

Seminole County Public Schools

ENGLISH ESTATES ELEM. SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens. At English Estates Elementary, the parents, teachers, and staff in our school community are committed to providing a safe and educational environment while preparing all students to become responsible, life-long learners.

Provide the school's vision statement

Our vision is to create an environment where our students LEAD: Learn, Engage, Achieve, Demonstrate Respect

B. School Leadership Team

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

Nancy Urban

Position Title

Principal

Job Duties and Responsibilities

To assist in overseeing the everyday safety and academics of the school, Data Analysis, PLCs, and MTSS

Leadership Team Member #2

Employee's Name

Olga Wood

Position Title

Assistant Principal

Job Duties and Responsibilities

To assist in overseeing the everyday safety and academics of the school, Data Analysis, PLCs, and MTSS

Leadership Team Member #3

Employee's Name

Tiffany Brietz

Position Title

School Administrative Manger

Job Duties and Responsibilities

To support the behavior, academics, parental involvement and Title One compliance.

Leadership Team Member #4

Employee's Name

Taelor Heinzl

Position Title

Instructional Coach

Job Duties and Responsibilities

To support our teachers and students with reading strategies, MTSS reading, intervention, ELA PLCs, and monitor iReady reading.

Leadership Team Member #5

Employee's Name

Cindy Cutcher

Position Title

Instructional Coach

Job Duties and Responsibilities

To support our teachers and students with reading strategies, MTSS reading, intervention, ELA PLCs, and monitor iReady reading.

Leadership Team Member #6

Employee's Name

Becky Sonnie

Position Title

Instructional Coach

Job Duties and Responsibilities

To support our teachers and students with math strategies, MTSS reading, intervention, ELA PLCs, and monitor iReady reading.

Leadership Team Member #7

Employee's Name

Rebecca Rogstad

Position Title

Behavior Support

Job Duties and Responsibilities

To support our teachers and students with behavior intervention strategies.

Leadership Team Member #8

Employee's Name

Irismar Colon

Position Title

School Counselor

Job Duties and Responsibilities

To support our teachers and students through the student study and MTSS process

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

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

English Estates Elementary involves the PTA, SAC, and community by scheduling monthly meetings to discuss the school improvement plan, academic goals, progress monitoring, and student achievement.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Our Leadership Team meets weekly to review and discuss data of all students. We will increase our focus on the bottom 30% and assign mentors to those students. Each staff member will be expected to meet with their mentee weekly to review iReady progress, AR goals, and provide motivation for classroom assignments and assessments.

After each FAST and iReady assessment, the Leadership Team will meet and review the SIP goals and adjust the plan as needed to meet the needs of the students. As new students enter our school, we will assign a mentor based on their academic level and need of support.

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	71.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	74.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) 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>	2023-24: B 2022-23: C* 2021-22: C 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	21	57	68	59	50	65				320
One or more suspensions	7	1	7	8	17	20				60
Course failure in English Language Arts (ELA)		6	1	1						8
Course failure in Math		5								5
Level 1 on statewide ELA assessment				19	28	14				61
Level 1 on statewide Math assessment				18	42	27				87
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	3	12						16
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			1	5						6

Current Year 2024-25

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		5	1	2	9	14				31

Current Year 2024-25

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	7	5	5						19
Students retained two or more times										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	9	33	19	20	19	19				119
One or more suspensions			3	2	2	2				9
Course failure in ELA	3	3	2	2		1				11
Course failure in Math	2	4		1	4					11
Level 1 on statewide ELA assessment					26	16				42
Level 1 on statewide Math assessment					33	26				59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	8	16	11						72

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	6	4	6	30	22				71

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	4	5		1					13
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

Please note that 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 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	61	66	57	49	61	53	51	65	56
ELA Grade 3 Achievement **	65	69	58	55	62	53			
ELA Learning Gains	62	62	60				46		
ELA Learning Gains Lowest 25%	55	55	57				35		
Math Achievement *	50	67	62	47	64	59	48	46	50
Math Learning Gains	52	64	62				54		
Math Learning Gains Lowest 25%	50	43	52				52		
Science Achievement *	42	68	57	48	65	54	51	65	59
Social Studies Achievement *								62	64
Graduation Rate								62	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	81	75	61	40	77	59	72		

*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	518
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
58%	56%	51%	46%		55%	61%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	40%	Yes	5	
English Language Learners	57%	No		
Black/African American Students	39%	Yes	3	
Hispanic Students	59%	No		
Multiracial Students	56%	No		
White Students	70%	No	3	
Economically Disadvantaged Students	52%	No		

2022-23 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	18%	Yes	4	2
English Language Learners	40%	Yes	1	
Black/African American Students	35%	Yes	2	
Hispanic Students	48%	No		
Multiracial Students	61%	No		
White Students	67%	No		
Economically Disadvantaged Students	51%	No		

2021-22 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	26%	Yes	3	1

2021-22 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%
English Language Learners	47%	No		
Native American Students				
Asian Students				
Black/African American Students	38%	Yes	1	
Hispanic Students	47%	No		
Multiracial Students	52%	No		
Pacific Islander Students				
White Students	62%	No		
Economically Disadvantaged Students	48%	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. (pre-populated)

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	61%	65%	62%	55%	50%	52%	50%	42%					81%
Students With Disabilities	28%	40%	42%	42%	23%	55%	50%	36%					
English Language Learners	35%		62%	75%	27%	67%	83%	25%					81%
Black/African American Students	46%	45%	44%	27%	36%	28%	40%	44%					
Hispanic Students	59%	77%	64%	71%	42%	52%	59%	22%					81%
Multiracial Students	63%		55%		50%	55%							
White Students	71%	73%	70%		70%	66%		72%					
Economically Disadvantaged Students	53%	53%	57%	53%	41%	46%	50%	32%					81%

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	49%	55%			47%			48%					40%
Students With Disabilities	19%	10%			29%			15%					
English Language Learners	28%	45%			25%			20%					80%
Black/African American Students	36%	45%			32%			25%					
Hispanic Students	39%	43%			37%			38%					82%
Multiracial Students	61%				61%								
White Students	65%	69%			65%			70%					
Economically Disadvantaged Students	43%	51%			41%			42%					77%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	51%		46%	35%	48%	54%	52%	51%					72%
Students With Disabilities	18%		25%	13%	21%	33%	27%	17%					50%
English Language Learners	33%		39%	27%	38%	59%		59%					72%
Native American Students													
Asian Students													
Black/African American Students	36%		45%		31%	43%	54%	19%					
Hispanic Students	45%		42%	12%	44%	55%	52%	48%					75%
Multiracial Students	53%		38%		53%	62%							
Pacific Islander Students													
White Students	71%		54%	50%	65%	56%		73%					
Economically Disadvantaged Students	47%		47%	32%	43%	52%	54%	38%					70%

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	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	57%	67%	-10%	55%	2%
Ela	4	57%	62%	-5%	53%	4%
Ela	5	54%	63%	-9%	55%	-1%
Math	3	59%	69%	-10%	60%	-1%
Math	4	42%	64%	-22%	58%	-16%
Math	5	23%	43%	-20%	56%	-33%
Math	6	100%	67%	33%	56%	44%
Science	5	43%	65%	-22%	53%	-10%

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 that showed the most improvement is third grade ELA proficiency which increased from 52% in 2023 to 63% in 2024. Small group targeted instruction during PLCs based on data during the ELA block and intervention helped to meet the needs of our students. Our school staff benefited from ongoing professional development, grade-level collaboration, and accessing/analyzing data for individual students.

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 component that showed the lowest performance is math achievement was 42% for fifth grade.

The problem/gap is occurring because data-driven differentiation is not purposeful enough to meet the needs of these students. Most of these students were more than one year behind grade level in mathematics. Targeted intervention and scaffolding instruction will need to be a priority, along with improving math proficiency in the primary grades.

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 which showed the greatest decline was the SWD students Math achievement which is 23% proficient in 2024. Factors contributing to this decline was the need to implement more tiered layers of instructional support and increase interventions aligned to math standards.

The hiring and retention of experienced teachers has been a contributing factor to the need for this improvement. We will continue to build relationships with our teachers to support and strengthen their pedagogy and therefore increase their longevity at English Estates Elementary.

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 which had the greatest gap when compared to the state average was our science at 40%.

This is an area that continues to be a challenge for our population. We need to work closely with the county Science Coach to focus on the standards and build the capacity of retention of the standards learned in 3rd and 4th grade.

The hiring and retention of experienced science teachers has been a contributing factor to the need for this improvement. We will continue to build relationships with our teachers to support and strengthen their pedagogy and therefore increase their longevity at English Estates Elementary.

EWS Areas of Concern

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

1. Increasing our math proficiency in all grade levels with a focus on small group instruction and engagement.
2. Focus on science for all grades with emphasis on writing, labs, and collaborative lessons.
3. Monitoring data to determine teacher effectiveness and student learning outcomes based on grade level standards.

Highest Priorities

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

1. Cultivate and strengthen the connections between students, staff, and families to enhance staff retention.
2. Continue to establish productive PLCs that foster collaboration, standards alignments, and data analysis.
3. Provide targeted feedback on instruction to teachers during walk throughs and coaching cycles.
4. Enhance behavior through Conditions for Learning, PBIS, RP, and Leader in Me initiatives, aiming to foster improvement in academics for all.
5. Focus on SWD and Black student sub-groups to increase proficiency.

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), Black/ African American Students (BLK)

Area of Focus Description and Rationale

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

Increasing academic achievement of students with disabilities and black student sub-groups. ESSA Federal Percent of Points Index

indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase achievement for SWD students in ELA and math from 40% in 2024 to 50% in 2025.

Increase achievement for Black/African American students from 39% in ELA and math in 2024 to 50% in 2025.

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.

This area of focus will be monitored through classroom walkthroughs during core instruction, review of progress monitoring data specific to our SWD and black student subgroups, and through data chats in professional learning communities to include ESE Support Facilitators.

Person responsible for monitoring outcome

Nancy Urban and Olga Wood and Instructional Coaches

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(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 and Math, Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS), Wonders Tier 2 and Tier 3 Intervention, iReady (moderate evidence), Success for All –FastTrack Phonics and UFLI.

Rationale:

A variety of interventions are available to the school to allow them to meet the needs of individual students. This allows all the areas to be addressed across the content areas. Tier of Evidence-based Intervention: Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

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:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

For students with disabilities and Black/African American student sub-groups to be proficient in reading and math.

Person Monitoring:

Nancy Urban and Olga Wood and Instructional Coaches

By When/Frequency:

Monthly until May 2025

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

Actively monitor all Black/African American students and SWD for overall achievement to include proficiency and learning gains. Observe student engagement in whole group, small group, and independent learning. Progress monitor students using formative and summative assessments.

Action Step #2

To monitor and hold accountable the teachers and support staff of students with disabilities and Black/African American students to increase proficiency in reading and math.

Person Monitoring:

Nancy Urban and Olga Wood and Instructional Coaches

By When/Frequency:

Monthly until May 2025

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

Continuously monitor the effectiveness of instructional strategies and make adjustments based on feedback and data. To establish clear measurable goals for increasing proficiency and holding the staff accountable for meeting those goals.

Action Step #3

To provide professional support and development for teachers and support staff working with students with disabilities and Black/African American student sub-groups.

Person Monitoring:

Nancy Urban and Olga Wood and Instructional Staff

By When/Frequency:

Monthly until May 2025

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

Ongoing training to provide teachers with continuous professional development opportunities to meet the needs of our students with disabilities and Black/African American students. Create time for teachers to collaborate, share strategies, and plan together to better support these student sub-groups.

Area of Focus #2

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

Instructional Practice specifically relating to ELA, Math, Science

Area of Focus Description and Rationale

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

To establish productive PLCs that monitor ELA, math, and science achievement in order to ensure rigorous and benchmark aligned lesson planning is being implemented.

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.

To increase achievement, learning gains, and lowest quartile in ELA, math, and science to either meet or surpass the district averages.

Increase ELA Achievement from 61 to 66 or above

Increase Math Achievement from 50 to 55 or above

Increase Math Learning Gains from 52 to 57 or above

Increase Science Achievement from 42 to 50 or above

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 Professional Learning Communities effectively involves a combination of observations by regularly attending meetings, data collection, and feedback to ensure they are productive and aligned with school goals.

Person responsible for monitoring outcome

Nancy Urban and Olga Wood and Instructional Coaches

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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 and Math, Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS), Wonders Tier 2 and Tier 3 Intervention, iReady (moderate evidence), Success for All –FastTrack Phonics and UFLI.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Monitoring Professional Learning Communities

Person Monitoring:

Nancy Urban and Olga Wood

By When/Frequency:

Weekly, May 2025

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

Setting clear goals and expectations for PLCs with a consistent agenda. Provide support from the instructional coaches and county personnel from the Department of Teaching and Learning. Analyze student data in PLCS and regularly reflect on the effectiveness of the core instruction. Foster a collaborative culture for joint lesson planning.

IV. Positive Culture and Environment

Area of Focus #1

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.

Teachers are more likely to feel valued and supported in a positive school culture. This can reduce burnout, improve job satisfaction, and increase teacher retention rates, leading to more consistency and stability in the school. A positive school culture fosters an environment where students feel safe, respected, and engaged. This can lead to improved concentration, higher levels of motivation, and better academic performance.

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.

School Climate, Leadership Relationships, and Sense of belonging were all assessed through the Panorama Survey completed in April, 2024. The results showed 40% of teachers who completed the survey saw a favorable school climate, 62% of teachers who completed the survey saw positive leader relationships and 59% of teachers felt a sense of belonging.

The goal for 2024-25 will be to raise each area on the Panorama survey by 20% with a focus on school climate for a positive work environment.

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 school climate is essential for creating a positive, inclusive, and effective learning environment.

1. Have one on one conversation with staff at least twice a year to collect insight regarding the school environment, support systems, and professional development opportunities.
2. Host monthly CIT meeting that includes all staff from areas around the school with suggestions for improvements.
3. Host the 10 minute in-service to build teacher effectiveness and positive classroom climate.

Person responsible for monitoring outcome

Nancy Urban and Olga Wood

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a solid collaboration between families and professionals from various disciplines regardless of the level

implemented. MTSS provides a positive and effective means to support student learning, attendance, and behavior.

Rationale:

MTSS methods are research-based and proven to impact school climate and increase academic positively performance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Cultivating connections through a positive school environment

Person Monitoring:

Nancy Urban and Olga Wood

By When/Frequency:

Monthly/ May 2025

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

Creating a positive learning environment involves fostering relationships, establishing trust, and promoting a sense of community among students, teachers, and other stakeholders. 1. Hosting monthly staff gathering for building connections. 2. Celebrating staff accomplishments with the Over the Moon award nominated by staff and administration. 3. Encourage an open door policy of trust between staff and administration. 4. Tailor teaching strategies to meet diverse learning needs of our staff.

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.

Chronic absenteeism, typically defined as missing 10% or more of school days, is a serious issue that affects students' ability to keep up with their studies, leading to gaps in knowledge and skills. It is also associated with negative long-term outcomes, such as lower graduation rates and reduced opportunities in higher education and employment.

For the 2023-2024, we had 7139 absences for the school year.

Grade Level

| **PS** | (5% of students) | 390 absences | (5.46% of all absences) | 31 students

| **K** | (16% of students) | 1134 absences | (15.88% of all absences) | 92 students

| **1st** | (16% of students) | 1418 absences | (19.86% of all absences) | 106 students
| **2nd** | (17% of students) | 959 absences | (13.43% of all absences) | 105 students
| **3rd** | (14% of students) | 984 absences | (13.78% of all absences) | 88 students
| **4th** | (19% of students) | 1214 absences | (17.01% of all absences) | 112 students
| **5th** | (13% of students) | 982 absences | (13.76% of all absences) | 84 students

Regular attendance is essential because it ensures continuous learning, engagement, and access to important resources. It helps students build a strong foundation for academic achievement and life skills, setting them up for success both in school and beyond.

Building Knowledge: Regular attendance ensures that students are consistently exposed to the curriculum. Learning is cumulative, and missing classes can create gaps in knowledge that make it harder to understand subsequent material.

Active Learning: Students who attend regularly are more likely to participate in class discussions, group work, and other interactive activities. These opportunities enhance understanding and retention of material.

Time Management: Regular attendance helps students develop routines and a sense of responsibility. It teaches them the importance of time management and commitment, which are essential life skills.

Higher Achievement: Research consistently shows a strong correlation between good attendance and higher academic achievement. Students who attend school regularly are more likely to earn better grades, score higher on standardized tests, and graduate on time.

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.

Total Number of Absences= 7139

Our measurable goal is to decrease the number of students out each month by 25%.

Data will be shared in the monthly Roadrunner Newsletter.

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.

Pulling weekly reports from Edinsight.

Create a list of who needs to be contacted.

Make phone calls and ensure the proper notes have been turned in.

Find any barriers that keep a students from coming to school.

Put a plan in place to help them limit the barriers.

Student recognition for attendance.

Person responsible for monitoring outcome

Nancy Urban, Olga Wood, and Irismar Colon

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Mentoring programs for check in and check out. Watch the early warning system. Send out Every Minute Counts newsletter.

Rationale:

Regular attendance is strongly correlated with academic performance. Students who attend school consistently are more likely to achieve higher grades, perform better on standardized tests, and graduate on time. Chronic absenteeism, on the other hand, is a significant predictor of academic failure and dropout rates.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Monitoring students attendance for success.

Person Monitoring:

Principal, AP, and guidance, and social worker

By When/Frequency:

weekly

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

Pulling weekly reports from Edinsight. Create a list of who needs to be contacted. Make phone calls and ensure the proper nonfictions have been turned in. Find any barriers that keep a students from coming to school. Put a plan in place to help them limit the barriers.

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 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. (ESEA 1114(b)(4))

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

<https://englishestates.scps.k12.fl.us/>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

<https://englishestates.scps.k12.fl.us/>

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

To strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum specifically for students with disabilities and Black students, the school will implement the following targeted strategies:

1. Regularly review and update the curriculum to align with current educational standards and best practices.
2. Incorporate technology into the curriculum to support interactive and personalized learning experiences with Iready.
3. Provide ongoing professional development for teachers to ensure they are equipped with the latest

teaching methods and subject knowledge.

4. Implement formative and summative assessments to monitor student progress and identify areas needing improvement.

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 ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Utilize Title I funds to support supplemental educational services, targeted interventions, and after-school programs for students from low-income families, which includes a significant number of Black students and students with disabilities.

Ensure that students with disabilities receive appropriate special education services and supports as mandated by IDEA, including individualized education programs (IEPs) and related services.

Align with state initiatives aimed at closing achievement gaps and promoting educational equity for historically underserved student groups, including Black students and students with disabilities.

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

School counselors offer individual and group counseling sessions to help students address personal, social, and academic challenges.

With the support of the county, we have a school-based mental health counselor that supports our students 1 day and a social worker who provides support 3 days a week.

With the use of IMPOWER, a Florida not-for-profit corporation, they provide 5 day of week on site support for mentoring and substance prevention services. for youth in grade second through fifth.

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

English Estates utilizes Stephen Covey's 7 Habits of Highly Effective People and The Leader in Me program to promote lifelong skills for the 21st century learner. Our annual Teach-In event provides an opportunity for community members and parents to share about their careers and trades with our students offering insight about varying careers in Central Florida.

The students have the ability to explore STEM career while integrating these skills in math, science, computer classes, and art. Students in 4th and 5th grade have the opportunity to explore the Physics bus with the goal to engage students early on and develop an interest in STEM subjects-science, technology, engineering and mathematics, through a fun, hand-on setting.

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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

To effectively prevent and address problem behavior and provide early intervening services, the school implements a comprehensive schoolwide MTSS tiered model. This model is designed to be proactive and responsive, ensuring that all students receive the support they need at varying levels of intensity. The model is coordinated with similar activities and services carried out under the

Individuals with Disabilities Education Act (IDEA) to provide cohesive and integrated support. Fostering a positive and inclusive school climate that promotes respect, empathy, and a sense of community is introduced through the Leader in Me program. With this program, the students engage in the 7 Habits of Highly Effective People by Stephen Covey.

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. (ESEA section 11149b)(7)(iii)(V)).

We have established weekly professional learning communities (PLCs) where teachers and other staff can collaborate to review data, identify trends, and develop action plans to address student needs.

We attend Professional Development on how to analyze and interpret data from academic assessments, including standardized tests, formative assessments, and student work. Training on designing and implementing formative assessments that provide immediate feedback to inform instruction is provided by administration and academic coaches.

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. (ESEA 1114(b)(7)(iii)(V))

We form transition teams consisting of PreK and kindergarten teachers, administrators, and support staff to plan and oversee transition activities.

We Include parents in transition meetings to gather their input and ensure their concerns and suggestions are addressed.

We also have a Kindergarten Breakfast where we invite incoming kindergarten students and their families to tour the school, go through the breakfast line, learn about the daily routines of a kindergarten class, and visit several classroom.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process 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), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

ELA-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 26 th 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 2024-25 UniSIG funds but has chosen not to apply.

No

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