

Seminole County Public Schools

CRYSTAL LAKE ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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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

The Crystal Lake Elementary community will uphold an enthusiastic, collaborative learning environment where all teachers and students are dedicated and motivated to learn and succeed to their fullest potential.

Provide the school's vision statement

The vision at Crystal Lake Elementary is to prepare our students so they will flourish as a responsible citizen in our global community.

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

Kristina Rowley-Huss

Kristina_Rowley@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Oversees all aspects of the school's operation including, but not limited to, staff, SAC, PTA, 5 Essentials, school budget, ESE, Title IX, Team Leaders, students, and instruction.

Leadership Team Member #2

Employee's Name

Omayra Torres

Omayra_Torres@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Supports the principal in her role supporting the school with data analysis, 504's, MTSS, curriculum and instruction, communication to families, testing, scheduling, lesson plans, and social media.

Supports responsibilities for the custodians, paraprofessionals, scheduling, curriculum and instruction, events, discipline, transportation, communication, and PBIS.

Leadership Team Member #3

Employee's Name

Payton Reichert

reichepz@scps.k12.fl.us

Position Title

School Counselor

Job Duties and Responsibilities

Supports students with 504's, IEP's, EP's, and individual or group counseling. The school counselor supports the school with PBIS, student study meetings, and working closely with the School Psychologist, DMHC, and Social Worker to ensure the students counseling needs are being met. She supports the school with resiliency education, civic and character education, and life skills education.

Leadership Team Member #4

Employee's Name

Yasshira Del Hoyo

Yasshira_Delhoyo@scps.k12.fl.us

Position Title

Instructional Coach

Job Duties and Responsibilities

Provide teachers with on-going professional development related to instruction, model best practices, assist in analyzing student data, and support school wide progress resulting in an increase in student achievement.

Leadership Team Member #5

Employee's Name

Denise Boring

boringdk@scps.k12.fl.us

Position Title

Instructional Coach

Job Duties and Responsibilities

Provide teachers with on-going professional development related to instruction, model best practices, assist in analyzing student data, and support school wide progress resulting in an increase in student achievement.

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.

School staff, parents and our community are encouraged to attend the School Advisory Council meetings to participate in the development and review process of the School Improvement Plan. The School Advisory Council works in partnership with the school in providing meaningful feedback to establish common goals that align with our school wide vision. Input from the teachers, staff, and community through various surveys is utilized to develop the plan that impacts the success of the school. Crystal Lake Elementary's PTA supports the school as well with human and financial resources to enhance student achievement.

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)).

Our school team will take a collaborative approach to reviewing school and student data. We have specific teams that analyze either the whole school, grade level, or individual student data. Each team will create checkpoints, monitor fidelity of the action plans, create tasks related to the action plans,

and meet regularly to adjust action plans to support the overall goals

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	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	54.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
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) ASIAN STUDENTS (ASN) 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: B 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	66	94	100	106	113	103				582
Absent 10% or more school days	5	23	14	17	13	14				86
One or more suspensions	0	4	3	1	3	2				13
Course failure in English Language Arts (ELA)	2	11	14	11	4	3				45
Course failure in Math	2	12	13	9	7	2				45
Level 1 on statewide ELA assessment	0	3	13	15	14	13				58
Level 1 on statewide Math assessment	0	2	16	17	16	18				69
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	8	12	10	20	0				51
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	11	12	10	0	5				38

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	2	16	22	24	22	14				100

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	2	3	7	2	2	1				17
Students retained two or more times	0	0	0	0	0	0				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		19	22	18	19	15	1			94
One or more suspensions		1	3		6	3				13
Course failure in English Language Arts (ELA)	1	9	11	3	1	1				26
Course failure in Math	1	9	5	3	1					19
Level 1 on statewide ELA assessment				1	9	19	1			30
Level 1 on statewide Math assessment					9	14	1			24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			5	3						8
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	6	1	3	7					18

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	1	9	9	4	11	16	1			51

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	1	3	4	1						9
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*	60	68	59	65	66	57	53	61	53
Grade 3 ELA Achievement	58	71	59	68	69	58	57	62	53
ELA Learning Gains	62	63	60	58	62	60			
ELA Lowest 25th Percentile	60	56	56	50	55	57			
Math Achievement*	60	69	64	64	67	62	57	64	59
Math Learning Gains	47	65	63	53	64	62			
Math Lowest 25th Percentile	33	47	51	40	43	52			
Science Achievement	61	68	58	50	68	57	62	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	64	73	63	58	75	61	55	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	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	505
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
56%	56%	64%	60%	56%		69%

* 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	4	
English Language Learners	43%	No		
Asian Students	63%	No		
Black/African American Students	51%	No		
Hispanic Students	48%	No		
Multiracial Students	64%	No		
White Students	65%	No		
Economically Disadvantaged Students	47%	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	60%	58%	62%	60%	60%	47%	33%	61%					64%
Students With Disabilities	21%	21%	53%	55%	22%	24%	33%	18%					50%
English Language Learners	39%	31%	53%		46%	27%							64%
Asian Students	65%		57%		74%	57%							
Black/African American Students	48%	44%	73%		46%	53%		42%					
Hispanic Students	46%	49%	47%	52%	53%	38%	33%	48%					65%
Multiracial Students	61%	70%	69%		74%	46%							
White Students	75%	72%	72%	67%	68%	53%	36%	76%					
Economically Disadvantaged Students	49%	49%	57%	49%	51%	40%	28%	45%					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	65%	68%	58%	50%	64%	53%	40%	50%					58%
Students With Disabilities	21%	33%	28%	29%	37%	56%	53%						
English Language Learners	62%		71%		57%	21%							58%
Asian Students	85%		62%		95%	85%							
Black/African American Students	49%	60%	38%	27%	56%	54%	58%	23%					
Hispanic Students	60%	65%	60%	44%	56%	46%	27%	50%					54%
Multiracial Students	75%		73%		69%	55%							
White Students	69%	73%	58%	60%	67%	52%	50%	52%					
Economically Disadvantaged Students	53%	63%	55%	58%	54%	45%	36%	29%					59%

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	53%	57%			57%			62%					55%
Students With Disabilities	17%	8%			21%			13%					
English Language Learners	24%				40%			64%					93%
Asian Students	70%				75%								
Black/African American Students	48%	35%			45%			54%					
Hispanic Students	44%	52%			49%			55%					95%
Multiracial Students	59%				59%								
White Students	57%	61%			63%			73%					
Economically Disadvantaged Students	41%	43%			44%			46%					90%

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	58%	69%	-11%	57%	1%
ELA	4	58%	67%	-9%	56%	2%
ELA	5	58%	64%	-6%	56%	2%
Math	3	61%	70%	-9%	63%	-2%
Math	4	66%	69%	-3%	62%	4%
Math	5	21%	46%	-25%	57%	-36%
Math	6	98%	71%	27%	60%	38%
Science	5	58%	66%	-8%	55%	3%

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?

Fifth grade science showed the most improvement from the 23-24 school year. This component grew from 50% proficiency in 23-24 to 61% proficiency in 24-25. Students were provided teacher guided support during core instruction and differentiated teacher led rotations. During PLC's, student data was discussed to determine what supports to implement during core and small group instruction. Additionally, county support was brought in to support the teachers with science instruction.

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 lowest performing area was math learning gains. Math learning gains have continued to trend downward since the 22-23 school year. There was inconsistent intervention for all math students including those in the lowest quartile. SWD students need more support within the classroom and during intervention to ensure they are processing the grade level content.

Greatest Decline

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

Third grade ELA showed the greatest decline from the prior year. In 23-24, proficiency for our third grade ELA students was 68%, in 24-25 proficiency was 58%. One contributing factor for the decline is a large number of SWD students that were receiving direct instruction during the core instructional block. In January 2025, this was shifted to push in support during core instruction and direct instruction at different scheduled time.

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.

Fourth grade math is the data component with the greatest gap compared to the state average. Crystal Lake Elementary School scored 4% higher than the state average. The state average was 62% and Crystal Lake scored 66% proficiency. During grade level PLCs, all curriculum areas were

monitored. Formal and informal assessments were discussed to determine progress towards mastery of the standard. County support came out to join our PLCs and co-teach lessons with our math teachers. An electronic data tracking form was used for all students on campus to show the achievement level of each student.

EWS Areas of Concern

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

Student attendance and grade level proficiency are areas of concern.

Highest Priorities

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

- ESE Achievement
- Learning Gains for Math
- ELA Achievement
- Math Achievement
- Science Achievement

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.

Professional Learning will focus on implementing the instructional frameworks to identify and discuss best teaching practices for standards based and differentiated, rigorous, whole group and small group instruction to promote student engagement for all students, including students with disabilities. To accelerate learning, ESE teachers will collaborate with classroom teachers on effective instruction of the ELA Curriculum, guided reading, and student rotations. Instructional coaches will work closely with the teachers, guiding them through student accountability during rotations. District content specialists, along with our instructional coaches, will assist teachers with math curriculum and consistent terminology across the campus. District personnel will also assist our coaches with Science and STEAM initiatives to continue to accelerate our SWD students in those curriculum areas. Instructional planning will support the implementation of the B.E.S.T. Standards and determining the needs for our SWD students. Teachers will gain an in-depth understanding of how to group, pull, and instruct their students within a guided reading group, especially the SWD student population.

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.

The goal is for all students to achieve at least a year's growth in a year's time. For our SWD subgroup, we want to see an increase in proficiency overall from 33% to 43% or higher. The goal is for all students to achieve proficiency and demonstrate mastery of grade level standards .

Monitoring

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

During grade level PLCs, all curriculum areas will be monitored for all students, including the SWD population. Formal and informal assessments will be discussed to determine progress towards mastery of the standard. IEPs will be reviewed to ensure the SWD are receiving their goals and

accommodations. Station teaching, Parallel Teaching, and Alternative Teaching ESE models will be implemented for push in ESE support. Guided reading groups and rotations will be monitored for rigorous academic instruction and student engagement. Students will be strategically placed in small group settings during Intervention to focus on differentiated instruction aligned to their skill needs and IEP goals. An electronic data tracking form will be used for all students on campus to show the achievement level of each student. The leadership team will utilize the Instructional Priorities Walkthrough Tool to monitor benchmark-aligned instruction, monitoring for learning, student engagement, and conditions for learning.

Person responsible for monitoring outcome

Kristina Rowley-Huss, Principal; Omayra Torres, Assistant Principal; Yasshira DelHoyo and Denise Boring, 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:

Using formative assessment data, students will be grouped according to their academic needs with evidence based interventions that fit their need including UFLI, Magnetic Reading, Wonders, Saavas, iReady, and SIPPS.

Rationale:

A variety of interventions are available to us 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

Utilizing Best Instructional Practice

Person Monitoring:

Instructional Coaches, Yasshira DelHoyo and Denise Boring, along with administration team, Kristina Rowley-Huss and Omayra Torres

By When/Frequency:

Weekly through May 2026

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

Teachers will: *Implement small group instruction daily *Create engaging student rotations daily with student accountability pieces *Partner with District Content Specialists to ensure the rigor of the standard is being met *Implement FactTactics Math Fluency program in grades 3-5 Instructional Coaches, Yasshira DelHoyo and Denise Boring, along with the administration team, Kristina Rowley-Huss and Omayra Torres, will monitor the impact of this action step through classroom observations and PLC conversations.

Action Step #2

Focused Professional Learning Communities (PLCs)

Person Monitoring:

Instructional Coaches, Yasshira DelHoyo and Denise Boring, along with administration team, Kristina Rowley-Huss and Omayra Torres

By When/Frequency:

Weekly through May 2026

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

PLCs will focus on: *Implementing the instructional frameworks to identify and discuss best teaching practices for standards based and differentiated, rigorous, whole group and small group instruction. *Increasing student engagement to accelerate learning with all students, especially the SWD student population. Instructional Coaches, Yasshira DelHoyo and Denise Boring, along with the administration team, Kristina Rowley-Huss and Omayra Torres, will monitor the impact of this action step working closely with the teachers, guiding them through student accountability during rotations.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Professional Learning will focus on implementing the instructional frameworks to identify and discuss best teaching practices for standards based and differentiated, rigorous, whole group and small group instruction to promote student engagement. To accelerate learning, we will continue to collaborate with teachers on effective instruction of the Math curriculum and student rotations. Our instructional coaches will work closely with the teachers, guiding them through student accountability during rotations. District support, along with our instructional coaches, will assist teachers with math curriculum and consistent terminology across the campus. Teachers will be provided additional support and information regarding the B.E.S.T. Standards and how to implement the standards for student achievement. Teachers will gain an in-depth understanding of how to group, pull, and instruct their students within a Math small group.

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.

Our goal is for all students to achieve at least a year's growth in a year's time. For our lowest quartile students, we want to see a 5% increase in proficiency overall and see an increase within each data component of the FAST assessment in Math. We would like to see the following increases:

*Math Learning Gains from 47% to 54%

*Third Grade Math from 61% to 66%

*Fourth Grade Math from 66% to 71%

*Fifth Grade Math non-RAMP from 21% to 41%

*Fifth Grade Math RAMP from 98% to 100%.

Monitoring

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

During grade level PLCs, all curriculum areas will be monitored. Formal and informal assessments will be discussed to determine progress towards mastery of the standard. Math small groups and rotations will be monitored for rigorous academic instruction and student engagement. The lowest quartile will be monitored regularly through Leadership team meetings, MTSS, and PLC data meetings with teachers. An electronic data tracking form will be used for all students on campus to show the achievement level of each student. The leadership team will utilize the Instructional Priorities Walkthrough Tool to monitor benchmark-aligned instruction, monitoring for learning, student engagement, and conditions for learning.

Person responsible for monitoring outcome

Kristina Rowley-Huss, Principal; Omayra Torres, Assistant Principal; Yasshira DelHoyo and Denise Boring, 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:

Using formative assessment data, students would be grouped according to their academic needs with evidence based interventions that fit their need including, but not limited to Saavas, iReady, and Ready Florida's BEST Mathematics.

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 math to be addressed according to student data. All of the listed evidence based interventions have been included in the K-5 District Instructional Materials Matrix for Elementary Instructional Supports.

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

Utilizing Best Instructional Practices

Person Monitoring:

Instructional Coaches, Yasshira DelHoyo and Denise Boring, along with administration team, Kristina Rowley-Huss and Omayra Torres

By When/Frequency:

Weekly through May 2026

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

All Math teachers will implement daily small group instruction during Tier 1 Core instruction following the SCPS Instructional Frameworks. Teachers will be provided with specific professional learning opportunities to collaborate using collaborative structures (Kagan) and build understanding of small group instructional routines. Instructional Coaches, Yasshira DelHoyo and Denise Boring, along with the administration team, Kristina Rowley-Huss and Omayra Torres, will monitor the impact of this action step working closely with the teachers, guiding them through student accountability during rotations.

Action Step #2

Focused Professional Learning Communities

Person Monitoring:

Instructional Coaches, Yasshira DelHoyo and Denise Boring, along with administration team, Kristina Rowley-Huss and Omayra Torres

By When/Frequency:

Weekly through May 2026

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

PLCs will focus on: *Implementing the instructional frameworks to identify and discuss best teaching practices for standards based and differentiated, rigorous, whole group and small group instruction. *Bring the Math B.E.S.T. Standards spirals and Achievement Level Descriptors when analyzing data and/or planning for instruction. *Plan for the use of Standards Mastery Assessments by identifying which to use within a given unit or time frame, what format(s) to use, and with which students. *Increasing student engagement to accelerate learning with all students, especially the SWD student population. Instructional Coaches, Yasshira DelHoyo and Denise Boring, along with the administration team, Kristina Rowley-Huss and Omayra Torres, will monitor the impact of this action step working closely with the teachers, guiding them through PLCs.

Area of Focus #3

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.

Professional Learning will focus on implementing the instructional frameworks to identify and discuss best teaching practices for standards based and differentiated, rigorous, whole group and small group instruction to promote student engagement. To accelerate learning, we will continue to collaborate with teachers on effective instruction of the ELA curriculum and student rotations. Our instructional coaches will work closely with the teachers, guiding them through student accountability during rotations. District support, along with our instructional coaches, will assist teachers with ELA curriculum and consistent terminology across the campus. Teachers will be provided additional support and information regarding the B.E.S.T. Standards and how to implement the standards for student achievement. Teachers will gain an in-depth understanding of how to group, pull, and instruct their students within a guided reading group.

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.

Our goal is for all students to achieve at least a year's growth in a year's time. For our lowest quartile students, we want to see a 5% increase in proficiency overall and see an increase within each data component of the FAST assessment in ELA by 5%. We would like to see the following increases:

- *ELA Learning Gains from 62% to 67%
- *Third Grade ELA from 58% to 63%
- *Fourth Grade ELA from 58% to 63%
- *Fifth Grade ELA from 58% to 63%

Monitoring

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

During grade level PLCs, all curriculum areas will be monitored. Formal and informal assessments will be discussed to determine progress towards mastery of the standard. ELA small groups and rotations will be monitored for rigorous academic instruction and student engagement. The lowest quartile will be monitored regularly through Leadership team meetings, MTSS, and PLC data meetings with teachers. An electronic data tracking form will be used for all students on campus to show the achievement level of each student. The leadership team will utilize the Instructional Priorities Walkthrough Tool to monitor benchmark-aligned instruction, monitoring for learning, student engagement, and conditions for learning.

Person responsible for monitoring outcome

Kristina Rowley-Huss, Principal; Omayra Torres, Assistant Principal; Yasshira DelHoyo and Denise Boring, 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:

Using formative assessment data, students would be grouped according to their academic needs with evidence based interventions that fit their individual need including, but not limited to, UFLI, Magnetic Reading, county assessments, Oral Reading Fluency, Core Phonics Survey, Flamingo Phonemic Awareness Assessment, iReady, and SIPPS.

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

Utilizing Best Instructional Practices

Person Monitoring:

Instructional Coaches, Yasshira DelHoyo and Denise Boring, along with administration team, Kristina Rowley-Huss and Omayra Torres

By When/Frequency:

Weekly through May 2026

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

ELA teachers will implement daily small group instruction during Tier 1 Core instruction following the SCPS Instructional Frameworks which provide teachers guidance for Decoding, Fluency, and Comprehension small group lessons. All K-2 ELA teachers will implement UFLI Foundations during Tier 1 Core instruction which provide teachers guidance for Phonics Skills, Decoding, and Fluency in whole and small group lessons. Instructional Coaches, Yasshira DelHoyo and Denise Boring, along with the administration team, Kristina Rowley-Huss and Omayra Torres, will monitor the impact of this action step working closely with the teachers, guiding them through student accountability during rotations.

Action Step #2

Focused Professional Learning Communities

Person Monitoring:

Instructional Coaches, Yasshira DelHoyo and Denise Boring, along with administration team, Kristina Rowley-Huss and Omayra Torres

By When/Frequency:

Weekly through May 2026

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

PLCs will bring the ELA B.E.S.T. Standards spirals and Achievement Level Descriptors when analyzing data and/or planning for instruction. *ALDs will provide clear guidance on what is needed to move up a level within a given standard. PLCs will also plan for the use of Standards Mastery Assessments by identifying which to use within a given unit or time frame, what format(s) to use, and with which students. Instructional Coaches, Yasshira DelHoyo and Denise Boring, along with the administration team, Kristina Rowley-Huss and Omayra Torres, will monitor the impact of this action step working closely with the teachers, guiding them through PLCs.

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.

Professional Learning will focus on implementing the instructional frameworks to identify and discuss best teaching practices for standards based and differentiated, rigorous, whole group and small group instruction to promote student engagement. To accelerate learning, we will continue to collaborate with teachers on effective instruction of the Science curriculum. Our instructional coaches will work closely with the teachers, along with district support. Teachers will be provided additional support and information regarding the Science standards and how to implement the standards for student achievement. Teachers will gain an in-depth understanding of how to group, pull, and instruct their students within the science curriculum.

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.

The goal is for all students to achieve at least a year's growth in a year's time. For our fifth grade science students, we want to see at least a 5% increase in proficiency overall increasing science achievement from 61% to 66% or higher.

Monitoring

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

During grade level PLCs, all curriculum areas will be monitored. Formal and informal assessments will be discussed to determine progress towards mastery of the standard. Science will be monitored for rigorous academic instruction and student engagement. An electronic data tracking form will be used for all students on campus to show the achievement level of each student. The leadership team will utilize the Instructional Priorities Walkthrough Tool to monitor benchmark-aligned instruction, learning, student engagement, and conditions for learning.

Person responsible for monitoring outcome

Kristina Rowley-Huss, Principal; Omayra Torres, Assistant Principal; Yasshira DelHoyo and Denise Boring, 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:

Using formative assessment data, students would be grouped according to their academic needs with evidence based interventions that fit the Science standards with district support.

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. With reading support, students will be able to comprehend the science benchmarks.

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

Utilizing Best Instructional Practices

Person Monitoring:

Instructional Coaches, Yasshira DelHoyo and Denise Boring, along with administration team, Kristina Rowley-Huss and Omayra Torres

By When/Frequency:

Weekly through May 2026

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

Science teachers will implement daily science instruction during Tier 1 Core instruction following the SCPS Instructional Frameworks which provide teachers guidance for whole group lessons and exploration of the science benchmarks. Instructional Coaches, Yasshira DelHoyo and Denise Boring,

along with the administration team, Kristina Rowley-Huss and Omayra Torres, will monitor the impact of this action step working closely with the teachers, guiding them through rigorous and engaging science instruction.

Action Step #2

Focused Professional Learning Communities

Person Monitoring:

Instructional Coaches, Yasshira DelHoyo and Denise Boring, along with administration team, Kristina Rowley-Huss and Omayra Torres

By When/Frequency:

Weekly through May 2026

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

PLCs will bring the science benchmarks to analyze data and/or planning for instruction. PLCs will also plan for the use of science benchmarks by identifying which to use within a given unit or time frame, how to implement the benchmarks into rigorous instruction, and include engaging activities for the students. District support will guide the instructional coaches and teachers on best teaching practices. Instructional Coaches, Yasshira DelHoyo and Denise Boring, along with the administration team, Kristina Rowley-Huss and Omayra Torres, will monitor the impact of this action step working closely with the teachers, guiding them through PLCs.

IV. Positive Learning Environment

Area of Focus #1

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.

Behavior Coaching Academy and PBIS initiatives will support building the consistency with the Hierarchy of Consequences, increasing our PBIS data. Student attendance incentives through PBIS will support increased student attendance across campus.

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.

According to the annual Florida Tier 1 PBIS walkthrough, Crystal Lake's PBIS score is 81% in 2024-2025. Our goal is to increase by 5% to 86% on the annual Florida Tier 1 PBIS walkthrough.

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.

Student surveys and safety survey data will be monitored. Ensuring the students and staff are aware of the PBIS expectations through PBIS quarterly assemblies and monthly committee meetings.

Person responsible for monitoring outcome

Payton Reichert, School Counselor, along with the administration team, Kristina Rowley-Huss, Principal, and Omayra Torres, Assistant 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 Multi-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

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

Consistency with Hierarchy of Consequences

Person Monitoring:

Payton Reichert, School Counselor, along with the administration team, Kristina Rowley-Huss, Principal, and Omayra Torres, Assistant Principal

By When/Frequency:

Monthly through May 2026

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

Behavior Coaching Academy and PBIS initiatives will support building the consistency with the Hierarchy of Consequences. Consistency with our Hierarchy of Consequences across the school level to decrease the number of referrals and increase student safety across campus.

Area of Focus #2

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.

During the 2024-2025 school year, Crystal Lake had 302 students (45%) with 15 or more absences. For the 2024-2025 school year, 6,406 tardies occurred with 488 unique students. Student learning is significantly impacted by excessive absences with students missing core instruction.

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 2024-2025 school year, Crystal Lake had 302 or 45% of our population with 15 or more absences. The goal is to decrease this to 40% for the 2025-2026 school year.

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.

Weekly attendance meetings led by school social worker will be held to review student attendance. Reports of 10 or more absences will be shared with the principal for further review.

Person responsible for monitoring outcome

Payton Reichert, School Counselor, along with the administration team, Kristina Rowley-Huss, Principal, and Omayra Torres, Assistant 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:

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 the use of evidence-based intervention supports, schools invest in fostering 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 impact 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

Weekly Attendance Meetings

Person Monitoring:

Payton Reichert, School Counselor, along with the Weekly through May 2026 administration team, Kristina Rowley-Huss, Principal, and Omayra Torres, Assistant Principal

By When/Frequency:

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

Attendance Team that consists of the School Counselor, Administration, Guidance Secretary, and Social Worker will meet weekly to discuss truancy and attendance patterns. School counselor will communicate with parents the impact of regular attendance on their student's academic success in our weekly parent newsletter. School counselor will communicate regularly with parents of students with chronic absences. Student attendance will be analyzed during weekly Leadership Team meetings. Student attendance will be shared with teachers quarterly. Student attendance will be shared with the School Advisory Committee quarterly.

Area of Focus #3

Teacher Retention and Recruitment

Area of Focus Description and Rationale

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

When teachers feel they matter on campus and feel connected to one another they help each other improve their instructional practice and in turn improve student achievement. In the 2024-2025 school year, 50% of our teachers felt they mattered to others on campus.

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.

According to the Panorama Survey, in the 2024-2025 school year, 50% of our teachers felt they mattered to other adults on campus. Our goal is to increase by 10% (50% to 60%) of teachers feeling they matter to other adults at our school.

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.

Administration, instructional coaches, and NEST lead will work on building relationships and developing a sense of community. We will monitor this with regular check ins with teachers. With an ongoing sense of community and staff belonging, there will be an increase in student achievement.

Person responsible for monitoring outcome

Kristina Rowley-Huss, Principal; Omayra Torres, Assistant Principal; Yasshira DelHoyo and Denise Boring, 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:

Administrators will include team building activities throughout the year and use collaborative structures in meetings to help teachers build professional relationships and connections with their colleagues.

Rationale:

Building connections with one another on campus helps build a school family that works together for the best interest of student achievement.

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

Connection Activities

Person Monitoring:

Kristina Rowley-Huss, Principal; Omayra Torres, Assistant Principal; Yasshira DelHoyo and Denise Boring, Instructional Coaches

By When/Frequency:

May 2026

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

NEST Lead will offer ongoing support, monthly meetings and help new teachers make connections to their colleagues. Building resiliency trainings will occur monthly within staff Professional Developments. Connection activities will be embedded within staff meetings.

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.

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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).

ESE performance data from FAST and iReady are used to progress monitor whether core instruction is meeting the needs of the students. A benchmark of 41% of students being at or above proficiency is used to monitor whether further supports are needed. This data along with the data from district leadership walkthroughs in 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