supports align with IEPs and FAPE requirements.
- Staff receive training in **de-escalation strategies and trauma-informed practices**.

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)).

Professional learning is embedded throughout the year to support effective instruction and data use:

- **Weekly PLCs** are dedicated to data analysis, collaborative planning, and instructional coaching.
- **PD on Wonders, Magnetic Reading, and UFLI** supports literacy instruction for all tiers.
- Staff receive training on **culturally responsive practices, accommodations for SWD, and MTSS behavior supports**.
- **New teachers are mentored** through a buddy system (NEST) and supported by the literacy coach and administration.
- The school leverages **Title I funding** to send staff to district and state-level trainings in high-need areas.
- Exit interviews and informal feedback help guide **teacher retention efforts**, with an emphasis on staff well-being and support.

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)).

To support smooth transitions from preschool to kindergarten, Winter Springs Elementary:

- Hosts a **Kindergarten Round-Up** each spring, including classroom tours, meet-the-teacher sessions, and parent Q&A.
- Partners with local **VPK and Head Start programs** to share school expectations, readiness checklists, and orientation events.
- Shares “Welcome to Kindergarten” guides with families, covering routines, school supplies, and academic expectations.
- Provides professional learning for K teachers on **early literacy, developmental milestones, and social-emotional support** for new students.
- Uses initial assessments (e.g., STAR, i-Ready) and teacher observations to tailor supports during the first 30 days of school.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Our district process for selecting resources and materials is rigorous. Each resource is vetted and approved by a team of trained educators with the sole purpose of increasing student achievement.

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).

We utilize District approved textbooks and resources for ELA, Math, Science, and Social Studies. Additionally, our teachers adhere to the frameworks provided by the leaders in our district in order to ensure that every student is exposed to every standard that is grade appropriate throughout the school year.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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