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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

Spring Lake Elementary School endeavors to provide ongoing encouragement, information, and opportunities for every family to play a valuable role in the education of their children. Parents and teachers will collaborate in a cooperative environment where all parties feel validated and work towards preparing all students to become responsible, lifelong learners.

Provide the school's vision statement

Spring Lake will exemplify excellent teaching and evidence-based instructional practices aligned to the state standards while building positive relationships that result in high levels of achievement for all students.

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

Debbie Jose

Debbie_Jose@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The Principal provides the school-based leadership required to sustain a focus on improving instruction to increase the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school. Mrs. Jose's job responsibilities include: SIP, Low Quartile, MTSS, SST, Teacher Feedback, PBS, Emergency Response, Teacher/Staff Evaluations,

PDs, PLCs, PTA, Budget, SAC, Communication

Leadership Team Member #2

Employee's Name

Cy-Anne Small

smallca@muscps.us

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal supports the principal in providing the school-based leadership required to sustain a focus on improving instruction to increase the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school. Ms. Small's job responsibilities include: MTSS, Low Quartile, Teacher Feedback, Emergency Response, Teacher Evaluation, Progress Monitoring, PDs, PLCs, Climate Surveys, Calendars, PTA, Title One, Tutorial, SLC, Textbooks

Leadership Team Member #3

Employee's Name

Laura Jones

Laura_Jones@scps.k12.fl.us

Position Title

Reading Coach

Job Duties and Responsibilities

The Reading Coach collaborates with teachers to develop and support a strategic plan for improving classroom instruction in areas determined by key school goals. Mrs. Jones's job responsibilities include: Instructional Coaching, Peer Feedback/Mentor, PDs, PLCs, MTSS, SI Data Monitoring, Low Quartile, Tutorial Programs

Leadership Team Member #4

Employee's Name

Niki Czwornog

Czwornog_Niki@scps.k12.fl.us

Position Title

Math Coach

Job Duties and Responsibilities

The Math Coach collaborates with teachers to develop and support a strategic plan for improving classroom instruction in areas determined by key school goals. Mrs. Czornog's job responsibilities include: Instructional Coaching, Peer Feedback/Mentor, PDs, PLCs, MTSS, SI Data Monitoring, Low Quartile, Tutorial Programs

Leadership Team Member #5

Employee's Name

Robin Bell-Wright

Robin_Bell-Wright@scps.k12.fl.us

Position Title

SAM (School Administration Manager)

Job Duties and Responsibilities

The SAM is responsible for assigned administrative duties not directly related to instruction to include, but not limited to, managing/coordinating school schedule/activities, special events, transportation needs, school maintenance, and supervision of assigned educational support personnel. Mrs. Bell-Wright's job responsibilities include: Title One, PBIS, Emergency Response, Non-instructional Staff Evaluations, PTA, Testing Coordinator, Families in Need, Calendars, Facilities, Behavior Interventions.

Leadership Team Member #6

Employee's Name

Carisa Hines

Carisa_Hines@scps.k12.fl.us

Position Title

School Social Worker

Job Duties and Responsibilities

The School Social Worker supports instructional, non-instructional, and administrative personnel in the acquisition and maintenance of optimal learning outcomes for all students by utilizing skills in problem solving, social/emotional/behavioral assessment and intervention, case-management, wraparound service delivery, data collection and data analysis, consultation and collaboration, and crisis management. Ms. Hines's job responsibilities include: MTSS, Truancy, Social Skills/SEL Lessons, Behavior Interventions, Families in Need, and Home-School Liaison.

Leadership Team Member #7

Employee's Name

Tracy Schoenauer

Tracy_Schoenauer@scps.k12.fl.us

Position Title

Behavior Interventionist

Job Duties and Responsibilities

The Behavior Interventionist plays a vital role in fostering a positive school climate by promoting appropriate behavior and delivering targeted social-emotional interventions. These efforts ensure that all students can fully engage in their education and achieve both academic and social success.

Mrs. Schoenauer's responsibilities include:

- Implementing positive behavior support strategies
- Delivering individualized behavior interventions
- Monitoring and tracking discipline data for ESE (Exceptional Student Education) students
- Ensuring fairness and equity in disciplinary practices
- Strengthening collaboration between ESE and General Education teachers
- Supporting the Multi-Tiered System of Supports (MTSS)
- Contributing to Early Warning Systems to identify and support at-risk 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.

As a leadership team, we reflect on stakeholder surveys and our SAC/community meetings throughout the 2024-2025 school year. Leadership team members use this input to drive school improvement. The SIP is shared with all stakeholders during meetings (i.e. SAC, community, staff,

leadership team, team leaders, faculty meetings). All feedback is considered when monitoring the school improvement plan to ensure continuous 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)).

Weekly leadership team meetings will be held to review and discuss data. During PLC's teachers will review data and tailor instruction to be differentiated in order to meet the students where they are and close learning gaps. The leadership team will review the SIP goals monthly and make adjustments in order to meet the needs of all students. Teachers will actively use data notebooks and a data wall to monitor students. Data will be present to stakeholder groups after each progress monitoring assessment.

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	87.6%
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: C 2023-24: A 2022-23: C 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	45	89	66	87	83	76				446
Absent 10% or more school days	0	19	12	10	20	14				75
One or more suspensions	0	7	4	5	4	4				24
Course failure in English Language Arts (ELA)	0	21	7	9	27	11				75
Course failure in Math	0	23	13	22	30	21				109
Level 1 on statewide ELA assessment	0	4	28	25	19	24				100
Level 1 on statewide Math assessment	0	4	18	27	18	15				82
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	14	12	14	32	0				72
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	19	15	14	0	9				57

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	27	29	31	38	23				148

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	0	4	1	1						6
Students retained two or more times										0

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	4	28	25	27	22	14				120
One or more suspensions		1	5	5	4	8				23
Course failure in English Language Arts (ELA)	1	5	12	5	16	3				42
Course failure in Math	1	4	10	12	10	17				54
Level 1 on statewide ELA assessment				1	24	17				42
Level 1 on statewide Math assessment				1	25	10				36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	14	14	29						61
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	16	13	14	21					67

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	4	19	18	21	31	20				113

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	4	2	5	8	1	1				21
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*	50	68	59	54	66	57	45	61	53
Grade 3 ELA Achievement	49	71	59	43	69	58	37	62	53
ELA Learning Gains	56	63	60	73	62	60			
ELA Lowest 25th Percentile	53	56	56	83	55	57			
Math Achievement*	50	69	64	55	67	62	47	64	59
Math Learning Gains	53	65	63	76	64	62			
Math Lowest 25th Percentile	47	47	51	75	43	52			
Science Achievement	66	68	58	69	68	57	51	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	66	73	63	77	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	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	490
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
54%	67%	52%	42%	47%		49%

* 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	40%	Yes	1	
English Language Learners	57%	No		
Black/African American Students	49%	No		
Hispanic Students	53%	No		
Multiracial Students	63%	No		
White Students	54%	No		
Economically Disadvantaged Students	52%	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	50%	49%	56%	53%	50%	53%	47%	66%					66%
Students With Disabilities	31%	14%	49%	47%	27%	41%	58%	56%					
English Language Learners	50%	58%	58%	58%	47%	65%	50%						66%
Black/African American Students	47%	58%	55%		51%	41%		44%					
Hispanic Students	46%	49%	51%	45%	46%	57%	48%	66%					67%
Multiracial Students	65%		60%		63%								
White Students	51%	27%	68%		51%	44%		80%					
Economically Disadvantaged Students	47%	47%	54%	53%	47%	47%	44%	64%					68%

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	54%	43%	73%	83%	55%	76%	75%	69%					77%
Students With Disabilities	32%	37%	68%	88%	25%	71%	71%						
English Language Learners	51%	25%	82%	85%	57%	82%	83%	53%					77%
Black/African American Students	54%	53%	73%		48%	73%		86%					
Hispanic Students	50%	35%	73%	83%	53%	77%	79%	60%					77%
Multiracial Students	46%		64%		77%	100%							
White Students	64%	60%	75%		58%	63%		60%					
Economically Disadvantaged Students	51%	39%	72%	85%	52%	77%	82%	66%					78%

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	45%	37%			47%			51%					46%
Students With Disabilities	12%	10%			9%								
English Language Learners	39%	15%			39%			57%					79%
Black/African American Students	41%	24%			41%			47%					
Hispanic Students	42%	34%			43%			45%					78%
Multiracial Students	67%				75%								
White Students	50%	54%			58%			63%					
Economically Disadvantaged Students	42%	35%			42%			43%					76%

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	48%	69%	-21%	57%	-9%
ELA	4	45%	67%	-22%	56%	-11%
ELA	5	49%	64%	-15%	56%	-7%
Math	3	52%	70%	-18%	63%	-11%
Math	4	47%	69%	-22%	62%	-15%
Math	5	34%	46%	-12%	57%	-23%
Math	6	100%	71%	29%	60%	40%
Science	5	60%	66%	-6%	55%	5%

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?

The data component with the most improvement was Grade 3 ELA achievement.

Actions taken in this area:

- monitoring of instruction
- monitoring of planning
- backward planning
- data analysis and strategic planning based on data results

Lowest Performance

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

The data with the lowest performance was math learning gains lowest 25% (47%).

Contributing Factors to last year's low performance:

- new curriculum used with ESE teachers
- Students that lack fluency with math facts
- new teachers with lack of experience in teaching math
- math interventionist and math coach both pulled to teach in classrooms

Greatest Decline

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

The data component with the greatest decline from the prior year was ELA learning gains lowest 25% (decline of 30 percentage points).

Factors contributing to this decline include:

- teacher changes during the school year
- lack of implementing lessons with fidelity
- new curriculum used with ESE teachers
- students receiving instruction at their reading level versus their grade level

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 data component with the greatest gap when compared to the state average was math achievement.

Contributing factors to this gap:

- new teachers with lack of experience
- math interventionist and math coach pulled to teach classrooms
- students lacking math fluency of math facts

EWS Areas of Concern

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

After reflecting on the EWS data two protentional areas of concern were identified:

- Third grade students meeting both math and ELA indicators
- Lowest quartile learning gains in both math and ELA

Highest Priorities

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

1. SWD Achievement
2. ELA proficiency
3. Math proficiency
4. Learning Gains-all students in ELA and math

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.

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.

The area of focus will be to increase both proficiency (3+) and learning gains in our students with disabilities.

This year 27% SWD scored at a level 3 or above and 46% SWD made a learning gain in ELA.

2024-2025 Lowest quartile learning gains ELA data by grade level:

14% Grade 3

36% Grade 4

74% Grade 5

This year 23% of SWD scored at a level 3 or above and 41% of SWD made a learning gain in math.

2024-2025 Lowest quartile learning gains math data by grade level:

80% Grade 3

60% Grade 4

32% Grade 5

Collaborative planning will be the focus to ensure that teachers are planning for the success of ALL students. (these planning sessions will include our ESE support facilitators)

Areas of planning include:

- BEST standards (understanding)
- Backward planning beginning with assessments
- Differentiation to target individual needs based on data analysis
- Strengthening small group instruction based on assessment results (standards mastery)
- Discussion on the "how" of teaching benchmarks within PLC and planning sessions
- Ensuring that ESE support facilitators are teaching students on grade level and not below

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.

Students with disabilities:

24-25 FAST Data/ Goal

ELA Achievement: 31%- 50%

Gr. 3 ELA- 14%- 65%

ELA LG L25%- 47%- 65%

Math Achievement- 27%- 50%

Math LG- 41%- 65%

Math LG L25%- 57%-65%

Monitoring

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

Monitoring will include:

- The administration will attend weekly PLC sessions
- Data sessions weekly with grade levels to discuss data results and upcoming assessments
- Data chats with the grade level and individual teachers (after each iReady Diagnostic, FAST, Unit and benchmark assessments)
- Lesson plans will be reviewed weekly/ESE logs
- Feedback will be consistently provided on teaching practices using the walkthrough tool

Person responsible for monitoring outcome

Administration and instructional coaches

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:

Having a variety of interventions available allows the school to match the needs of the individual student to the intervention that is offered based upon assessment data.

Rationale:

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-5 continuum.

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

Planning/Data Analysis and Implementation

Person Monitoring:

Administration and instructional coaches

By When/Frequency:

weekly

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

All parties will attend PLC sessions. Instruction will be planned to ensure that all lessons are benchmark aligned and grade level specific. The ESE support facilitators will plan with the general education teachers to ensure consistency and collaboration. Administration and coaches will monitor the implementation of the targeted instruction(data-based) through walkthroughs and targeted feedback using the walkthrough tool.

Action Step #2

Small group instruction

Person Monitoring:

Administration/Instructional coaches

By When/Frequency:

Daily

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

K-5 teachers will implement quality small group instruction daily for each student. ESE support facilitators will support small group instruction.

Action Step #3

PD- ESE Facilitators

Person Monitoring:

Administration and Instructional Coaches

By When/Frequency:

as needed

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

A professional development session will be designed to equip ESE facilitators with the tools to plan and deliver targeted, grade-level lessons, with embedded ESE strategies to ensure accessibility and support for all learners.

Area of Focus #2

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.

This year, our primary focus will be on collaborative planning to ensure that all teachers are intentionally designing instruction that promotes the success of every student in reading. Key planning components will include: deepening understanding of the BEST standards, implementing backward design, differentiating instruction to meet individual student needs, enhancing small group instruction through data-driven decisions, and engaging in purposeful discussions around effective strategies for teaching the standards.

ELA proficiency is an area of focus due to Spring Lake being identified as a RAISE school. The goal will be to close the achievement gap in reading for all students K-5. In 2025, the reading achievement level for Gr. 1 was 42%, Gr. 2 was 43% and Gr. 3 was 49%. The goal is to be at 65% proficiency in grade levels K-5.

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

1. Questioning:

- Review benchmarks and clarifications
- Consider the thinking skills required by the benchmark (i.e. identify, describe, etc.)
- Define and clarify key concepts in benchmark
- Read focus text(s)/problem(s)
- Draft questions
- Anticipate student responses (correct and incorrect)
- Prepare for our potential response back to students

2. Review Vertical Progression for K-2:

- What changes do you notice between grades K-1? What about 1-2?

Plan for daily writing opportunities:

- Make connections between reading and writing instruction
- Embed Vocabulary
- Utilizing SCPS Vocabulary Anchor Charts, Vocabulary Questioning, and Vocabulary Application Activities.

3. UFLI:

- Explicit, systematic phonics instruction that improves decoding and fluency, which are essential for reading comprehension by third grade.
- Utilize progress monitoring and data use

4. Standards Mastery:

- small group sessions that allow students to review standards and practice answering FAST type question

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

1. Strengthen small group (standards mastery)
2. Aggressive monitoring
3. Cold-Read practice (strengthen reading comprehension/ grade level text)
4. Annotate passage/citing evidence (strengthen comprehension)
5. Vocabulary- practice and review
6. Fluency- practice
7. Planning for effective questioning
8. iReady monitoring
9. Add writing component
10. Data chats
11. Strengthen reading intervention (explicit/monitoring/using continuous improvement model)
12. Tutorial with a focus on strengthening reading strategies

Grades K-2: Measurable Outcome(s)

2024-2025

Percentage scoring below level 3

KG- 47% *

Gr. 1- 56%

Gr. 2-58%

The goal will be that students in grades KG, 1 and 2 will have 50% or more students scoring at a level 3 or higher in ELA.

* 50% or more scoring below Level 3- NO

Grades 3-5: Measurable Outcome(s)

2024-2025

Percentage scoring below level 3

Gr. 3- 52%

Gr. 4- 55%

Gr. 5- 49% *

The goal will be that students in grades 3, 4 and 5 will have 50% or more students scoring at a level 3 or higher in ELA.

* 50% or more scoring below Level 3- NO

Monitoring

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

Monitoring will include:

- The administration will attend weekly PLC sessions
- Data sessions weekly with grade levels
- Data chats with the grade level and individual teachers (after each iReady Diagnostic, FAST, Unit assessment)
- The administration will monitor lesson plans and grade books
- The administration will attend MTSS sessions
- The administration will provide consistent teacher feedback using the walkthrough tool

Person responsible for monitoring outcome

Administration and Instructional Coaches

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: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence), FastForward (promising evidence), and Quick Reads (strong evidence. For students with disabilities who are served in separate classroom environments for the majority of the instructional day, additional curriculum has been included to address reading deficits as needed: Reading Mastery (promising evidence) and Corrective Reading (strong evidence). English Language Learners may also utilize Imagine Learning Language and Literacy (promising evidence) and Imagine Learning Espanol (promising evidence).

Rationale:

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-5 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan (CERP).

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

PLC planning and monitoring for fidelity

Person Monitoring:

Administration and Instructional Coaches

By When/Frequency:

weekly

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

We will attend PLC sessions and monitor the implementation of the targeted instruction through walkthroughs/targeted feedback.

Action Step #2

PD sessions

Person Monitoring:

Administration and Instructional Coaches

By When/Frequency:

as needed

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

PDs will be scheduled throughout the year to support strengthening reading instruction. 1. Aggressive monitoring 2. Explicit Instruction 3. Strengthening vocabulary instruction 4. Small group instruction

Area of Focus #3

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

The area of focus will be to increase proficiency and learning gains.

2024-2025- Data

Grade 3- Proficiency 52%	Learning Gains- 83%
Grade 4- Proficiency 37%	Learning Gains- 51%
Grade 5- Proficiency 38%	Learning Gains- 32%

2025-2026 Area of focus:

- Grade 3- Proficiency
- Grade 4- Learning gains and proficiency
- Grade 5- Learning gains and proficiency

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.

Math FAST Data 2024-2025/Goal

Math Achievement- 50% The goal is now 65%.
Math Learning Gains- 53% The goal is now 65%.
Math Learning L25%- 47% The goal is now 65%.

Monitoring

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

Monitoring will include:

- The administration will attend weekly PLC sessions
- Data sessions weekly with grade levels
- Data chats with the grade level and individual teachers (after each iReady Diagnostic, FAST, Unit assessments)
- The administration will monitor lesson plans and grade books
- The administration will attend MTSS sessions
- The administration will provide consistent teacher feedback through walkthroughs using walkthrough tool

Person responsible for monitoring outcome

Administration and Instructional Coaches

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: Ready Florida BEST Math Instruction, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

Rationale:

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

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

PLC Sessions

Person Monitoring:

Administration and Instructional Coaches

By When/Frequency:

weekly

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

Lead weekly PLC meetings that promote collaborative dialogue around foundational math concepts and effective small group instruction, with an emphasis on differentiated planning to address individual student needs. Success will be reflected in increased teacher engagement, the development of shared lesson plans, and measurable improvements in student performance data.

Action Step #2

Implement basic fact practice across grade levels.

Person Monitoring:

Administration

By When/Frequency:

daily

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

Daily Math Fluency Practice Each school day, teachers will lead a 15-minute math center where students engage in hands-on or digital activities to build fluency in basic math facts (addition, subtraction, multiplication, and division). Student progress will be monitored weekly using brief assessments. Fluency with Purpose Implement daily 3–5 minute fluency routines focused on foundational skills such as counting and math facts. Use engaging tools like flashcards, timed games, or digital apps to reinforce learning. Measurable improvements in student performance data will serve as indicators of success.

Action Step #3

Home-School Connection

Person Monitoring:

Administration and Instructional Coaches

By When/Frequency:

quarterly

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

To strengthen math instruction at home, parents can engage in a variety of meaningful and accessible strategies. The school will support this by including QR codes in communications that link directly to helpful how-to videos, making math strategies easy to understand and apply. A weekly “Math Minute” will be shared through newsletters or social media can offer quick tips, games, or strategies to keep families engaged. Emphasizing a growth mindset—celebrating effort, persistence, and problem-solving rather than just correct answers—will help build confidence and resilience in young learners. Parent-friendly progress reports and conferences will use clear, simplified language to explain math standards and student growth, making it easier for families to follow along. Resources will be provided for math fact fluency and homework routines empowering parents to reinforce skills consistently. Finally, a Parent and Family Engagement Night will be planned to offer mathematical

hands-on tools and practical strategies that families can use together, creating a fun and collaborative learning environment at home. Measurable improvements in student performance data will serve as indicators of success.

Action Step #4

Data Analysis and Action

Person Monitoring:

Administration and Instructional Coaches

By When/Frequency:

weekly

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

To improve student achievement in mathematics, a comprehensive approach will be implemented that begins with identifying students in the lowest quartile and analyzing subgroup data to target instruction effectively. Focused support will be provided through math and ELL tutorial sessions, while Tier 2 and Tier 3 students will receive ongoing progress monitoring using tools like i-Ready and teacher-created checks every 2–3 weeks to assess the impact of interventions. Regular short-cycle common formative assessments, administered weekly or biweekly and aligned to standards, will be analyzed in PLCs to identify trends and make timely instructional adjustments. Additionally, students will be empowered to take ownership of their learning through the use of data notebooks, where they set math goals, track progress, and reflect on their growth using visuals such as bar graphs, charts, or digital dashboards tailored for younger learners. Measurable improvements in student performance data will serve as indicators of success.

Area of Focus #4

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.

The focus in Science will be on strengthening lessons to ensure alignment with benchmarks and consistent implementation. Teachers will analyze data—including that of ESE, ELL, and all subgroups—to tailor instruction to meet individual student needs.

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.

FAST Science Results 24-25/Goal

This year, 66% of our 5th grade students were proficient on the 5th grade state science assessment. The goal for the 25-26 school year will be that 70% of our students will be proficient on the 5th grade state science assessment.

Monitoring

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

Monitoring will include:

- The administration will attend weekly PLC sessions
- Data Day sessions weekly with grade levels
- Data chats with the grade level and individual teachers after benchmark assessments, FAST, Unit assessments
- The administration will monitor lesson plans and grade books
- The administration will attend MTSS sessions
- The administration will provide consistent teacher feedback using the walkthrough tool

Person responsible for monitoring outcome

Administration and Instructional Coaches

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:

Rationale:

Tier of Evidence-based Intervention:

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 Vocabulary Instruction

Person Monitoring:

Administration and Instructional Coaches

By When/Frequency:

weekly

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

Each week, teachers will work together to plan and deliver vocabulary lessons that explicitly introduce 5–10 new words and provide structured, meaningful activities for students to use them in context.

Action Step #2

Science Lab Sessions

Person Monitoring:

By When/Frequency:

Administration and Instructional Coaches weekly

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

Each week, fifth-grade teachers will collaboratively plan and conduct at least one hands-on science lab that reinforces the week’s science concepts. These labs will be recorded in a shared planning log and aligned with state science standards to ensure consistency and instructional effectiveness. Lesson plans, student work samples, classroom walk throughs will show implementation and support of science standards.

Action Step #3

Context-Dependent Set Practice

Person Monitoring:

Administration and Instructional Coaches

By When/Frequency:

Weekly

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

Weekly Integration of Reading in Science Instruction: -Each week, fifth-grade teachers will collaboratively plan and deliver at least one science lesson that incorporates reading comprehension strategies. During these lessons, students will: -Read a science-related passage -Annotate key ideas and vocabulary -Answer 3–5 standards-aligned questions to demonstrate understanding Student progress will be monitored through work samples and informal assessments, with instructional adjustments made based on individual needs. Administrative Focus: During classroom observations, administrators will look for evidence of reading and writing within the science block, including: -Use of academic vocabulary -Exposure to informational texts -Written responses that include evidence to support claims Lesson plans, student work samples, classroom walk throughs will show implementation and support of science standards.

Area of Focus #5

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.

Area of Focus is to increase both proficiency and learning gains.

2024-2025 Data:

Gr. 3- Proficiency 48%	Learning Gains 14%
Gr. 4 - Proficiency 45%	Learning Gains 51%
Gr. 5- Proficiency 50%	Learning Gains 63%

Area of Focus:

Grade 3 and 4- Proficiency and Learning Gains

Grade 5- Proficiency

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.

2024-2025 Data:

Gr. 3- Proficiency 48%	Learning Gains 14%
Gr. 4 - Proficiency 45%	Learning Gains 51%
Gr. 5- Proficiency 50%	Learning Gains 63%

Goal for 2025-2026:

Gr. 3- Proficiency 65%	Learning Gains 65%
Gr. 4 - Proficiency 65%	Learning Gains 65%
Gr. 5- Proficiency 65%	Learning Gains 70%

Monitoring

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

Monitoring will include:

- The administration will attend weekly PLC sessions
- Data sessions weekly with grade levels
- Data chats with the grade level and individual teachers (after each iReady Diagnostic, FAST, Unit assessments)
- The administration will monitor lesson plans and grade books
- The administration will attend MTSS sessions
- The administration will provide consistent teacher feedback through walkthroughs using walkthrough tool

Person responsible for monitoring outcome

Administration and Instructional Coaches

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: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence) UFLI (promising evidence), and Quick Reads (strong evidence). For students with disabilities who are served in separate classroom environments for the majority of the instructional day, additional curriculum has been included to address reading deficits as needed: Reading Mastery (promising evidence) and Corrective Reading (strong evidence). English Language Learners may also utilize ImagineLearning Language and Literacy (promising evidence) and Imagine Learning Espanol (promising evidence).

Rationale:

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan.

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

PLC discussions on planning

Person Monitoring:

Administration and Instructional Coaches

By When/Frequency:

Weekly

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

To ensure effective literacy instruction, the monitoring and implementation of the reading block must be intentional and data-driven. Regular review of the pacing and structure is essential to confirm that the block includes rigorous, grade-level content, purposeful practice opportunities, and dedicated time for remediation. Instruction should be balanced between whole group and small group formats, with ELA intervention integrated at an appropriate duration and intensity for students requiring targeted support. A key component of this framework is the implementation of targeted small group instruction, which should be informed by current student data. These groups must be flexible and responsive, allowing educators to adjust instruction based on evolving student needs and performance trends. Administration will monitor lesson plans, PLC sessions, gradebooks. and provide feedback using the walkthrough tool.

Action Step #2

Professional Development

Person Monitoring:
Administration and Instructional Coaches

By When/Frequency:
as needed

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

PDs will be scheduled to strengthen the following: -lesson planning with explicit teaching -standards mastery -aggressive monitoring -responding to data results (iReady, FAST, unit and benchmark assessments) -strengthening centers Administration will monitor lesson plans, PLC sessions, gradebooks. and provide feedback using the walkthrough tool.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

The focus will be to decrease the number of students with 10% or more school days absent.

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 24-25 school year, of 499 total students, 199 had 10+ absences(40%). The goal will be to reduce that number to 35%.

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 Social Worker will monitor attendance, tardiness and those students who leave campus early.

Person responsible for monitoring outcome

Carisa Hines, Social Worker

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:

State statute requires that school teams shall be diligent in facilitating intervention services and make

all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

Rationale:

Through a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

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

Presentation of Truancy Procedures

Person Monitoring:

Principal, Assistant Principal and Social Worker

By When/Frequency:

annually

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

A presentation will be scheduled for staff with a focus on truancy procedures.

Action Step #2

Family Intervention

Person Monitoring:

Principal, Assistant Principal and Social Worker

By When/Frequency:

as needed

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

The Social worker will work one-on-one with the families to offer support and resources. Information will be sent out regularly to parents about the importance of being present for all instructional minutes.

Area of Focus #2

Positive Behavior and Intervention System (PBIS)

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.

School discipline is a key focus at Spring Lake due to a rise in referrals. Misbehavior disrupts learning

for both the student and their peers. Reinforcing rules and procedures is essential to maintaining an academic focus.

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 24-25 school year, data showed an increase in the percentage of students receiving at least one discipline referral(4.0% to 23.5%). This was an increase of 19.5%. The goal would be to reduce the percentage of students receiving at least one discipline referral to 10%.

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.

Monitoring will include:

- Feedback during regular walkthroughs
- Feedback on conditions for learning
- Feedback on SEL lessons
- Discipline data shared during team leader meetings and leadership meetings

Person responsible for monitoring outcome

Administration and Behavior Interventionist

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:

Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

Rationale:

MTSS methods are research-based and proven to positively impact school climate and increase academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

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

STAR Expectations/Hierarchy of Consequences training for staff and students

Person Monitoring:

Administration and Behavior Interventionist

By When/Frequency:

throughout the year

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

Staff will be trained on how to respond to students not following the STAR expectations/class management techniques -Problem-solve in MTSS -Provide PDs from BCA on trauma-informed approaches, de-escalation, and responsive classroom strategies -Clarify what is teacher-managed vs. office-managed - Restorative circles - Increase engagement The leadership team will meet weekly to review discipline data.

Action Step #2

Strengthen Tier One Systems

Person Monitoring:

Administration and Instructional Coaches

By When/Frequency:

weekly

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

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, multi-tiered framework designed to support students' behavioral, academic, social, emotional, and mental health needs. When implemented with fidelity, PBIS enhances social-emotional competence, academic achievement, and overall school climate, while also contributing to improved teacher well-being. At the core of PBIS is the creation of positive, predictable, equitable, and safe learning environments where all students can thrive. Strengthening Tier 1 systems is essential and involves explicitly teaching and reteaching behavior expectations—such as STAR expectations—across all school settings. Positive behavior is reinforced through incentives like Student of the Week announcements, celebratory parties, and the Manatee Mart. Additionally, regular classroom walkthroughs conducted by the CFL help ensure consistency and fidelity in implementation.

Action Step #3

Student Celebrations

Person Monitoring:

Administration

By When/Frequency:

daily

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

1. Students of the week are selected weekly for following STAR expectations. 2. Happy Mail is sent home to parents of those students following STAR expectations. 3. Manatee money is distributed to those students following STAR expectations. 4. Positive referrals/conferences with administration 5. Class celebrations for earning the class STAR EXPECTATIONS Classroom walkthroughs conducted by administration will ensure consistency and fidelity in implementation.

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.

Input from SAC members, stakeholders, and the 5Essentials parent survey has informed revisions to the School Improvement Plan, ensuring high standards and community alignment. Ongoing feedback from parents and the community will continue to guide future updates.

https://www.springlake.scps.k12.fl.us/35418_1

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)).

Teachers and administrators actively engage in local events, school family nights/celebrations and community activities. They collaborate with local businesses through the school's business partner program, and administrators often serve in civic organizations like rotary clubs and chambers.

https://www.springlake.scps.k12.fl.us/202769_2

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).

The school plans to strengthen the academic program by having instructional coaches facilitate PLCs to ensure instruction is benchmark aligned and rigorous. The school plans to monitor the fidelity of instruction via classroom walkthroughs and actionable feedback.

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)).

Throughout the course of the school year, formally on a quarterly basis, Federal Projects and Resource Development department leadership meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK). At these quarterly cross-department collaborative meetings, status updates of the Title I, Part A funded activities and initiatives are discussed. Such topics could include discussions between Federal Projects and Resource Development staff and Department of Teaching and Learning (DTL) staff discussing the implementation of a primary grades phonics program at Title I elementary schools. Resulting from these conversations, DTL leadership may suggest more purchased materials for the phonics program, and/or more on-site training days. These decisions would have an impact to the Title I budget for the next school year, which would then lead to further conversations with DTL leadership about adjusting needs and priorities for the other Title I, Part A funded activities. Federal Projects and Resource Development department leadership also meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) to develop the Title I, Part A plan. The various areas of focus which are supported with Title I, Part A funds are discussed with the respective leadership from those departments/programs, to ensure that the activities being proposed have the highest likelihood of success. During the planning phase of Title I school-wide plans, which typically begins late February or early March for the upcoming school year, leadership from the Federal Projects and Resource development department coordinate Title I collaborative planning sessions. Invited to these planning sessions are Title I school principals and designees from their leadership teams. Title I school team planning sessions are grouped so that all of the schools supported by a specific Assistant Superintendent meet together. Having the Assistant Superintendent participate in the collaborative planning session proves helpful, in that they are available to remind the principals of other programs or funding sources available. For instance, the Assistant Superintendent, Student Support Services would be able to remind a principal that IDEA funds are already in place to

support an initiative that the principal wanted to include in their upcoming Title I, Part A plan.

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)).

Spring Lake Elementary identifies students in need of services and provides documented support. Support is provided by our guidance counselor, behavior interventionist, school social worker, or district mental health counselor depending on need.

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)).

Spring Lake Elementary uses a variety of methods to encourage college and career readiness in students. The Teach-In event held annually in November brings many volunteer professionals from the community into our classrooms to talk with students about their careers. This year, we are continuing parent and family engagement events throughout the year focused on providing support for core content areas of Reading, Math, and Science. Each year, 5th grade students receive presentations on middle school transfer options and program of emphasis opportunities. All students at Spring Lake Elementary participate in computer science and coding initiatives during the course of the school year.

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)).

At Spring Lake, students identified as tier 2 or 3 for behavior concerns are serviced by our behavior interventionist. Our interventionist works with teachers in supporting conditions for learning. Fidelity checks are completed by our psychologists to ensure that behavior intervention plans are being consistently followed.

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)).

At Spring Lake, students identified as tier 2 or 3 for behavior concerns are serviced by our behavior interventionist. Our interventionist works with teachers in supporting conditions for learning. Fidelity checks are completed by our psychologists to ensure that behavior intervention plans are being consistently followed.

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)).

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. Schools offer Meet the Teacher before school starts and kindergarten teachers are available for individual conferences.

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.

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned

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).

In the area of literacy, performance data from FAST and iReady in elementary schools or benchmark assessments in secondary schools are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th percentile is used to monitor whether further supports are needed. This data along with the data from district leadership walkthroughs in ELA classrooms are used by assistant superintendents to help school leaders problem solve after the administration of these assessments.

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