STERLING PARK ELEMENTARY SCHL

2024-25 Schoolwide Improvement Plan

Table of Contents

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:

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

Sterling Park Elementary will support the SCPS mission and vision.

MISSION: The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

Provide the school's vision statement

Sterling Park Elementary will support the SCPS mission and vision.

VISION: Seminole County Public Schools will be the premier school district in the State of Florida. The district will be recognized nationally for high standards, academic performance and offering students customized educational pathways 24/7/365.

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
Kellie Cashion

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. Ms. Cashion's job responsibilities include: SIP, Low Quartile, MTSS, SST, Teacher Feedback, PBS, Emergency Response, Teacher/Staff Evaluations, PDs, PLCs, PTA, Budget, SAC, and Communication.

Leadership Team Member #2

Employee's Name
Jaimee Borrero

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. Borrero's job responsibilities include: MTSS, Low Quartile, Teacher Feedback, Emergency Response, Teacher Evaluation, Progress Monitoring, PDs, PLCs, Climate Surveys, Calendars, PTA, Tutorial, SLC, and Textbooks

Leadership Team Member #3

Employee's Name
Scott Blondin

Position Title
School Administration Manager

Job Duties and Responsibilities

The SAM is responsible for assigned administrative duties not directly related to instruction to include, but not limited to, managing/coordinating school schedule/activities, special events, transportation needs, school maintenance, and supervision of assigned educational support personnel. Mr. Blondin's job responsibilities include: PBS, Emergency Response, Staff Evaluations, PTA, Testing Coordinator, Families in Need, Calendars, Facilities, Behavior Interventions.

Leadership Team Member #4

Employee's Name
Jennifer Alcorn

Position Title
Behavior Interventionist

Job Duties and Responsibilities

The Behavioral Interventionist promotes positive behavior and provides social-emotional interventions so that students can fully participate in school and attain academic and social success. Mrs. Alcorn's job responsibilities include: Positive Behavior Support, Behavior Interventions, Tracking Discipline of

ESE Students, Ensure Fairness and Equity with all Discipline, Supporting Relationships between ESE and General Education Teachers, MTSS, and Early Warning

Leadership Team Member #5

Employee's Name
Staci-Lee Balaban

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. Ms. Balaban's job responsibilities include: MTSS, PBS, Guidance Services, SST, Behavior Interventions, Crisis Support, and Families in Need.

Leadership Team Member #6

Employee's Name
Glenda Agosto

Position Title
School Social Worker

Job Duties and Responsibilities

The School Social Worker supports instructional, non-instructional, and administrative personnel in the acquisition and maintenance of optimal learning outcomes for all students by utilizing skills in problem solving, social/emotional/behavioral assessment and intervention, case-management, wraparound service delivery, data collection and data analysis, consultation and collaboration, and crisis management. Mrs. Agosto's job responsibilities include: MTSS, Truancy, Social Skills/SEL Lessons, Behavior Interventions, Families in Need, and Home-School Liaison.

Leadership Team Member #7

Employee's Name
Bianca Clarke-Daniels

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. Clarke-Daniels' job responsibilities include: Coaching other teachers, MTSS, PLC Support, Data Monitoring, Low Quartile, Peer Feedback/Mentor, PD, Tutorial Programs, and NEST Lead Teacher.

Leadership Team Member #8

Employee's Name
Patricia Terrell

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. Terrel's job responsibilities include: Coaching other teachers, MTSS, PLC Support, Data Monitoring, Low Quartile, Peer Feedback/Mentor, PD, and 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 is 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 plan will be regularly monitored after each FAST assessment and revisions will be made 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	**NO**
2023-24 MINORITY RATE	**60.6%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**57.5%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**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		13	20	26	15	22				96
One or more suspensions		6	5	4	7	16				38
Course failure in English Language Arts (ELA)	1	3	9	2	7	5				27
Course failure in Math		1	4	3	2	14				24
Level 1 on statewide ELA assessment				1	17	30				48
Level 1 on statewide Math assessment				1	13	34				48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	16	7	23	23						69
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	20	7	20	8	12					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		2	8	5	16	39				70

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	4	2	4	0	0				12
Students retained two or more times										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	9	23	21	16	18	20				107
One or more suspensions		3	1	5	8	3				20
Course failure in ELA	1	5	1		1	2				10
Course failure in Math	1		2			1				4
Level 1 on statewide ELA assessment				2	27	27				56
Level 1 on statewide Math assessment				2	28	29				59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	13	15	15						82

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	1	7	8	7	25	25				73

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	2			2	1					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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	57	66	57	55	61	53	58	65	56
ELA Grade 3 Achievement **	59	69	58	61	62	53			
ELA Learning Gains	52	62	60				53		53
ELA Learning Gains Lowest 25%	37	55	57				48		48
Math Achievement *	58	67	62	56	64	59	57	46	46
Math Learning Gains	49	64	62				52		50
Math Learning Gains Lowest 25%	25	43	52				33		59
Science Achievement *	57	68	57	53	65	54	52	65	59
Social Studies Achievement *								62	64
Middle School Acceleration								45	52
Graduation Rate								62	50
College and Career Readiness									80
ELP Progress	76	75	61	47	77	59	59		59

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	470
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
52%	60%	52%	54%		57%	57%

* 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	34%	Yes	3	
English Language Learners	60%	No		
Asian Students	60%	No		
Black/African American Students	37%	Yes	3	
Hispanic Students	48%	No		
Multiracial Students	54%	No		
White Students	56%	No	3	
Economically Disadvantaged Students	45%	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	34%	Yes	2	
English Language Learners	47%	No		
Black/African American Students	22%	Yes	2	2
Hispanic Students	55%	No		
Multiracial Students	57%	No		
White Students	68%	No		
Economically Disadvantaged Students	51%	No		
2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	30%	Yes	1	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				
Black/African American Students	23%	Yes	1	1
Hispanic Students	53%	No		
Multiracial Students	53%	No		
Pacific Islander Students				
White Students	55%	No		
Economically Disadvantaged Students	48%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	57%	59%	52%	37%	58%	49%	25%	57%					76%
Students With Disabilities	35%	42%	38%	21%	37%	38%	28%	13%					54%
English Language Learners	61%		61%	50%	58%	52%							76%
Asian Students	60%			60%	60%								
Black/African American Students	38%		23%		35%	42%		46%					
Hispanic Students	53%	60%	49%	41%	50%	42%	21%	45%					73%
Multiracial Students	63%		33%		63%	58%							
White Students	63%	55%	59%	38%	68%	55%	40%	73%					
Economically Disadvantaged Students	44%	43%	44%	38%	48%	45%	23%	49%					68%

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	55%	61%			56%			53%					47%
Students With Disabilities	28%	42%			29%			13%					57%
English Language Learners	36%	42%			44%			40%					74%
Black/African American Students	26%				19%			22%					
Hispanic Students	49%	56%			52%			43%					73%
Multiracial Students	63%				50%								
White Students	65%	69%			68%			71%					
Economically Disadvantaged Students	44%	53%			45%			38%					74%

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	58%		53%	48%	57%	52%	33%	52%					59%
English Language Learners	55%		72%		53%	50%		38%					59%
Students With Disabilities	25%		34%	31%	29%	37%	24%	15%					47%
Native American Students													
Asian Students													
Black/African American Students	33%		25%		12%	24%	21%						
Hispanic Students	54%		59%	68%	51%	50%	43%	44%					52%
Multiracial Students	57%		36%		64%	55%							
Pacific Islander Students													
White Students	68%		55%	41%	71%	60%	32%	60%					
Economically Disadvantaged Students	51%		55%	60%	46%	42%	33%	46%					52%

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.

		2023-24 SPRING				
SUBJECT	**GRADE**	**SCHOOL**	**DISTRICT**	**SCHOOL - DISTRICT**	**STATE**	**SCHOOL - STATE**
Ela	3	59%	67%	-8%	55%	4%
Ela	4	54%	62%	-8%	53%	1%
Ela	5	54%	63%	-9%	55%	-1%
Math	3	64%	69%	-5%	60%	4%
Math	4	56%	64%	-8%	58%	-2%
Math	5	27%	43%	-16%	56%	-29%
Math	6	93%	67%	26%	56%	37%
Science	5	55%	65%	-10%	53%	2%

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 5th grade ELA proficiency. In 2023, 46% of our students were proficient. This year, 56% of our students were proficient. This is an increase of 13 percentage points.

New actions included:

1. Small group, in school, tutorial focus on ESE students as well as students close to proficiency/just proficient conducted by a certified teacher.
2. All students received intervention supports based on areas of need from each assessment.

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 4th grade ELA and Math proficiency.
Contributing Factors:
1. Beginning teachers (inexperienced with planning and teaching practices)
2. Changing teachers (hiring teachers during the school year and an eventual split of a class to the remaining 4th grade teachers)
3. Behavioral challenges (due to lack of consistent school-wide expectations and 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.

The component showing the greatest decline was 4th grade Math proficiency.

Contributing Factors:
1. Beginning teachers, teachers new to grade level (inexperienced with planning and/or content)
2. Changing teachers (hiring teachers during the school year and an eventual split of a class to the

remaining 4th grade teachers)

3. Behavioral challenges (due to lack of consistent school-wide expectations and 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 5th grade Math.

State: 56%   Sterling Park: 27%

Contributing Factors:

1. Conditions for Learning inconsistency

2. A greater focus on ELA

EWS Areas of Concern

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

Early Warning Systems indicate a high number of students are missing 10% or more school days which impacts achievement.

Highest Priorities

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

1. Monitor planning sessions during PLCs 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. 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 ELA, Math, Science

Area of Focus Description and Rationale

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

Collaborative planning will be the focus to ensure that teachers are planning to ensure 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.

ELA Achievement- 57%/62%

ELA Learning Gains- 52%/57%

Lowest 25% ELA Learning Gains- 37%/50%

Third Grade ELA- 59%/64%

Math Achievement- 58%/63%

Math Learning Gains- 50%/55%

Lowest 25% Math Learning Gains- 25%/50%

Science Achievement- 56%/61%

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 participate in 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
Kellie Cashion, Principal; Jaimee Borrero, Assistant Principal; Instructional Coaches- Tricia Terrell, Bianca Clarke-Daniels

Evidence-based Intervention:

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

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

Person Monitoring:	**By When/Frequency:**
Kellie Cashion, Principal; Jaimee Borrero,	Weekly

Assistant Principal; Instructional Coaches- Tricia Terrell, Bianca Clarke-Daniels

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration and Instructional Coaches will participate in PLC sessions and monitor the implementation of the targeted instruction through walkthroughs/targeted feedback. -Teachers will utilize the iReady Standards Mastery assessments as an instructional tool. -The PLCs will plan for the use of Standards Mastery Assessments by identifying which to use within a given unit or time frame, what format(s) to use, and with which students. -PLCs will bring the B.E.S.T. Standards spirals and Achievement Level Descriptors when analyzing data and/or planning for instruction. The ALD's provide clear guidance on what is needed to move up a level within a given standard.

Action Step #2
Data Analysis and Implementation

Person Monitoring:	**By When/Frequency:**
Kellie Cashion, Principal; Jaimee Borrero, Assistant Principal; Instructional Coaches- Tricia Terrell, Bianca Clarke-Daniels	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement data days with grade level and support teacher teams after each progress monitoring or formative assessment. Teachers will identify students to create commitment lists, which will be determined based on iReady and FAST progress monitoring 2, to focus on student growth and achievement.

Action Step #3
Science

Person Monitoring:	**By When/Frequency:**
Kellie Cashion, Principal; Jaimee Borrero, Assistant Principal; Instructional Coaches- Tricia Terrell, Bianca Clarke-Daniels	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration and Instructional Coaches will support teachers in implementing new Science curriculum. -Provide PD on new Science curriculum -Work with District Science specialist monthly

Action Step #4
ELA

Person Monitoring:	**By When/Frequency:**
Kellie Cashion, Principal; Jaimee Borrero, Assistant Principal; Instructional Coaches- Tricia Terrell, Bianca Clarke-Daniels	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All ELA teachers will implement daily small group instruction during Tier 1 Core instruction following the SCPS Instructional Frameworks which provide teachers guidance for Decoding, Fluency, and Comprehension small group lessons. Administration and Instructional Coaches will provide teachers with specific learning opportunities to build understanding of small group instructional routines. -Work

with District Science specialist monthly

Action Step #5
Math

Person Monitoring:	**By When/Frequency:**
Kellie Cashion, Principal; Jaimee Borrero, Assistant Principal; Instructional Coaches- Tricia Terrell, Bianca Clarke-Daniels	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration and Instructional Coaches will provide teachers with specific learning opportunities to build understanding of Math Instructional Strategies. -Fact tactics -Fluency -Math Talk Routines -3 Reads

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/ African American Students (BLK)

Area of Focus Description and Rationale

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

This year's area of focus:

- Data analysis, determine the area of need

-Collaborate with general education teachers (ESE, ELL)

- Provide targeted instruction

This focus was identified after careful analysis of FAST data results.

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: Current/Measurable Outcome

ELA Achievement 33%/43%

ELA Learning Gains 39%

ELA Lowest Quartile 25%

ELA Gr. 3 Achievement: 38%/43%

Math Achievement 40%/45%

Math Learning Gains 39%

Math Lowest Quartile 26%

Science 8%/18%

Black: Current/Measurable Outcome

ELA Achievement 38%/43%

ELA Learning Gains 23%

ELA Lowest Quartile 33%

ELA Gr. 3 Achievement: 50%/55%

Math Achievement 35%/40%

Math Learning Gains 42%

Math Lowest Quartile 17%

Science 46%/51%

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:

1. The administration team will attend planning sessions and PLCs

2. Progress report and report cards will be reviewed

3. The administration team will attend MTSS and Student Study sessions

Person responsible for monitoring outcome

Kellie Cashion, Principal; Jaimee Borrero, Assistant Principal; Instructional Coaches- Tricia Terrell, Bianca Clarke-Daniels

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:

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned

Rationale:

ELA - In the area of literacy, performance data from FAST and iReady in elementary schools or benchmark assessments in secondary schools are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th

percentile is used to monitor whether further supports are needed. This data along with the data from district leadership walkthroughs in ELA classrooms are used by assistant superintendents to help school leaders problem solve after the administration of these assessments.

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

Description of Intervention #2:

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
Data analysis and Implementation

Person Monitoring:	**By When/Frequency:**
Kellie Cashion, Principal; Jaimee Borrero, Assistant Principal; Instructional Coaches- Tricia Terrell, Bianca Clarke-Daniels	Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement data days with grade level and support teacher teams after each progress monitor. ESE and ESOL teachers will participate in grade level PLCs a minimum of one time each month. All teachers will implement daily small group instruction during Tier 1 Core instruction following the SCPS Instructional Frameworks.

Action Step #2
Tutorial

Person Monitoring:	**By When/Frequency:**
Kellie Cashion, Principal; Jaimee Borrero, Assistant Principal; Instructional Coaches- Tricia Terrell, Bianca Clarke-Daniels	Throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will provide in-school and after-school tutorials and intentionally include students who fall within the ESSA subgroups.

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 745 total students, 179 had 15+(24%) absences. In addition, 177 of the 741 students had 10+ (24%) unexcused absences.

Goal for the 24-25 school year:
Reduce from 24% to 18% the number of students who will have 15+ absences
Reduce from 24% to 19% the number of students will have 10+ unexcused 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. Student absences will be monitored by teachers, leadership team, guidance and school social worker.
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.
4. Students with increasing absences will be supported through our MTSS process.

Person responsible for monitoring outcome

Kellie Cashion, Principal; Jaimee Borrero, Assistant Principal; Glenda Agosto, 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:
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:	**By When/Frequency:**
Kellie Cashion, Principal; Jaimee Borrero, Assistant Principal; Glenda Agosto, Social Worker	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:	**By When/Frequency:**
Kellie Cashion, Principal; Jaimee Borrero, Assistant Principal; Glenda Agosto, Social Worker	As needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Weekly communication on the importance of regular attendance as well as on-time arrival. 2. Identify interventions to address high tardy rates. 3. Engage with PTA and SAC to support a student incentives program to increase attendance and on-time arrival. 4. We will plan for our Social Worker to work one-on-one with the families to offer support and resources. 5. Implement student recognition and incentive program for attendance.

Area of Focus #2

Teacher Retention and Recruitment

Area of Focus Description and Rationale

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

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

Focus: School Climate

1. Strengthening positive attitudes. (Purposeful PLC sessions/NEST)

2. Strengthening teacher's interactions with each other (PBIS/NEST/Coaching)

3. Supporting staff members when new initiatives are presented (Purposeful PLC Sessions/ Coaching/PDs)

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.

Panorama survey results:

Staff-Leadership Relationships - 64%

School Climate - 53%

Belonging - 52%

53% of Sterling Park teachers responded positively about school climate on the panorama survey. The goal is to increase it to 63%.

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

Kellie Cashion, Principal; Jaimee Borrero, Assistant Principal; Tricia Terrell, Instructional Coach; Bianca Clarke-Daniels, Instructional Coach/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:
Kellie Cashion, Principal; Jaimee Borrero, Assistant Principal; Tricia Terrell, Instructional Coach; Bianca Clarke-Daniels, Instructional Coach/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 assign a peer/coach to each beginning teacher. These mentors will support teachers and offer feedback through coaching cycles. Instructional coaches will provide side-by-side coaching, model lessons, and/or complete coaching cycles with teachers as needed/requested. Teachers will receive high-quality feedback from leadership team and district coaches to increase teacher effectiveness in classroom management and benchmark-aligned instruction.

Action Step #2
New Educator Support Team (NEST)

Person Monitoring:
Kellie Cashion, Principal; Jaimee Borrero, Assistant Principal; Tricia Terrell, Instructional Coach; Bianca Clarke-Daniels, Instructional Coach/NEST Lead

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All beginning teachers will be supported through regularly scheduled NEST meetings. Differentiated professional development will be targeted for beginning teachers.

Action Step #3
Professional Development

Person Monitoring:
Kellie Cashion, Principal; Jaimee Borrero, Assistant Principal; Tricia Terrell, Instructional Coach; Bianca Clarke-Daniels, Instructional Coach/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 teachers with new initiatives. - Classroom Management (NEST) - Collaborative Structures - UFLI - Fact tactics Differentiated PD will be provided for all teachers based on input and need.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under 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))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned

Specifics to Address the Need

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

In the area of literacy, performance data from FAST and iReady in elementary schools or benchmark assessments in secondary schools are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26 th percentile is used to monitor whether further supports are needed. This data along withthe data from district leadership walkthroughs in ELA classrooms are used by assistant superintendents to help school leaders problem
solve after the administration of these assessments.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.   **No**

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