

Seminole County Public Schools

WINTER SPRINGS ELEMENTARY SCHL



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

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

Provide the school's vision statement

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

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Kristen Ramkissoon

Position Title

Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name

Adolph Pernal

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #3

Employee's Name

Jane Millen

Position Title

School Administration Manager

Job Duties and Responsibilities

Title 1, Family and Community Liaison, Business Partners, Classroom Support, FIN Coordinator.

Leadership Team Member #4

Employee's Name

Ruth Haynes

Position Title

ELA Instructional Coach

Job Duties and Responsibilities

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

Leadership Team Member #5

Employee's Name

Bonnie Akard

Position Title

Math/Science Instructional Coach

Job Duties and Responsibilities

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

Leadership Team Member #6

Employee's Name

Angela Subbert

Position Title

School Counselor

Job Duties and Responsibilities

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

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.

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

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))

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

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	69.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	82.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
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: B* 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	1	15	22	21	7	24				90
One or more suspensions	0	3	2	5	5	6				21
Course failure in English Language Arts (ELA)	3	7	15	7	2	7				41
Course failure in Math	3	3	6	1	5	12				30
Level 1 on statewide ELA assessment	0	0	0	1	9	29				39
Level 1 on statewide Math assessment	0	0	0	1	11	29				41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	7	6	14						27
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	6	4	7	4					24

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	3	10	14	15	18	31				91

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	3	3	3	4	0	0				13
Students retained two or more times	0	0	0	0	0	0				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	3	25	20	15	25	12				100
One or more suspensions	1	1		3	3	2				10
Course failure in ELA		8	2	2	4					16
Course failure in Math		4	3	1		1				9
Level 1 on statewide ELA assessment				5	22	9				36
Level 1 on statewide Math assessment				4	28	11				43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		6	6	13						49

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		8	4	9	27	10				58

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		1	3	5						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

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 *	55	66	57	57	61	53	56	65	56
ELA Grade 3 Achievement **	68	69	58	46	62	53			
ELA Learning Gains	55	62	60				53		
ELA Learning Gains Lowest 25%	66	55	57				38		
Math Achievement *	65	67	62	58	64	59	53	46	50
Math Learning Gains	68	64	62				62		
Math Learning Gains Lowest 25%	51	43	52				45		
Science Achievement *	63	68	57	60	65	54	44	65	59
Social Studies Achievement *								62	64
Graduation Rate								62	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	83	75	61	46	77	59	66		

*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 (FPI) 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)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	574
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
64%	60%	52%	47%		53%	65%

* 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	47%	No		
English Language Learners	57%	No		
Black/African American Students	59%	No		
Hispanic Students	61%	No		
Multiracial Students	55%	No		
White Students	67%	No		
Economically Disadvantaged Students	62%	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	35%	Yes	4	
English Language Learners	46%	No		
Black/African American Students	53%	No		
Hispanic Students	60%	No		
Multiracial Students	46%	No		
White Students	55%	No		
Economically Disadvantaged Students	59%	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	29%	Yes	3	2

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	45%	No		
Native American Students				
Asian Students				
Black/African American Students	39%	Yes	1	
Hispanic Students	46%	No		
Multiracial Students				
Pacific Islander Students				
White Students	59%	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	55%	68%	55%	66%	65%	68%	51%	63%					83%
Students With Disabilities	25%	40%	49%	72%	35%	57%	52%	33%					62%
English Language Learners	36%	50%	52%	69%	48%	65%	57%	55%					83%
Black/African American Students	54%		59%		58%	65%							
Hispanic Students	52%	64%	56%	70%	60%	67%	42%	59%					82%
Multiracial Students	50%		40%		71%	60%							
White Students	61%	70%	56%	67%	70%	72%	65%	71%					
Economically Disadvantaged Students	49%	62%	53%	67%	60%	66%	54%	61%					84%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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

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	56%		53%	38%	53%	62%	45%	44%					66%
Students With Disabilities	24%		32%	42%	29%	39%	33%	6%					
English Language Learners	37%		38%		38%	44%							66%
Native American Students													
Asian Students													
Black/African American Students	37%		52%	53%	35%	48%	36%	11%					
Hispanic Students	57%		46%	27%	47%	56%	27%	44%					64%
Multiracial Students													
Pacific Islander Students													
White Students	65%		61%	23%	64%	70%	75%	57%					
Economically Disadvantaged Students	49%		48%	36%	47%	59%	44%	36%					67%

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	61%	67%	-6%	55%	6%
Ela	4	40%	62%	-22%	53%	-13%
Ela	5	62%	63%	-1%	55%	7%
Math	3	63%	69%	-6%	60%	3%
Math	4	53%	64%	-11%	58%	-5%
Math	5	69%	43%	26%	56%	13%
Math	6	100%	67%	33%	56%	44%
Science	5	61%	65%	-4%	53%	8%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Our 3rd grade Math students made the greatest learning gains from FAST PM1 to PM3. According to FAST PM1, only 10% of our 3rd graders were proficient. After PM3, 62% of our 3rd graders were proficient in Math. This equates to a 52% increase in math proficiency this year.

New actions that we implemented this year include more PLC time with an academic coach, more time for deliberate planning as a team, and effective use of formative assessment to drive small groups within the classrooms.

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 gains occurred within our 4th grade ELA group. They still showed tremendous growth, just not at the same levels as their counterparts in other grades. This included an increase of only 23% proficiency between FAST ELA PM1 and PM 3.

Even though we implemented the same actions for each grade level; the extra time working with academic coach at PLC, and the additional deliberate planning time and the use of formative assessment to determine small groupings within the classroom, it did not seem to be as effective. These same students were underperforming last year, in 3rd grade, as well. The trend seems to be that this group of students is struggling at a higher rate than their peers.

Greatest Decline

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

The greatest decline was 4th grade ELA. The percentage decreased by 3 percentage points from last year to this year. This is the only decrease from the previous year.

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.

After disaggregating the data, we have found 2 components that had large gaps, both positive and negative. The greatest gap in our favor was 5th grade Math. The state reported 55% at a level 3 or above, whereas Winter Springs scored 62%. This is 13% above the state proficiency level.

In contrast, the largest negative gap was our 4th grade ELA students. Our proficiency percentage was 13 points below the state score. This trend is consistent with our lowest gains mentioned above.

EWS Areas of Concern

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

Moving forward, our biggest area of concern would be this year's 5th grade ELA. These students have shown the least growth two consecutive years in a row.

Highest Priorities

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

Student achievement.

Student attendance.

Teacher/Staff retention.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

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

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

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.

This area was identified as a crucial need based on an in-depth review of data from the previous academic year. Several key factors highlighted the necessity of this focus, such as: Assessment Data (iReady, STAR/FAST), Teacher Observation, and Reading Interventions.

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

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

At Winter Springs Elementary, our focus is to enhance foundational literacy skills for students in Kindergarten through 2nd Grade. This includes developing phonemic awareness, phonics, vocabulary, reading fluency, and comprehension. Additionally, we aim to strengthen students' writing abilities and their understanding of print concepts, as well as improve their listening and speaking skills.

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

At Winter Springs Elementary, our focus for Grades 3-5 is to advance students' literacy skills by building on the foundational knowledge acquired in earlier grades. This includes enhancing reading comprehension, vocabulary development, fluency, critical thinking, and writing skills. We aim to cultivate independent readers and writers who can analyze, interpret, and engage with complex texts across various genres.

Grades K-2: Measurable Outcome(s)

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

is to see an increase in student proficiency from 49% on the 23-24 on STAR Reading PM3 to 59% on the 24-25 STAR Reading PM3

Grades 3-5: Measurable Outcome(s)

Using the iReady Diagnostics, and FAST Progress monitoring, we will be able to measure the outcomes of individual students to find trends and areas of strength and areas of concern. Our goal is to see an increase in student proficiency from 54% on the 23-24 on FAST Reading PM3 to 64% on the 24-25 FAST Reading PM3

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 will be monitored using iReady diagnostics, and STAR/FAST Reading Progress Monitoring, teacher observation, and parental feedback.

Person responsible for monitoring outcome

Ruth Haynes

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:

Elementary ELA - The following evidence-based interventions are available to support students based upon the area of need of the individual student: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence), Success for All – FastTrack Phonics (at Title 1 schools) (strong evidence), Reading Mastery (promising evidence), FastForward (promising evidence), Corrective Reading (strong evidence), and Quick Reads (strong evidence).

Rationale:

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

Tier of Evidence-based Intervention:

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

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Tier 2 Intervention

Person Monitoring:

Ruth Haynes

By When/Frequency:

Ongoing

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

For students identified for Tier 2 reading intervention, the school will implement targeted small-group instruction tailored to their specific needs, based on assessments and teacher observations. Intervention plans will incorporate evidence-based reading programs and diverse instructional strategies, with sessions scheduled several times a week. Teachers will receive ongoing professional development and collaborate to share best practices. Progress will be monitored frequently through formative assessments and reading fluency checks, with data analyzed to adjust instruction as needed. Parents will be regularly informed about their child's progress and provided with strategies to support reading at home. At the end of each intervention cycle, the program's effectiveness will be reviewed and refined for continuous improvement.

Action Step #2

Tier 3 Intervention

Person Monitoring:

Ruth Haynes

By When/Frequency:

Ongoing

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

For students requiring Tier 3 reading intervention, the school will provide highly individualized and intensive instruction. This will involve one-on-one or very small group sessions multiple times per week, focusing on specific reading deficits identified through detailed assessments and continuous progress monitoring. Specialized, evidence-based reading programs and strategies will be tailored to each student's unique needs. Teachers will receive specialized training for Tier 3 interventions and will collaborate closely with support staff and specialists. Progress will be tracked using frequent, detailed assessments, with regular data reviews to adjust instruction as needed. Parents will receive frequent, detailed updates on their child's progress and guidance on supporting reading at home. The intervention's effectiveness will be reviewed at the end of each cycle to ensure it meets student needs and to make necessary refinements.

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

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.

At Winter Springs Elementary, our focus for Kindergarten through 2nd Grade is to build a strong mathematical foundation by developing students' number sense, counting skills, basic operations

(addition and subtraction), and an understanding of simple geometric concepts. We aim to create a positive and engaging learning environment that fosters mathematical curiosity and confidence in our young learners.

This area was identified as a crucial need based on a thorough review of data from the previous academic year, which highlighted the following key points: Assessment data, teacher observations, and intervention data.

Measurable Outcome

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

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

Grades K - 2: Our goal is to see an increase in student proficiency from 53% on the 23-24 on STAR Math PM3 to 63% on the 24-25 STAR Math PM3

Grades 3 - 5: Our goal is to see an increase in student proficiency from 63% on the 23-24 on FAST Math PM3 to 73% on the 24-25 FAST Math PM3

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 will be monitored using iReady diagnostics, and STAR/FAST Reading Progress Monitoring, teacher observation, and parental feedback.

Person responsible for monitoring outcome

Bonnie Akard

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: iReady, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

Rationale:

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

Tier of Evidence-based Intervention:

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

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Tier 2 Intervention

Person Monitoring:

Bonnie Akard

By When/Frequency:

Ongoing

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

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

Action Step #2

Tier 3 Intervention

Person Monitoring:

Bonnie Akard

By When/Frequency:

Ongoing

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

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

Action Step #3

Fact Fluency

Person Monitoring:

Bonnie Akard

By When/Frequency:

Ongoing

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

Using Fact Tactics Fluency, students will be able to develop a deep understanding of multiplication by emphasizing procedural fluency to develop automaticity in mathematics.

Area of Focus #3

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**

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.

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

Measurable Outcome

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

Prior year data show that 61% of 5th grade students met grade-level science standards. The goal is to increase this percentage to 65% by the end of the current school year. Specific outcomes will be tracked for each grade level through SBA Science progress monitoring, and teacher-designed evaluations.

Monitoring

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 will be monitored by unit assessments, formative assessments, SBA, and FAST PM results.

Person responsible for monitoring outcome

Bonnie Akard

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

Rationale:

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

Tier of Evidence-based Intervention:

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

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Science Professional Development

Person Monitoring:

Bonnie Akard

By When/Frequency:

Ongoing

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

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

Action Step #2

New Science Resource

Person Monitoring:

Bonnie Akard

By When/Frequency:

Ongoing

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

Working collaboratively with our academic coach, our teachers will receive ongoing updates and training about the new Science textbooks and county provided frameworks.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

The focus is on improving student attendance across all grade levels. High levels of absenteeism have been identified as a barrier to student learning and overall academic success. Consistent attendance is critical for students to fully engage with the curriculum and benefit from instructional time.

Data from the prior year indicated that absenteeism rates were higher than desired, with 90 students being absent more than 10% of the time. This was identified as a crucial need because students who miss school frequently often struggle academically, leading to lower achievement and engagement. Addressing attendance issues is essential for improving academic performance and ensuring that all students have the opportunity to succeed.

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.

Last year, we had 90 students miss more than 10% of instructional days. The goal for this year is to decrease this number dramatically to 50.

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.

Attendance will be monitored through daily tracking of student absences and tardies. Regular reports will be generated through Skyward to review attendance patterns and identify students with chronic absenteeism. Data will be analyzed monthly to assess progress and identify trends, allowing for targeted interventions.

Person responsible for monitoring outcome

Kristen Ramkisson

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:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Attendance incentives

Person Monitoring:

Jane Millen

By When/Frequency:

Ongoing

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

Implement a system of rewards and recognition for students with improved or perfect attendance. Monitor the impact by tracking changes in attendance rates and analyzing data on student participation in the program.

Action Step #2

Family Engagement

Person Monitoring:

Adolph Pernal

By When/Frequency:

Ongoing

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

Increase communication with families about the importance of attendance and provide support resources. Track engagement through communication logs and feedback from families to assess the impact on student attendance.

Area of Focus #2

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.

The focus is on improving teacher retention and recruitment across all grade levels. High turnover rates and difficulties in attracting qualified teachers have been identified as significant challenges. Teacher stability is crucial for maintaining a consistent learning environment and ensuring high-quality instruction for students.

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 to reduce the teacher turnover rate to 5% and decrease the average time to fill teaching positions to 2 weeks by the end of the current school year. This will be measured through HR records and staffing reports.

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.

Teacher retention and recruitment will be monitored through tracking of turnover rates, time to fill positions, and staff satisfaction surveys. Regular reports will be generated to review trends and identify areas for improvement. Feedback from exit interviews and recruitment metrics will also be analyzed to assess the effectiveness of implemented strategies.

Person responsible for monitoring outcome

Kristen Ramkissoo

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:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

NEST Program

Person Monitoring:

Ruth Haynes

By When/Frequency:

Ongoing

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

Continue the mentorship program for new teachers and provide professional development workshops. Monitor the impact through feedback from participants, retention rates of new teachers, and evaluation of professional growth.

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://sim.scps.k12.fl.us/content/pdf/schools/information/sip/2023/0391.pdf>

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://wses.scps.k12.fl.us/about-us/title_i

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 4th grade ELA program, the school will adhere to county frameworks while focusing on enhancing instructional practices. Teachers will receive targeted professional development to improve their ELA instruction. The school will increase learning time through extended ELA blocks and after-school tutoring, supported by digital tools to engage students effectively. Enrichment activities, including reading clubs and writing workshops, along with accelerated programs for advanced learners, will further develop students' literacy skills and enthusiasm for reading and writing. Progress will be monitored through regular assessments and feedback from students and parents, allowing for adjustments to ensure improved academic

achievement in ELA.

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))

Throughout the course of the school year, formally on a quarterly basis, Federal Projects and Resource

Development department leadership meet with leadership from the Department of Teaching and Learning (Title

II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I,

Part D), and Early Learning (Pre-K/VPK). At these quarterly cross-department collaborative meetings, status

updates of the Title I, Part A funded activities and initiatives are discussed. Such topics could include discussions between Federal Projects and Resource Development staff and Department of Teaching and

Learning (DTL) staff discussing the implementation of a primary grades phonics program at Title I elementary

schools. Resulting from these conversations, DTL leadership may suggest more purchased materials for the

phonics program, and/or more on-site training days. These decisions would have an impact to the Title I

budget for the next school year, which would then lead to further conversations with DTL leadership about

adjusting needs and priorities for the other Title I, Part A funded activities.

Federal Projects and Resource Development department leadership also meet with leadership from the

Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support

Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) to develop the Title I,

Part A plan. The various areas of focus which are supported with Title I, Part A funds are discussed with the

respective leadership from those departments/programs, to ensure that the activities being proposed

have the
highest likelihood of success.

During the planning phase of Title I school-wide plans, which typically begins late February or early March for the upcoming school year, leadership from the Federal Projects and Resource development department coordinate Title I collaborative planning sessions. Invited to these planning sessions are Title I school principals and designees from their leadership teams. Title I school team planning sessions are grouped so that all of the schools supported by a specific Assistant Superintendent meet together. Having the Assistant Superintendent participate in the collaborative planning session proves helpful, in that they are available to remind the principals of other programs or funding sources available. For instance, the Assistant Superintendent, Student Support Services would be able to remind a principal that IDEA funds are already in place to support an initiative that the principal wanted to include in their upcoming Title I, Part A plan.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

Our school provides counseling, mental health services, and specialized support to address students' emotional and social needs. Mentoring programs, such as Latinos in Action, connect students with role models who help guide their personal development. These resources work together to enhance students' social-emotional skills and overall well-being.

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))

While focused on elementary education, our school introduces career exploration activities and hands-on learning experiences to spark early interest in various fields. We offer enrichment programs that help students develop skills and interests that will be valuable in their future education and career paths. These efforts aim to lay a strong foundation for students' future opportunities.

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)).

We use a tiered support system to address behavioral issues, offering universal strategies for all students and targeted interventions for those needing extra help. Our early intervening services are coordinated with IDEA requirements to provide timely and appropriate support. This approach helps prevent and manage problem behaviors effectively.

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)).

Our professional learning initiatives focus on improving instructional methods and using assessment

data effectively. We support teacher recruitment and retention by offering teacher support and ongoing professional development. These efforts aim to enhance the quality of instruction and maintain high educational standards.

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))

To ease the transition from preschool to elementary school, we offer orientation programs for children and their families. Collaboration between preschool and elementary staff ensures a smooth progression and prepares children for their new school environment.

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.

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

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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