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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

We Believe..... All children have genius. All children are in charge of their learning. All children can take action to create to change. All children will contribute to their community. We believe in developing global leaders.

Provide the school's vision statement

Idyllwilde will close the achievement gap by preparing all students for future success in a global society. Idyllwilde will support the SCPS vision by being nationally recognized for high standards, academic performance and offering all students customized educational pathways through the International Baccalaureate Primary Years Programme and the Leader in Me. All students are expected to perform their best academically and socially. There will be equitable facilities and opportunities for all students. The school's faculty and staff will be diverse, innovative, energetic, and dedicated to helping students achieve lifelong academic and social success.

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

Lenore Logsdon

Position Title

Principal

Job Duties and Responsibilities

Employ and monitor a decision-making process that is based on vision, mission, values, and improvement priorities using data. Lead and support a learning organization focused on student success, quality instructional practices based on state's adopted student academic benchmarks. Monitor effective instructional practices, student learning needs, data, and assessments. Recruit, retain and develop an effective and diverse faculty and staff. Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and

effective learning environment. Mrs. Logsdon will monitor all areas of focus of the SIP.

Leadership Team Member #2

Employee's Name

Keith Erickson

Position Title

Assistant Principal

Job Duties and Responsibilities

Teacher/Student Data Analysis. Lead and support a learning organization focused on student success, quality instructional practices based on state's adopted student academic benchmarks and the district's adopted curriculum. Monitor and assist teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning gains and proficiency. Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. Dr. Erickson will monitor ESSA Subgroups specifically relating to Black/African American Students (BLK). He will monitor data in grades K-5.

Leadership Team Member #3

Employee's Name

Timothy Dixon

Position Title

Dean

Job Duties and Responsibilities

Collaborate with school personnel, parents, community agencies, and/or students to promote optimal learning outcomes for all students. Implement individual, group behavior interventions to promote positive social, emotional, behavioral, and independent functioning outcomes. Support student behavior by managing referrals that adhere to SCPS Student Code of Conduct. Mr. Dixon will monitor PBIS.

Leadership Team Member #4

Employee's Name

Samantha Neff

Position Title

Math Coach K-5

Job Duties and Responsibilities

Provide teachers and administrators with on-site, on-going professional development related to math; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning gains and proficiency. Mrs. Neff will monitor Instructional Practice specifically relating to Math. She will monitor data is grades K-5.

Leadership Team Member #5**Employee's Name**

Randi VerSteegt

Position Title

Reading Coach 3-5

Job Duties and Responsibilities

Provide teachers and administrators with on-site, on-going professional development related to literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning gains and proficiency. Mrs. VerSteegt will monitor Instructional Practice specifically relating to Science and Instructional Practice specifically relating to ELA . She will monitor data is grades 3-5.

Leadership Team Member #6**Employee's Name**

Julie Biggs

Position Title

Reading Coach K-2/IB Coordinator

Job Duties and Responsibilities

Provide teachers and administrators with on-site, on-going professional development related to literacy; modeling best practices; assisting teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning gains and proficiency. In addition, monitoring the implementation of the IB/PYP programme. Mrs. Biggs will monitor Instructional Practice specifically relating to ELA. She will monitor data is grades K-2.

Leadership Team Member #7

Employee's Name

Stephanie Wright

Position Title

School Counselor

Job Duties and Responsibilities

Student support, counseling groups, Student Study, Provide counseling for students and offer wrap around services for families. Ms. Wright will monitor the positive culture and environment including staff, students, and families mental health and well being. She will monitor data is grades K-5.

Leadership Team Member #8

Employee's Name

Mary Lovell

Position Title

Social Worker

Job Duties and Responsibilities

Support students and families with basic needs, provide counseling for students and offer wrap around services for families. Collaborate with school personnel, parents, community agencies, and/or students to promote optimal learning outcomes for all students. Implement individual, group, counseling to promote positive social, emotional, behavioral, and independent functioning outcomes. Support student attendance by managing truancy referrals that adhere to SCPS procedures for truancy. Ms. Lovell will monitor student attendance. She will monitor data is grades K-5.

Leadership Team Member #9

Employee's Name

Tia Fenoff

Position Title

MTSS coordinator

Job Duties and Responsibilities

Monitor and assist teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning gains and proficiency. Oversees MTSS, SRD, and SMD. Mrs. Fenoff will monitor lowest quartile students as well as students who need tiering and interventions. She will monitor data is grades K-5.

Leadership Team Member #10

Employee's Name

Chuck Bennett

Position Title

Assistant Principal

Job Duties and Responsibilities

Teacher/Student Data Analysis. Lead and support a learning organization focused on student success, quality instructional practices based on state's adopted student academic benchmarks and the district's adopted curriculum. Monitor and assist teachers in analyzing student performance data for differentiated instruction; supporting school-wide progress; monitoring programs, content knowledge and resources, specifically aligned to content, and resulting in an increase in teaching and learning gains and proficiency. Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. Mr. Bennett will monitor ESSA Subgroups specifically relating to Students With Disabilities (SWD). He will monitor data in grades K-5.

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.

Idyllwilde Elementary Future Ready Academy administration uses feedback from parent surveys, community partners, the School Advisory Council, and PTA to create the school improvement plan. The plan is presented to our stakeholders and all feedback is considered when monitoring the school improvement plan.

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))

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

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	82.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	81.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	TSI
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) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 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	8	41	34	41	43	31				198
One or more suspensions	2	6	7	11	5	17				48
Course failure in English Language Arts (ELA)	11	21	24	2	19	9				86
Course failure in Math	7	4	12	5	12	8				48
Level 1 on statewide ELA assessment	0	0	0	0	40	51				91
Level 1 on statewide Math assessment	0	0	0	0	33	61				94
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	4	12	6						22
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	1					1

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	10	17	23	11	47	62				170

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	10	8	2	15	0	0				35
Students retained two or more times				2		1				3

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	15	39	38	43	33	30				198
One or more suspensions	1	4	7	10	6	9				37
Course failure in ELA	6	15	5	6	4	1				37
Course failure in Math	6	9	5	9	2					31
Level 1 on statewide ELA assessment				1	47	28				76
Level 1 on statewide Math assessment				1	38	36				75
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	16	17	26						121

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	6	19	17	17	49	35				143

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	8	16	2	1	1					28
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 *	44	66	57	46	61	53	43	65	56
ELA Grade 3 Achievement **	44	69	58	48	62	53			
ELA Learning Gains	50	62	60				59		
ELA Learning Gains Lowest 25%	41	55	57				58		
Math Achievement *	44	67	62	49	64	59	46	46	50
Math Learning Gains	40	64	62				53		
Math Learning Gains Lowest 25%	21	43	52				43		
Science Achievement *	47	68	57	59	65	54	43	65	59
Social Studies Achievement *								62	64
Graduation Rate								62	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	71	75	61	56	77	59	64		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL FPPI – All Students	45%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	402
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
45%	56%	51%	34%		52%	51%

* 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	19%	Yes	5	3
English Language Learners	47%	No		
Asian Students	70%	No		
Black/African American Students	32%	Yes	3	
Hispanic Students	47%	No		
Multiracial Students	44%	No		
White Students	57%	No	3	
Economically Disadvantaged Students	43%	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	21%	Yes	4	2
English Language Learners	56%	No		
Black/African American Students	32%	Yes	2	
Hispanic Students	61%	No		
Multiracial Students	39%	Yes	1	
White Students	69%	No		
Economically Disadvantaged Students	50%	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	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	55%	No		
Native American Students				
Asian Students	89%	No		
Black/African American Students	38%	Yes	1	
Hispanic Students	56%	No		
Multiracial Students	55%	No		
Pacific Islander Students				
White Students	66%	No		
Economically Disadvantaged Students	46%	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	44%	44%	50%	41%	44%	40%	21%	47%					71%
Students With Disabilities	9%	7%	34%	40%	12%	15%	19%	19%					
English Language Learners	40%	38%	57%		40%	36%							71%
Asian Students	70%				70%								
Black/African American Students	31%	28%	43%	46%	30%	33%	23%	24%					
Hispanic Students	47%	53%	50%	33%	50%	39%	20%	57%					73%
Multiracial Students	45%		64%		41%	27%							
White Students	56%	53%	53%		58%	49%		70%					
Economically Disadvantaged Students	39%	38%	48%	43%	39%	38%	23%	43%					73%

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	46%	48%			49%			59%					56%
Students With Disabilities	15%	8%			16%			43%					
English Language Learners	36%	38%			72%								79%
Black/African American Students	32%	40%			26%			31%					
Hispanic Students	50%	50%			58%			71%					78%
Multiracial Students	35%	36%			45%								
White Students	63%	61%			67%			84%					
Economically Disadvantaged Students	40%	42%			42%			52%					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	43%		59%	58%	46%	53%	43%	43%					64%
Students With Disabilities	15%		47%	48%	17%	31%	28%	18%					
English Language Learners	37%		41%		63%	71%							64%
Native American Students													
Asian Students	85%				92%								
Black/African American Students	28%		49%	53%	26%	42%	43%	27%					
Hispanic Students	51%		61%	60%	58%	58%		38%					63%
Multiracial Students	48%		64%		52%	57%							
Pacific Islander Students													
White Students	53%		72%	80%	63%	64%		63%					
Economically Disadvantaged Students	35%		53%	55%	39%	47%	42%	35%					62%

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	43%	67%	-24%	55%	-12%
Ela	4	44%	62%	-18%	53%	-9%
Ela	5	41%	63%	-22%	55%	-14%
Math	3	49%	69%	-20%	60%	-11%
Math	4	39%	64%	-25%	58%	-19%
Math	5	19%	43%	-24%	56%	-37%
Math	6	95%	67%	28%	56%	39%
Science	5	44%	65%	-21%	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?

The Panorama survey showed that 84% of staff responded favorably to staff-leadership relationships where the average in elementary school was 79%.

Lowest Performance

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

The data component that showed the lowest performance is lowest quartile learning gains in math which is 23% which was a decline of 20% from 2022. Data-driven differentiation is not purposeful enough to meet the needs of these students. Most of these students were more than one year behind grade level in mathematics. Targeted intervention and scaffolding instruction will need to be a priority, along with improving math proficiency in the primary grades.

Both students and teacher attendance were problematic as well as the increase in student behaviors. Staff turnover was greater than in past years and inexperienced teachers were contributing factors.

Greatest Decline

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

The data component which showed the greatest decline was lowest quartile learning gains in math which had a decline of 20%. Both students and teacher attendance were problematic as well as the increase in student behaviors. Staff turnover was greater than in past years and inexperienced teachers were contributing factors.

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 greatest gap was in 4th grade proficiency, the state was at 58% and Idyllwilde was at 40%. Most of these students were more than 1 year behind grade level in Mathematics and weren't able to close the gap to show proficiency. Both students and teacher attendance were problematic as well as the increase in student behaviors. Staff turnover was greater than in past years and inexperienced

teachers were contributing factors. In addition, one teacher had to be terminated due to performance.

EWS Areas of Concern

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

1. Inclusion practices with consistency to best support students with disabilities.
2. Focus on math Interventions and small group instruction for foundational skills and scaffolding to support targeted lowest 25% in all grades.

Highest Priorities

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

1. Raise the proficiency level in math.
2. Raise the proficiency level in reading.
3. Raise the proficiency level in science .
4. Increase student attendance rate to at least 95%.
5. Improve staff culture and climate.

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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.

In 3-5, students with disabilities earned 19% of FPPI. In ELA, they were at 6% proficient and in math, they were at 10% proficient. The learning gains for this subgroups was 33% for ELA and 13% for math.

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.

SWD proficiency in ELA was 9%. SWD proficiency in Math was 12%. Our measurable outcome for the 2024-25 school year will be to increase proficiency in ELA and Math to 55% and increase the FPPI to 55% for SWD.

Monitoring

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

Administration and coaches will use the walk through tool provided by the district to ensure that high level of instruction is being delivered. Administration will attend PLC's weekly and will conduct data meeting after each progress monitoring data point.

Person responsible for monitoring outcome

Administration, instructional coaches

Evidence-based Intervention:

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

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Magnetic Reading(promising evidence), UFLI Foundations (strong

evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence), FastForward (promising evidence), Magnetic math, Savass black box intervention.

Rationale:

In the area of literacy and math, performance data from FAST and iReady and benchmark assessments are used to progress monitor whether core instruction is meeting the needs of students.

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

Students with Disabilities

Person Monitoring:

Lenore Logsdon, Keith Erickson, Chuck Bennett

By When/Frequency:

May 2025

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

By using formative assessments, exit tickets, and classroom observations consistently teachers can use the data to determine the level of remediation needed for each students based on grade level content standards. Continue to focus on teacher collaboration within grade levels to include to ESE support facilitators focusing on target task alignment and purposeful remediation.

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.

Students currently in math classes in grades 4 and 5 are not meeting proficiency for those or showing learning gains based on the the 2023-2024 math 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.

Students in 4th Grade standard math classes were 40% proficient and 5th Grade standard math classes were 39% proficient based on the 2023-2024 FAST assessment data. The goal is 55%

proficiency in both grade level math classes.

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.

Monitor the math block for pacing to include rigorous, grade level content, purposeful practice and remediation. In addition, monitor the structure of the math block to include whole group, small group and independent practice.

Math intervention duration and intensity to support targeted students.

Implement small group targeted instruction during the math block to include data-driven math groups, teacher selected small group for reteaching or reinforcing skills.

Person responsible for monitoring outcome

Lenore Logsdon, Keith Erickson, Chuck Bennett

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, and FactTactics

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

PLC Discussions of student performance on math formative assessments.

Person Monitoring:

Lenore Logsdon, Keith Erickson, Chuck Bennett,
Samantha Neff

By When/Frequency:

May 2025

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

PLCs weekly that promote the collaboration and discussion on math foundations and how to manage small groups and plan for individual needs.

Action Step #2

Implementation of Fact Tactics

Person Monitoring:

Lenore Logsdon, Keith Erickson, Chuck Bennett,
Samantha Neff

By When/Frequency:

May 2025

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

Professional development on the program and implementation with fidelity.

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.

Students are not showing proficiency in Science on the 2024 Statewide Science Assessment.

Measurable Outcome

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

Students in 5th grade were 47% proficient based on the 2024 Statewide Science Assessment. The goal is 55% proficiency in science.

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.

Monitor the science block for pacing to include rigorous, grade level content, purposeful practice and remediation. In addition, monitor the structure of the science block to include whole group, small group, independent practice and hands on labs.

Monitor Science camps to be held every Wednesday.

Person responsible for monitoring outcome

Lenore Logsdon, Keith Erickson, Chuck Bennett, Randi VerSteegt

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: McGraw Hill Science

Rationale:

The above listed intervention have research-based evidence for efficacy.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

PLC Discussions of student performance on science formative assessments.

Person Monitoring:

Lenore Logsdon, Keith Erickson, Chuck Bennett,
Randi VerSteegt

By When/Frequency:

May 2025

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

Lesson plans, student work samples, classroom walk throughs will show implementation and support of science standards.

Area of Focus #4

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.

Closing the achievement gap in reading for all students K-5. In 2024, the reading achievement level for K-2 was 45% and 3-5 was 44%. The goal is to be at 55% proficient.

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

UFLI Foundations, Wonders, SIPPS, Magnetic Reading

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

Wonders, SIPPS, Magnetic Reading, and UFLI Foundations as needed.

Grades K-2: Measurable Outcome(s)

Increase the reading proficiency from 45% to 55 % in K-2 by May of 2025.

Grades 3-5: Measurable Outcome(s)

Increase the reading proficiency from 44% to 55 % in 3-5 by May of 2025.

Increase the reading learning gains from 51% to 60% in 3-5 by May 2025.

Monitoring

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

Monitor the reading block for pacing to include rigorous, grade level content, purposeful practice and remediation, small group instruction..

Reading intervention duration designated blocks to support targeted students.

Implement small group targeted instruction during the reading block to include data-driven reading groups,

Person responsible for monitoring outcome

Lenore Logsdon, Keith Erickson, Chuck Bennett, Randi VerSteegt, Julie Biggs

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: SIPPS, Fast Track Phonics, SIPPS, IREADY.

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

PLC Discussions on Planning and Formative Assessments

Person Monitoring:

Lenore Logsdon, Keith Erickson, Chuck Bennett, Randi VerSteegt, Julie Biggs

By When/Frequency:

May 2025

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

Monitor the structure of the reading block for pacing to include rigorous, grade level content, purposeful practice, remediation, whole group, small group, Math intervention duration and intensity to support targeted students. Implement small group targeted instruction during the reading block to include data-driven groups. Administration and coach walk throughs to provide feedback and coaching to teachers.

Area of Focus #5

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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

In 3-5, black students were at 31% proficiency this year In ELA. They were at 30% proficiency in math. The learning gains for this subgroups was 43% for ELA and 33% for math.

Measurable Outcome

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

Our measurable outcome is to raise the proficiency and increase learning gains for black students to meet at least 55% of the FPPI for the 2024-25 school year.

Monitoring

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

Monitor the reading and math blocks for pacing to include rigorous, grade level content, purposeful practice and remediation, small group instruction..

Reading and math intervention duration designated blocks to support targeted students.

Implement small group targeted instruction during the reading and math blocks to include data-driven

reading groups,

Person responsible for monitoring outcome

Lenore Logsdon, Keith Erickson, Chuck Bennett, Samantha Neff, Randi VerSteegt, Julie Biggs

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: SIPPS, Fast Track Phonics, SIPPS, IREADY. 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, and FactTactics.

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

Black Students

Person Monitoring:

Lenore Logsdon, Keith Erickson, Chuck Bennett,
Julie Biggs, Randi VerSteegt, Samantha Neff

By When/Frequency:

May 2025

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

By using formative assessments, exit tickets, and classroom observations consistently teachers can use the data to determine the level of remediation needed for each students based on grade level content standards. Continue to collaborate with ESE teachers and interventionists.

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.

39% of students had 15 or more absences in the 2023-24 school year which is 15% higher than the district average of 24% of students with 15 or more absences.

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 percent of students with 15 or more absences will improve by 10%, or approximately 80 fewer students with 15 or more absences by the end of the 2024-25 school year.

Monitoring

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

Attendance will be monitored weekly and presented at weekly attendance briefings during the school leadership team meeting.

Schoolwide attendance totals will be tracked monthly and displayed publicly to work towards a schoolwide goal of a 95% attendance rate.

Additionally, monthly attendance totals will be tracked by grade level and displayed publicly to encourage improvement among the student body.

Person responsible for monitoring outcome

Lenore Logsdon, Keith Erickson, Chuck Bennett, Mary Lovell

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:

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

School Wide Attendance Goal

Person Monitoring:

Lenore Logsdon, Keith Erickson, Chuck Bennett

By When/Frequency:

May 2024

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

Schoolwide attendance totals will be tracked monthly and displayed publicly to work towards a schoolwide goal of a 95% attendance rate. Additionally, monthly attendance totals will be tracked by grade level and displayed publicly to encourage improvement among the student body. Students will independently track their attendance in their leadership notebooks.

Action Step #2

Nudge Letters

Person Monitoring:

Lenore Logsdon, Keith Erickson, Chuck Bennett

By When/Frequency:

May 2024

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

Each quarter, parents/guardians will receive a letter summarizing their students attendance. It will include an agreement that will encourage students to be in school that the parents will sign. The truancy committee will follow up on students who have 5 and 10 or more absences.

Area of Focus #2

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

In 23-24, 524 discipline referrals were written. In 22-23, 175 discipline referrals were written.

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 measurable outcome will be to lower the number of discipline referrals by 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.

A new Dean is in place for 2024-2025. Monitoring will occur through a spreadsheet which will track

student, teacher, an, infraction, and consequence. The school counselor, social worker, and MTSS coordinator will identify students who need additional support and form groups to provide interventions. In addition, the dean will conduct PLC's to offer support and the Behavior Coaching Academy Team will be conducting walk throughs and supporting individual teachers as necessary.

Person responsible for monitoring outcome

Lenore Logsdon, Keith Erickson, Chuck Bennett

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:

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

Behavior Coaching Academy

Person Monitoring:

Lenore Logsdon, Keith Erickson, Chuck Bennett

By When/Frequency:

May 2025

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

Staff will be trained and monitored by administration and the BCA team for proper and full implementation. PLC's will take place for follow up and further training.

Area of Focus #3

Other

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.

Students succeed when conditions for learning are optimized and teachers feel confident and have a sense of belonging in their school. Focusing on developing a culture where teacher voice and belonging are valued, and sharing collective responsibility for the success of all students in the school increase student achievement.

Measurable Outcome

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

School Climate, Leadership Relationships, and Sense of belonging were all assessed through the Panorama Survey completed in April, 2024. The results showed 58% of teachers who completed the survey saw a favorable school climate, **89%** of teachers who completed the survey saw positive leader relationships and 73% of teachers felt a sense of belonging. The goal for 2024-25 will be to raise each area on the Panorama survey by 5% with a focus on belonging which was the lowest scored area.

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 Sharpen the Saw committee meets every 6 weeks and will gauge the climate and culture of the school and help to implement activities for making connections within our school community. The principal will hold cookies and conversations quarterly to gain feedback on the climate of the school from stakeholders.

Person responsible for monitoring outcome

Lenore Logsdon

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. State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving

model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

Rationale:

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

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

Building Connections

Person Monitoring:

Lenore Logsdon

By When/Frequency:

May 2025

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

The principal will hold quarterly meetings with staff to identify individual and team challenges and to commit to address the challenges.

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.idyllwilde.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.idyllwilde.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))

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.

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))

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))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

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