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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) |
| A school can be identified as CSI in any of the following four ways: <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

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

Provide the school's vision statement

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

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Debbie Jose

Position Title

Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name

Cy-Anne Small

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #3

Employee's Name

Laura Jones

Position Title

Reading Coach

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name

Robin Bell-Wright

Position Title

Math Coach

Job Duties and Responsibilities

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

Leadership Team Member #5

Employee's Name

Alexis Krogman

Position Title

Guidance Counselor

Job Duties and Responsibilities

The Guidance Counselor develops and provides an effective comprehensive guidance and counseling program, works with students and parents to help guide students' academic, behavioral, and social growth, and assists with facilitating student study. Mrs Krogman's job responsibilities include: One-on-One/Small group counseling, SST, Behavior Interventions, Crisis Support, Families in Need

Leadership Team Member #6

Employee's Name

Carissa Hines

Position Title

Social Worker

Job Duties and Responsibilities

Ms. Hines's job responsibilities include: MTSS, Truancy, Social Skills/SEL Lessons, Behavior Interventions, Families in Need, Home-School Liaison

Leadership Team Member #7

Employee's Name

Tracy Schoenauer

Position Title

Behavior Interventionist

Job Duties and Responsibilities

Our behavior interventionist supports student behavior, conducts one-on-one and small group student sessions, PBIS lead, and coaches teachers with classroom management and individual student behavioral needs

Leadership Team Member #8

Employee's Name

Nicole Decker

Position Title

Instructional Coach

Job Duties and Responsibilities

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

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.

The School Improvement Plan is developed in collaboration with the School Advisory Council (SAC), which includes parent representatives. The draft plan and budget are presented and parent input is provided during a beginning-of-the-year SAC meeting. Community newsletters and School Improvement Plan (SIP) overview information are shared with parents in both English and Spanish.

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 School Improvement Plan will be presented to the faculty and staff at the beginning of the school year. The goal will be to review the SIP after each FAST assessment and make necessary revisions to ensure continuous improvement.

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 | 84.6% |
| 2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE | 87.5% |
| 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: A 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 | 4 | 28 | 25 | 27 | 22 | 14 | | | | 120 |
| One or more suspensions | 0 | 1 | 5 | 5 | 4 | 8 | | | | 23 |
| Course failure in English Language Arts (ELA) | 1 | 5 | 12 | 5 | 16 | 3 | | | | 42 |
| Course failure in Math | 1 | 4 | 10 | 12 | 10 | 17 | | | | 54 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 1 | 24 | 17 | | | | 42 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 1 | 25 | 10 | | | | 36 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 4 | 14 | 14 | 29 | | | | | | 61 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | 3 | 16 | 13 | 14 | 21 | | | | | 67 |

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 | 4 | 19 | 18 | 21 | 31 | 20 | | | | 113 |

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 | 4 | 2 | 5 | 8 | 1 | 1 | | | | 21 |
| 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 | 32 | 37 | 30 | 22 | 17 | | | | 141 |
| One or more suspensions | | 3 | 4 | 7 | 4 | 2 | | | | 20 |
| Course failure in ELA | | 3 | 1 | 3 | 7 | 1 | | | | 15 |
| Course failure in Math | | 3 | 1 | 2 | 3 | 1 | | | | 10 |
| Level 1 on statewide ELA assessment | | | | 5 | 29 | 17 | | | | 51 |
| Level 1 on statewide Math assessment | | | | 4 | 23 | 22 | | | | 49 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | | 15 | 33 | 33 | | | | | | 118 |

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 | | 10 | 17 | 23 | 28 | 21 | | | | 99 |

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 | | | | 5 | | | | | | 5 |
| 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 * | 54 | 66 | 57 | 45 | 61 | 53 | 40 | 65 | 56 |
| ELA Grade 3 Achievement ** | 43 | 69 | 58 | 37 | 62 | 53 | | | |
| ELA Learning Gains | 73 | 62 | 60 | | | | 48 | | |
| ELA Learning Gains Lowest 25% | 83 | 55 | 57 | | | | 48 | | |
| Math Achievement * | 55 | 67 | 62 | 47 | 64 | 59 | 42 | 46 | 50 |
| Math Learning Gains | 76 | 64 | 62 | | | | 41 | | |
| Math Learning Gains Lowest 25% | 75 | 43 | 52 | | | | 30 | | |
| Science Achievement * | 69 | 68 | 57 | 51 | 65 | 54 | 37 | 65 | 59 |
| Social Studies Achievement * | | | | | | | | 62 | 64 |
| Graduation Rate | | | | | | | | 62 | 50 |
| Middle School Acceleration | | | | | | | | 45 | 52 |
| College and Career Readiness | | | | | | | | | 80 |
| ELP Progress | 77 | 75 | 61 | 46 | 77 | 59 | 52 | | |

*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 | 67% |
| OVERALL FPPI Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the FPPI | 605 |
| 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 |
| 67% | 52% | 42% | 47% | | 49% | 47% |

* 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 | 56% | No | | |
| English Language Learners | 66% | No | | |
| Black/African American Students | 65% | No | | |
| Hispanic Students | 65% | No | | |
| Multiracial Students | 72% | No | | |
| White Students | 63% | No | | |
| Economically Disadvantaged Students | 67% | 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 | 10% | Yes | 4 | 2 |
| English Language Learners | 46% | No | | |
| Black/African American Students | 38% | Yes | 2 | |
| Hispanic Students | 48% | No | | |
| Multiracial Students | 71% | No | | |
| White Students | 56% | No | | |
| Economically Disadvantaged Students | 48% | 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 | 25% | 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 | 25% | Yes | 1 | 1 |
| Hispanic Students | 42% | No | | |
| Multiracial Students | | | | |
| Pacific Islander Students | | | | |
| White Students | 52% | No | | |
| Economically Disadvantaged Students | 39% | Yes | 1 | |

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

| 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | | |
|--|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|--------------|
| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2021-22 | C&C ACCEL 2021-22 | ELP PROGRESS |
| All Students | 45% | 37% | | | 47% | | | 51% | | | | | 46% |
| Students With Disabilities | 12% | 10% | | | 9% | | | | | | | | |
| English Language Learners | 39% | 15% | | | 39% | | | 57% | | | | | 79% |
| Black/African American Students | 41% | 24% | | | 41% | | | 47% | | | | | |
| Hispanic Students | 42% | 34% | | | 43% | | | 45% | | | | | 78% |
| Multiracial Students | 67% | | | | 75% | | | | | | | | |
| White Students | 50% | 54% | | | 58% | | | 63% | | | | | |
| Economically Disadvantaged Students | 42% | 35% | | | 42% | | | 43% | | | | | 76% |

| 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 | 40% | | 48% | 48% | 42% | 41% | 30% | 37% | | | | | 52% |
| Students With Disabilities | 20% | | 33% | 38% | 22% | 19% | 20% | 20% | | | | | |
| English Language Learners | 37% | | 60% | | 42% | 44% | 50% | 41% | | | | | 52% |
| Native American Students | | | | | | | | | | | | | |
| Asian Students | | | | | | | | | | | | | |
| Black/African American Students | 28% | | 40% | | 29% | 27% | 13% | 13% | | | | | |
| Hispanic Students | 37% | | 44% | 38% | 42% | 43% | 43% | 40% | | | | | 50% |
| Multiracial Students | | | | | | | | | | | | | |
| Pacific Islander Students | | | | | | | | | | | | | |
| White Students | 55% | | 56% | | 49% | 47% | | 52% | | | | | |
| Economically Disadvantaged Students | 36% | | 43% | 46% | 37% | 35% | 28% | 32% | | | | | 51% |

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 | 42% | 67% | -25% | 55% | -13% |
| Ela | 4 | 55% | 62% | -7% | 53% | 2% |
| Ela | 5 | 58% | 63% | -5% | 55% | 3% |
| Math | 3 | 38% | 69% | -31% | 60% | -22% |
| Math | 4 | 59% | 64% | -5% | 58% | 1% |
| Math | 5 | 49% | 43% | 6% | 56% | -7% |
| Math | 6 | 100% | 67% | 33% | 56% | 44% |
| Science | 5 | 62% | 65% | -3% | 53% | 9% |

III. Planning for Improvement

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

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

Most Improvement

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

This year, we saw the most improvement in science proficiency. In 2023, 48% of our students were proficient. This year 67% of our students were proficient. This is an increase of 19 percentage points.

New actions included:

1. PLC- monitoring
2. Targeted planning based on data results
3. Small group differentiated instruction
4. Practice quizzes

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 performance was third-grade ELA and Math proficiency.

Contributing Factors:

1. Beginning teachers (inexperienced with planning, and teaching pedagogy/practices)
2. Changing teachers (hiring teachers during the school year)
3. Behavioral challenges (due to lack of understanding of effective classroom management techniques)

Greatest Decline

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

Although third-grade math did increase, it was the component that showed the least growth (2 percentage points).

Contributing Factors:

1. Beginning teachers (inexperienced with planning, and teaching pedagogy/practices)
2. Changing teachers (hiring teachers during the school year)

3. Behavioral challenges (due to lack of understanding of effective classroom management techniques)

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap when compared to the state average was third-grade math.

State: 68% Spring Lake: 38%

Contributing Factors:

1. Beginning teachers (inexperienced with planning, and teaching practices)
2. Changing teachers (hiring teachers during the school year)

EWS Areas of Concern

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

Areas of Concern:

1. 141 students had 10% or more absences.
2. 51 students scored at a level 1 on the statewide ELA assessment.

Highest Priorities

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

1. Continue to monitor planning sessions during PLCs and classroom instruction to ensure that the BEST standards are being addressed.
2. Strengthen small group instruction to ensure differentiation
3. Support new/beginning teachers.
4. Communicate with parents about the importance of attendance
5. Continue to build a positive culture in the school

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 Benchmark-aligned instruction, Collaborative Planning, Differentiation, ELA, Math, Professional Learning Communities, Science, Small-group Instruction

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.

Collaborative planning will be this year's focus to ensure that teachers are planning for the success of all students.

Areas of planning include:

- BEST standards (understanding)
- Backward planning beginning with assessments
- Differentiation to target individual student needs
- Strengthening small group instruction based on assessment results
- Discussions on the "how" of teaching the standards

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.

Spring Lake Current Data/Measurable Outcome:

Math Achievement- 54% /64%

ELA Achievement- 54% /64%

Science Achievement- 67%/77%

Math Learning Gains- 77%/82%

ELA Learning Gains- 73%/77%

Lowest 25% Math Learning Gains- 75%/80%

Lowest 25% ELA Learning Gains- 83%/88%

Third Grade ELA- 44%/54%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will include:

1. The administration will attend weekly PLC sessions
2. Data Day sessions weekly with grade levels
3. Data chats with the grade level and individual teachers (after each iReady Diagnostic, FAST, Unit assessments)
4. The administration will monitor lesson plans and grade books
5. The administration will attend MTSS sessions
6. Provide consistent teacher feedback through walkthroughs

Person responsible for monitoring outcome

Debbie Jose, Principal, Assistant Principal, 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:

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). Math: 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:

ELA - 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. Math- 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

Data Analysis and Implementation

Person Monitoring:

Debbie Jose, Principal, Cy-Anne Small, Assistant Principal, Laura Jones, ELA Coach, Robin Bell-Wright, Math Coach, Nicole Decker, Instructional Coach

By When/Frequency:

Weekly

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

We will analyze student data to determine needs and provide targeted instruction for the need.

Action Step #2

PLC planning and monitoring for fidelity

Person Monitoring:

Debbie Jose, Principal, Cy-Anne Small, Assistant Principal, Laura Jones, ELA Coach, Robin Bell-Wright, Math Coach, Nicole Decker, Instructional Coach

By When/Frequency:

Weekly

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

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

Area of Focus #2

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

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

Area of Focus Description and Rationale

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.

We will focus on collaborative planning to ensure instructional practices are in place. Strategic planning will include instructional practices in all areas of reading (vocabulary, fluency, comprehension, phonics, and phonemic awareness) In reviewing the prior year's data, it was noted that strong planning(differentiation, small group, review and questioning) was an area of growth.

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

1. Begin lessons with short reviews of previous learning.
2. Ask many questions, observe students' responses, and provide feedback.
3. Provide scaffolded support for difficult material.

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

1. Prepare students for and monitor independent practice.
2. Engage students in weekly and monthly reviews of previous material.
3. Provide scaffolded support for difficult material.

Grades K-2: Measurable Outcome(s)

23-24 School Data:

- % of Students in 1st grade scoring below 40th percentile- 59%
- % of Students in 2nd grade scoring below 40th percentile- 52%

Measurable Outcome:

- % of Students in 1st grade scoring below 40th percentile- 49%
- % of Students in 2nd grade scoring below 40th percentile- 42%

Grades 3-5: Measurable Outcome(s)

23-24 School Data:

- % of Students in 3rd grade scoring below 40% percentile- 56%

Measurable Outcome:

- % of Students in 3rd grade scoring below 40% percentile- 46%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The administration will monitor by:

1. Attending PLC and planning sessions.
2. Reviewing grade books and assessment results
3. Conducting data chats
4. Providing targeted feedback as needed
5. Coaching logs

Person responsible for monitoring outcome

Debbie Jose, Principal, Cy-Anne Small, Assistant Principal, Laura Jones, ELA Coach

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 (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-5 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan (CERP). Having a variety of interventions available to allows the school to match the needs of the individual student to the intervention that is offered based upon assessment data. The elementary interventions in the CERP have strong, promising, or moderate effect sizes for the population.

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

Structures PLC Sessions

Person Monitoring:

Debbie Jose, Principal, Cy-Anne Small, Assistant Principal, Laura Jones, ELA Coach

By When/Frequency:

Weekly

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

Grade-level teams will meet weekly to plan for standards-based instruction.

Action Step #2

Coaching Cycles

Person Monitoring:

Debbie Jose, Principal, Cy-Anne Small, Assistant Principal, Laura Jones, ELA Coach

By When/Frequency:

as needed after assessment data reviews

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

Coaching cycles will be scheduled for those teachers needing additional instructional assistance.

Area of Focus #3

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

specifically relating to

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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome

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:

Rationale:

Tier of Evidence-based Intervention:

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

Person Monitoring:

By When/Frequency:

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

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.

Our focus will be decreasing the number of students with 15+ absences. If students are absent, they are missing quality instruction of the BEST standards.

Measurable Outcome

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

During the 23-24 school year, of the 535 total students, 167 had 15+(31%) absences. In addition, 211 of the 535 students had 10+ (39%) absences.

Goal for the 24-25 school year:

26% of the students will have 15+ absences

34% of the students will have 10+ absences

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.

1. Our Social Worker will monitor attendance and send out letters.
2. Our Social Worker will review the truancy procedures with the staff.
3. Information will be sent out regularly to parents about the importance of attendance.

Person responsible for monitoring outcome

Debbie Jose, Principal, Cy-Anne Small, Assist Principal, Carissa Hines, Social Worker

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 strong

collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

Rationale:

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

Tier of Evidence-based Intervention:

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

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Presentation of Truancy Procedures

Person Monitoring:

Debbie Jose, Principal, Cy-Anne Small, Assist
Principal, Carissa Hines, Social Worker

By When/Frequency:

annually

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

We will plan a presentation for staff with a focus on the truancy procedures.

Action Step #2

Family Intervention

Person Monitoring:

Debbie Jose, Principal, Cy-Anne Small, Assist
Principal, Carissa Hines, Social Worker

By When/Frequency:

as needed

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

We will plan for our Social Worker to work one-on-one with the families to offer support and resources.

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.

Our area of focus is to create a collaborative, positive environment that offers support and coaching to beginning teachers.

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.

Panoramic survey results:

Staff-Leadership Relationships 76%

Belonging 69%

School Climate 50%

Focus: School Climate

1. Strengthening positive attitudes. (Purposeful PLC sessions/NEST)
2. Strengthening students' interactions with each other (PBIS/NEST/Coaching)
3. Supporting staff members when new initiatives are presented (Purposeful PLC Sessions/ Coaching/PDs)

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.

Analyze the data extracted from the Panoramic Survey results and take action.

1. Administration and coaches will attend all PLC sessions. (PLC notes)
2. PDs will be scheduled to support new initiatives (Attendance Sheets)
3. PBIS team/coaches/NEST will support beginning teachers (Attendance Sheets/Coaching logs)

Person responsible for monitoring outcome

Debbie Jose, Principal, Cy-Anne Small, Assistant Principal, Laura Jones, ELA Coach, Robin Bell-Wright, Math Coach, Nicole Decker, Instructional Coach, Rosalinda Fair, NEST Lead

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

Coaching/Peer Support

Person Monitoring:

Debbie Jose, Principal, Cy-Anne Small, Assistant Principal, Laura Jones, ELA Coach, Robin Bell-Wright, Math Coach, Nicole Decker, Instructional Coach, Rosalinda Fair,

By When/Frequency:

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

We will assign a peer/coach to each beginning teacher. These mentors will support teachers and offer feedback through coaching cycles.

Action Step #2

NEST

Person Monitoring:

Debbie Jose, Principal, Cy-Anne Small, Assistant Principal, Laura Jones, ELA Coach, Robin Bell-Wright, Math Coach, Nicole Decker, Instructional Coach, Rosalinda Fair, NEST lead

By When/Frequency:

monthly

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

We will invite each beginning teacher to NEST meetings.

Action Step #3

PDs

Person Monitoring:

Debbie Jose, Principal, Cy-Anne Small, Assistant Principal, Laura Jones, ELA Coach, Robin Bell-Wright, Math Coach, Nicole Decker, Instructional Coach, Rosalinda Fair, NEST lead

By When/Frequency:

as needed

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

PDs will be scheduled to support beginning teachers with new initiatives. - Classroom Management (NEST) - Collaborative Structures - UFLI - Factactics

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://www.springlake.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://www.springlake.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))

Our school plan is to strengthen our APTT program. Night events will be planned with a focus on improving math and ELA student achievement in collaboration with parents.

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))

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

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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

All students at Spring Lake Elementary participate in computer science and coding initiatives during the course of the school year. As part of the school's special area rotation schedule, all students attend digital learning courses with the STEM Teacher. The emphasis of this instructional time is on computer sciences, coding, and robotics. Additionally, strategies to integrate other essential 21st century skills are embedded in all content areas: collaborative learning and discussion, critical thinking, problem-solving, inquiry, project-based learning, and hands-on experiences. Grade level teachers work collaboratively to integrate social studies content standards into the ELA block by using informational texts identified in district instructional plans.

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)).

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

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

PDs- Professional development activities will be planned to support student achievement and address areas of focus. Teachers and instructional paraprofessionals will be invited to all professional development activities.

Teacher Retention- To retain teachers, NEST monthly meetings will be scheduled and each beginning teacher will be paired with a coach or peer teacher.

Teacher Recruitment- Spring Lake will encourage current teachers to seek clinical education certification. This will lead to UCF interns being placed on our campus.

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))

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer Meet the Teacher before school starts and kindergarten teachers are available for individual conferences.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, 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.

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

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 |