

Seminole County Public Schools

ENGLISH ESTATES ELEM. SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

 A. School Mission and Vision 2

 B. School Leadership Team, Stakeholder Involvement and SIP
 Monitoring 2

 C. Demographic Data..... 9

 D. Early Warning Systems 10

II. Needs Assessment/Data Review 13

 A. ESSA School, District, State Comparison 14

 B. ESSA School-Level Data Review 15

 C. ESSA Subgroup Data Review 16

 D. Accountability Components by Subgroup..... 17

 E. Grade Level Data Review 20

III. Planning for Improvement..... 21

IV. Positive Learning Environment 34

V. Title I Requirements (optional)..... 40

VI. ATSI, TSI and CSI Resource Review 44

VII. Budget to Support Areas of Focus 45

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Nancy Urban

nancy_urban@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

- Develop and communicate a clear vision for the school.
- Inspire and guide teachers, staff, and students toward academic excellence.
- Promote a positive school culture and climate.
- Supervise curriculum implementation and ensure alignment with educational standards.
- Monitor student performance, data and implement strategies for improvement.

- Support teachers with instructional leadership and professional development.
- Hire, train, evaluate, and support teachers and staff.
- Foster a collaborative and respectful working environment.
- Address staff concerns and mediate conflicts when necessary.
- Enforce school rules and policies fairly and consistently.
- Promote student well-being, safety, and emotional health.
- Handle disciplinary issues and support positive behavior interventions.
- Serve as the primary liaison between the school and parents, the school board, and the community.

Leadership Team Member #2

Employee's Name

Olga Wood

Olga_wood@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

- Assist the principal in daily school operations.
- Help with scheduling, supervision, and coordination of school activities.
- Support teachers with curriculum implementation, data tracking and classroom management.
- Conduct classroom observations and provide feedback.
- Help organize professional development and training sessions.
- Oversee school safety protocols and emergency drills.
- Communicate with parents regarding student behavior and academic concerns.
- Represent the school at meetings and events.
- Foster positive relationships with students, staff, and families.
- Analyze data to support school improvement efforts.

Leadership Team Member #3

Employee's Name

Cindy Cutcher

Cindy_Cutcher@scps.us

Position Title

Reading Coach/Intervention

Job Duties and Responsibilities

- Support Literacy Instruction: Guide teachers in implementing effective reading strategies aligned with curriculum standards.
- Model Best Practices: Demonstrate research-based reading instruction in classrooms.
- Provide Professional Development: Lead training sessions and workshops focused on literacy instruction and assessment.
- Analyze Student Data: Help teachers interpret reading assessment data to inform instruction.
- Collaborate with Teachers: Co-plan lessons, provide feedback, and support differentiated instruction.
- Monitor Progress: Track student reading growth and support intervention strategies.
- Promote a Literacy-Rich Environment: Encourage classroom libraries, reading initiatives, and family engagement in literacy.
- Support School Improvement Goals: Align reading strategies with the School Improvement Plan (SIP).
- Mentor New Teachers: Offer guidance and support to novice educators in literacy instruction.
- Stay Current: Keep up with the latest research and trends in reading education.

Leadership Team Member #4**Employee's Name**

Rebecca Sonnie

Rebecca_sonnie@scps.k12.fl.us

Position Title

Math Coach/Intervention

Job Duties and Responsibilities

- Support Math & Science Instruction: Guide teachers in implementing effective strategies aligned with curriculum standards.
- Model Best Practices: Demonstrate research-based math & science instruction in classrooms.
- Provide Professional Development: Lead training sessions and workshops focused on math & science instruction and assessment.
- Analyze Student Data: Help teachers interpret assessment data to inform instruction.

- Collaborate with Teachers: Co-plan lessons, provide feedback, and support differentiated instruction.
- Monitor Progress: Track student growth and support intervention strategies.
- Promote a rigorous Environment: Encourage fluency, math & science initiatives, and family engagement.
- Support School Improvement Goals: Align math & science strategies with the School Improvement Plan (SIP).
- Mentor New Teachers: Offer guidance and support to novice educators in instruction.
- Stay Current: Keep up with the latest research and trends in math & science education.

Leadership Team Member #5

Employee's Name

Melanie Peetz

Melanie_Peetz@scps.k12.fl.us

Position Title

Reading Coach/Intervention

Job Duties and Responsibilities

- Support Literacy Instruction: Guide teachers in implementing effective reading strategies aligned with curriculum standards.
- Model Best Practices: Demonstrate research-based reading instruction in classrooms.
- Provide Professional Development: Lead training sessions and workshops focused on literacy instruction and assessment.
- Analyze Student Data: Help teachers interpret reading assessment data to inform instruction.
- Collaborate with Teachers: Co-plan lessons, provide feedback, and support differentiated instruction.
- Monitor Progress: Track student reading growth and support intervention strategies.
- Promote a Literacy-Rich Environment: Encourage classroom libraries, reading initiatives, and family engagement in literacy.
- Support School Improvement Goals: Align reading strategies with the School Improvement Plan (SIP).
- Mentor New Teachers: Offer guidance and support to novice educators in literacy instruction.
- Stay Current: Keep up with the latest research and trends in reading education.

Leadership Team Member #6

Employee's Name

Rebecca Rogstad

Downeyrl@scps.k12.fl.us

Position Title

Behavior Intervention

Job Duties and Responsibilities

- Assess Student Behavior: Conduct functional behavior assessments (FBAs) to identify the causes of challenging behaviors.
- Develop Behavior Intervention Plans (BIPs): Create and implement individualized plans to support positive behavior change.
- Support Staff: Train and coach teachers and staff on behavior management strategies and interventions.
- Monitor Progress: Track student behavior data and adjust interventions as needed.
- Collaborate with Teams: Work with teachers, counselors, administrators, and families to support student success.
- Crisis Intervention: Assist in de-escalating situations and provide support during behavioral crises.
- Promote Positive Behavior: Implement school-wide positive behavior support systems (PBIS).
- Provide Direct Support: Work one-on-one or in small groups with students to teach social-emotional and self-regulation skills.
- Ensure Compliance: Follow legal and ethical guidelines, including those related to special education and student rights.
- Document and Report: Maintain accurate records of interventions, progress, and communications.

Leadership Team Member #7

Employee's Name

Irismar Colon

coloniz@scps.k12.fl.us

Position Title

Guidance Counselor

Job Duties and Responsibilities

- Academic Support: Assist students with course selection, study skills, and academic planning.
- Career Guidance: Provide information on career options, college planning, and vocational training.
- Social-Emotional Support: Help students manage emotions, build relationships, and cope with personal challenges.
- Individual Counseling: Offer one-on-one sessions to address personal, academic, or behavioral concerns.
- Group Counseling: Facilitate small group sessions on topics like peer relationships, stress management, or conflict resolution.
- Crisis Intervention: Respond to emergencies and provide immediate support to students in distress.
- Collaboration: Work with teachers, parents, and administrators to support student development.
- Referral Services: Connect students and families with external mental health or social services when needed.
- Student Advocacy: Promote equity and access to opportunities for all students.
- Program Development: Design and implement school-wide programs that support student well-being and success.

Leadership Team Member #8**Employee's Name**

Tiffany Brietz

Tiffany_brietz@scps.us

Position Title

School Administrator Manager

Job Duties and Responsibilities

- Assist the assistant principal in daily school operations.
- Help with scheduling, supervision, and coordination of school activities.
- Support teachers classroom management.
- Help organize district and state testing.
- Communicate with parents regarding student behavior and academic concerns.
- Represent the school at meetings and events.
- Foster positive relationships with students, staff, and families.
- Analyze data to support school improvement efforts.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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

After each FAST and iReady assessment, the Leadership Team will meet and review the SIP goals and adjust the plan as needed to meet the needs of the students. As new students enter our school, we will assign a mentor based on their academic level and need of support. Students will be expected to track their iReady and AR weekly progress in their Leadership Notebooks which will be shared with parents at least twice a year during Student Led Conferences.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	73.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: B 2022-23: C 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	75	91	96	95	92	70				519
Absent 10% or more school days	11	18	17	19	9	11				85
One or more suspensions	1	5	6	5	9	12				38
Course failure in English Language Arts (ELA)	6	23	27	12	2	10				80
Course failure in Math	5	12	17	11	5	6				56
Level 1 on statewide ELA assessment	0	5	27	32	10	18				92
Level 1 on statewide Math assessment	0	4	25	29	14	22				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	1	0	3	9	0				13
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	0	0	0	0				1

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	19	35	34	14	24				131

Current Year 2025-26

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	6	5	2	1	0	0				14
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2024-25) 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	21	57	68	59	50	65				320
One or more suspensions	7	1	7	8	17	20				60
Course failure in English Language Arts (ELA)		6	1	1						8
Course failure in Math		5								5
Level 1 on statewide ELA assessment				19	28	14				61
Level 1 on statewide Math assessment				18	42	27				87
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	3	12						16
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			1	5						6

Prior Year (2024-25) 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		5	1	2	9	14				31

Prior Year (2024-25) 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	7	5	5						19
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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	60	68	59	61	66	57	49	61	53
Grade 3 ELA Achievement	71	71	59	65	69	58	55	62	53
ELA Learning Gains	55	63	60	62	62	60			
ELA Lowest 25th Percentile	58	56	56	55	55	57			
Math Achievement*	52	69	64	50	67	62	47	64	59
Math Learning Gains	45	65	63	52	64	62			
Math Lowest 25th Percentile	33	47	51	50	43	52			
Science Achievement	46	68	58	42	68	57	48	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	74	73	63	81	75	61	40	77	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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	494
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
55%	58%	56%	51%	46%		55%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	35%	Yes	6	
English Language Learners	48%	No		
Black/African American Students	43%	No		
Hispanic Students	52%	No		
Multiracial Students	56%	No		
White Students	65%	No		
Economically Disadvantaged Students	49%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	60%	71%	55%	58%	52%	45%	33%	46%					74%
Students With Disabilities	25%	35%	50%	50%	19%	33%	33%	19%					50%
English Language Learners	47%	55%	58%	50%	37%	42%	25%	40%					74%
Black/African American Students	42%	40%	57%	71%	43%	39%	25%	24%					
Hispanic Students	56%	68%	54%	55%	48%	42%	33%	36%					74%
Multiracial Students	71%				41%								
White Students	73%	84%	52%		66%	50%		64%					
Economically Disadvantaged Students	51%	65%	50%	56%	43%	36%	28%	37%					72%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	61%	65%	62%	55%	50%	52%	50%	42%					81%
Students With Disabilities	28%	40%	42%	42%	23%	55%	50%	36%					
English Language Learners	35%		62%	75%	27%	67%	83%	25%					81%
Black/African American Students	46%	45%	44%	27%	36%	28%	40%	44%					
Hispanic Students	59%	77%	64%	71%	42%	52%	59%	22%					81%
Multiracial Students	63%		55%		50%	55%							
White Students	71%	73%	70%		70%	66%		72%					
Economically Disadvantaged Students	53%	53%	57%	53%	41%	46%	50%	32%					81%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	49%	55%			47%			48%					40%
Students With Disabilities	19%	10%			29%			15%					
English Language Learners	28%	45%			25%			20%					80%
Black/African American Students	36%	45%			32%			25%					
Hispanic Students	39%	43%			37%			38%					82%
Multiracial Students	61%				61%								
White Students	65%	69%			65%			70%					
Economically Disadvantaged Students	43%	51%			41%			42%					77%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	64%	69%	-5%	57%	7%
ELA	4	45%	67%	-22%	56%	-11%
ELA	5	50%	64%	-14%	56%	-6%
Math	3	58%	70%	-12%	63%	-5%
Math	4	48%	69%	-21%	62%	-14%
Math	5	24%	46%	-22%	57%	-33%
Math	6	100%	71%	29%	60%	40%
Science	5	43%	66%	-23%	55%	-12%

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement is third grade ELA proficiency which increased from 65% in 2024 to 71% in 2025. Small group targeted instruction during PLCs based on data during the ELA block and intervention helped to meet the needs of our students. Our school staff benefited from ongoing professional development, grade-level collaboration, and accessing/analyzing data for individual students.

Lowest Performance

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

The data component that showed the lowest performance is math achievement for learning gains which went from 52% to 45% with the lowest quartile at 33%.

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

Greatest Decline

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

The data component which showed the greatest decline was the SWD students Math achievement which is 18% proficient in 2025. Factors contributing to this decline was the need to implement more tiered layers of instructional support and increase interventions aligned to math standards.

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

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the

factor(s) that contributed to this gap and any trends.

The data component which had the greatest gap when compared to the state average was our science at 46%.

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

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

EWS Areas of Concern

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

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

Highest Priorities

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

1. Continue to establish productive PLCs that foster collaboration, standards alignments, and data analysis.
2. Provide targeted feedback on instruction to teachers during walk throughs and coaching cycles.
3. Enhance behavior through Conditions for Learning, PBIS, Restorative Practice, and Leader in Me initiatives, aiming to foster improvement in academics for all.
4. Focus on SWD sub-group to increase proficiency.

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

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

Area of Focus #1

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

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

Area of Focus Description and Rationale

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

The RAISE report identifies improving academic achievement in ELA for students in grades K - 2 at English Estates as a high priority. By strengthening foundational literacy skills, we aim to close existing achievement gaps and ensure students are well-prepared for continued academic success at higher grade levels.

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

English Estates will implement evidence-based materials and interventions, including Magnetic Reading Foundational Skills, Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words, UFLI for phonics instruction, as well as iReady Teacher - led lessons. Instruction will be delivered through small, targeted groups, and teachers will engage in monthly professional learning to build capacity in the instructional priorities and content knowledge.

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

No Answer Entered

Grades K-2: Measurable Outcome(s)

By implementing these instructional practices our students in K - 2 will increase their reading proficiency. Students in K - 2 will decrease the number of students scoring below grade level by at least 5%. Kindergarten - 50% to 45%, First Grade - 43% to 38%, and by at least 10% in Second Grade 54% to 44%.

Grades 3-5: Measurable Outcome(s)

No Answer Entered

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored through classroom walkthroughs during core instruction, review of progress monitoring data specific to our K - 2 ELA students and through data chats in professional learning communities to include ELL and ESE Support Facilitators. The Leadership Team will use the Instructional Priorities walkthrough tool to monitor benchmark-alignment instruction, monitoring for learning, student engagement, and conditions for learning.

Person responsible for monitoring outcome

Nancy Urban, Olga Wood, and Instructional Coaches

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Magnetic Reading and Math, Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS), Wonders Tier 2 and Tier 3 Intervention, iReady (moderate evidence), and UFLI for phonics instruction.

Rationale:

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

Tier of Evidence-based Intervention:

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

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

The leadership team will conduct regular walkthroughs to monitor instruction and provide actionable feedback. They will also hold teachers and support staff accountable for improving the proficiency of K - 2 students in Reading.

Person Monitoring:

Nancy Urban, Olga Wood, and Instructional Coaches

By When/Frequency:

Monthly until May 2026

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

Continuously monitor the effectiveness of instructional strategies and make adjustments based on

feedback and data. To establish clear measurable goals for increasing proficiency and holding the staff accountable for meeting those goals.

Action Step #2

To provide professional learning and development for teachers and support staff working with K - 2 ELA students in Reading.

Person Monitoring:

Nancy Urban, Olga Wood, and Instructional Coaches

By When/Frequency:

Monthly until May 2026

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

Monthly professional learning will be provided based on trends identified during instructional walkthroughs, with a focus on Marzano's high-yield teaching strategies, Hattie's Visible Learning practices, and Kagan Collaborative Structures. Ongoing training will ensure that teachers receive continuous professional development to effectively meet the needs of our K - 2 ELA students. Dedicated time will be built into the schedule for teachers to collaborate, share effective strategies, and engage in joint planning to better support this student subgroup.

Action Step #3

Actively monitor data for the ELA students in K - 2.

Person Monitoring:

Nancy Urban, Olga Wood, and Tiffany Brietz

By When/Frequency:

Monthly until May 2026

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

Actively monitor data for the ELA students in K - 2 to assess overall achievement, including proficiency and learning gains. Observe student engagement across various instructional settings, such as whole group, small group, collaborative, and independent learning. Use both formative and summative assessments to track progress. Continuously evaluate the effectiveness of instructional strategies and make data-informed adjustments as needed. Establish clear, measurable goals for increasing proficiency, and hold staff accountable for achieving those goals.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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.

English Estates will prioritize the development of effective Professional Learning Communities (PLCs) focused on monitoring data to drive continuous improvement in ELA achievement. PLCs will engage in meaningful, data-driven discussions to ensure that lesson planning is rigorous and aligned with benchmarks. Teams will center their work around the essential questions: What do we want students to learn? How will we know they've learned it? How will we respond if they haven't learned it or if they already know it?

Through this purposeful collaboration, teachers will share strategies, analyze student performance, and align instruction, with a strong emphasis on using data to inform practice and improve student outcomes.

Measurable Outcome

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

To increase achievement, learning gains, and lowest quartile in ELA.

Increase ELA Achievement from 60% to 65% or higher; Learning Gains from 55% to 62%; Lowest Quartile from 58% to 63%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Teachers and the leadership team will utilize FAST and iReady Progress Monitoring results from each assessment window. Additionally, teachers will review unit assessments and standards mastery data to evaluate students' ongoing skill development and determine whether they are meeting grade-level expectations throughout the school year. The Leadership Team will use the Instructional Priorities walkthrough tool to monitor benchmark-alignment instruction, monitoring for learning, student engagement, and conditions for learning.

Person responsible for monitoring outcome

Nancy Urban, Olga Wood, and Instructional Coaches

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

A variety of evidence - based interventions are available to support students based on their individual areas of need. These include: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (moderate evidence), Florida Wonders Tier 2 & 3 Interventions (state approved adopted materials), iReady teacher - led lessons (moderate evidence), Quick Reads (strong evidence), and UFLI for phonics instruction (University of Florida Literacy Institute).

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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

For all teachers to establish productive PLCs that monitor ELA achievement in order to ensure rigorous and benchmark aligned lesson planning is being implemented.

Person Monitoring:

Nancy Urban, Olga Wood, and Instructional Coaches

By When/Frequency:

Monthly until May 2026

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

Effectively monitoring Professional Learning Communities (PLCs) involves meeting regularly, data collection, and actionable feedback to ensure alignment with school goals and Seminole County Public Schools' Instructional Priorities. Clear goals and expectations will be established for all PLCs through the use of a consistent, priority-focused agenda. Targeted support will be provided by instructional coaches and personnel from the Department of Teaching and Learning. PLCs will regularly analyze student performance data to guide instructional decisions and reflect on the effectiveness of core instruction. A collaborative culture will be fostered to support joint lesson planning and shared accountability for student outcomes. Monitoring the Impact: Administration and Instructional coaches will attend and provide feedback on PLC processes. Student achievement data will be analyzed monthly to assess progress and inform adjustments to instructional strategies. Staff surveys and reflection tools will be used to evaluate the quality of collaboration and the perceived value of PLCs in improving core instruction. All students work will be benchmark aligned and station mats will be provided for small group and independent rotations.

Action Step #2

Teachers will design high-quality station tasks that promote collaboration and academic discourse. Each station will include a mat outlining the standard, the task, and the expected student evidence of learning.

Person Monitoring:

Nancy Urban, Olga Wood, and Instructional Coaches

By When/Frequency:

Monthly until May 2026

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

During PLCs, teachers will collaborate to plan and align small group activities, ensuring consistency across the team. Instructional coaches will support and oversee the creation of the station mats for each unit of study (benchmarks) to maintain alignment with instructional/state standards.

Action Step #3

During weekly PLCs, teams, coaches, and administrators will review and analyze pre-selected data, which may include, but is not limited to: student artifacts, benchmark mastery, formative and summative assessments, exit tickets, and other relevant evidence of learning.

Person Monitoring:

Nancy Urban, Olga Wood, and Instructional Coaches

By When/Frequency:

Monthly until May 2026

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

During weekly Professional Learning Community (PLC) meetings, instructional teams, including teachers, instructional coaches, and administrators, will collaboratively analyze pre-selected data sources. These data sources may include, but are not limited to, student artifacts, benchmark mastery, formative and summative assessments, exit tickets, and other relevant measures of student learning. The purpose of this analysis is to identify trends in student performance, determine instructional strengths and areas for growth, and make data-informed decisions to adjust instruction, group students, and provide targeted interventions or enrichment. Teams will also use this time to monitor progress toward academic goals, align instructional practices, and plan next steps to ensure all students are meeting grade-level expectations.

Area of Focus #3

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**

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.

English Estates will prioritize the development of effective Professional Learning Communities (PLCs) focused on monitoring leading data to drive continuous improvement in Math achievement. PLCs will engage in meaningful, data-driven discussions to ensure that lesson planning is rigorous and aligned with benchmarks. Teams will center their work around the essential questions: What do we want students to learn? How will we know they've learned it? How will we respond if they haven't learned it or if they already know it?

Measurable Outcome

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

To increase Math Achievement from 52% to 62% or higher; Learning Gains from 45% to 62%; and the Lowest Quartile from 33% to 62%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Teachers and the leadership team will utilize FAST and iReady Progress Monitoring results from each assessment window. Additionally, teachers will review unit assessments and standards mastery data

to evaluate students' ongoing skill development and determine whether they are meeting grade-level expectations throughout the school year. The Leadership Team will use the Instructional Priorities walkthrough tool to monitor benchmark-alignment instruction, monitoring for learning, student engagement, and conditions for learning.

Person responsible for monitoring outcome

Nancy Urban, Olga Wood, and Instructional Coaches

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

A variety of evidence - based interventions are available to support students based on their individual areas of need. These include: iReady Florida BEST Mathematics, and SAVVAS enVision MDIS Intervention Curriculum.

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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

For all teachers to establish productive PLCs that monitor Math achievement in order to ensure rigorous and benchmark aligned lesson planning is being implemented.

Person Monitoring:

Nancy Urban, Olga Wood, and Instructional Coaches

By When/Frequency:

Monthly until May 2026

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

Effectively monitoring Professional Learning Communities (PLCs) involves regular meeting observations, data collection, and actionable feedback to ensure alignment with school goals and Seminole County Public Schools' Instructional Priorities. Clear goals and expectations will be established for all PLCs through the use of a consistent, priority-focused agenda. Targeted support will be provided by instructional coaches and personnel from the Department of Teaching and Learning. PLCs will regularly analyze student performance data to guide instructional decisions and reflect on the effectiveness of core instruction. A collaborative culture will be fostered to support joint lesson planning and shared accountability for student outcomes. Monitoring the Impact:

Administration and Instructional coaches will attend and provide feedback on PLC processes. Student achievement data will be analyzed monthly to assess progress and inform adjustments to instructional strategies. Staff surveys and reflection tools will be used to evaluate the quality of collaboration and the perceived value of PLCs in improving core instruction. All students work will be benchmark aligned and station mats will be provided for small group and independent rotations.

Action Step #2

Teachers will design high-quality station tasks that promote collaboration and academic discourse. Each station will include a mat outlining the standard, the task, and the expected student evidence of learning.

Person Monitoring:

Nancy Urban, Olga Wood, and Instructional Coaches

By When/Frequency:

Monthly until May 2025

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

During PLCs, teachers will collaborate to plan and align small group activities, ensuring consistency across the team. Instructional coaches will support and oversee the creation of the station mats for each unit of study (benchmarks) to maintain alignment with instructional/state standards.

Action Step #3

During weekly PLCs, teams, coaches, and administrators will review and analyze pre-selected data, which may include—but is not limited to—student work samples, benchmark mastery, formative and summative assessments, exit tickets, and other relevant evidence of learning.

Person Monitoring:

Nancy Urban, Olga Wood, and Instructional Coaches

By When/Frequency:

Monthly until May 2025

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

During weekly Professional Learning Community (PLC) meetings, instructional teams, including teachers, instructional coaches, and administrators, will collaboratively analyze pre-selected data sources. These data sources may include, but are not limited to, student work artifacts, benchmark assessment results, formative and summative assessments, exit tickets, and other relevant measures of student learning. The purpose of this analysis is to identify trends in student performance, determine instructional strengths and areas for growth, and make data-informed decisions to adjust instruction, group students, and provide targeted interventions or enrichment. Teams will also use this time to monitor progress toward academic goals, align instructional practices, and plan next steps to ensure all students are meeting grade-level expectations.

Area of Focus #4

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

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.

English Estates will prioritize the development of effective Professional Learning Communities (PLCs) focused on monitoring leading data to drive continuous improvement in Science achievement. PLCs will engage in meaningful, data-driven discussions to ensure that lesson planning is rigorous and aligned with benchmarks. Teams will center their work around the essential questions: What do we want students to learn? How will we know they've learned it? How will we respond if they haven't learned it or if they already know it?

Measurable Outcome

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

To increase our proficiency as compared to the state scores. English Estates currently had 46% students who scored at or above L3 (proficiency). We expect as a result of our action plan that our proficiency will increase to 62 or higher%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Teachers and the leadership team will utilize classroom observations, student artifacts, assessment data, PLC Data Discussions, and fidelity of curriculum implementation. This reflection on the data and strategies implemented will allow teachers to evaluate students' ongoing skill development and determine whether they are meeting grade-level expectations throughout the school year. The Leadership Team will use the Instructional Priorities walkthrough tool to monitor benchmark-alignment instruction, monitoring for learning, student engagement, and conditions for learning.

Person responsible for monitoring outcome

Nancy Urban, Olga Wood, and Instructional Coaches

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will implement the district instructional plan, hands on labs utilizing the 5E Model of Engage, Explore, Explain, Elaborate, and Evaluate, Context Dependent Item Sets, CER Writing (Claim Evidence Reading) Critical Content Focus Sheets, and small group targeted instruction.

Rationale:

All listed strategies 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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

During weekly PLCs, teams, coaches, and administrators will review and analyze pre-selected data, which may include—but is not limited to—student work samples, benchmark mastery, formative and summative assessments, exit tickets, and other relevant evidence of learning.

Person Monitoring:

Nancy Urban, Olga Wood, and Instructional Coaches

By When/Frequency:

Monthly until May 2026

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

During weekly PLCs designated time will be set aside to analyze data and other relevant measures of student learning. The purpose of this analysis is to identify trends in student performance, determine instructional strengths and areas for growth, and make data-informed decisions to adjust instruction, group students, and provide targeted interventions or enrichment. Teams will also use this time to monitor progress toward academic goals, align instructional practices, and plan next steps to ensure all students are meeting grade-level expectations. Teams in 4th and 5th grade will also identify areas that need to be revisited to provide more support with additional labs and 5E lessons.

Action Step #2

Each month, students in 4th and 5th grade will participate in FAIR Game labs led by a certified teacher in an alternative setting. These labs provide targeted practice in non-spiraling standards and those that support mastery of higher-level benchmarks, offering students regular review of key "spotlight standards" identified by the state.

Person Monitoring:

Nancy Urban, Olga Wood, and Instructional Coaches

By When/Frequency:

Monthly until May 2026

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

These labs facilitated by a certified teacher are intentionally designed to provide additional, focused practice in critical standards that do not spiral throughout the school year, as well as those that support mastery. The purpose is to strengthen conceptual understanding and reinforce skills aligned to the states's spotlight standards. Instruction during these labs will follow the 5E (Engage, Explore, Explain, Elaborate, and Evaluate) instructional model, allowing students to build knowledge through inquiry-based, hands-on experiences that deepen their scientific thinking and ELA Skills. To further support learning and address misconceptions early, each lab will begin with the use of formative assessment probes (Keeley's "Uncovering Student Ideas," series. These probes will help identify student misconceptions related to key standards before instruction begins, allowing the teacher to tailor the lesson to student needs. The combination of targeted review, 5E-based instruction, and misconception probing ensures students build a lasting understanding of foundational skills and concepts.

Area of Focus #5

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

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.

English Estates has the need to increase the academic achievement of students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

Measurable Outcome

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

To increase achievement for students with disabilities in ELA and Math from 35% in 2025 to 62% in 2026.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored through multiple measures, including classroom walks during core instruction, analysis of progress monitoring data with a focus on students with disabilities (SWD), and ongoing data chats within Professional Learning Communities (PLCs), which will include ESE Support Facilitators. The leadership team will use the Instructional Priorities Walkthrough Tool to ensure fidelity of implementation and alignment to schoolwide instructional goals.

Person responsible for monitoring outcome

Nancy Urban, Olga Wood, and Instructional Coaches

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based on their individual areas of need: Magnetic Reading and Math, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), Wonders Tier 2 and Tier 3 Interventions, iReady (Reading and Math), and UFLI for phonics instruction (University of Florida Literacy Institute). These interventions are strategically selected to target foundational literacy and math skills and are aligned to the student-specific data. Implementation will be supported through benchmark-aligned tasks to ensure

standards-based instruction, high levels of student engagement, ongoing monitoring for learning, and conditions for learning.

Rationale:

A variety of interventions are available to the school to allow our teachers to meet the needs of individual students. This allows all the areas to be addressed across the content areas. Tier of Evidence-Based Intervention.

Tier 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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

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

Person Monitoring:

Nancy Urban, Olga Wood, and Instructional Coaches

By When/Frequency:

Monthly until May 2026

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

Continuously evaluate the effectiveness of instructional strategies and make data-driven adjustments based on actionable feedback and student performance data. Establish clear, measurable goals for increasing student proficiency, implement systems of accountability to ensure all staff are working collaboratively towards achieving those goals.

Action Step #2

To provide targeted professional development and support for teachers and support staff with student with disabilities, in collaboration with ESE teachers.

Person Monitoring:

Nancy Urban, Olga Wood, and Instructional Coaches

By When/Frequency:

Monthly until May 2026

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

Provide teachers with ongoing training and continuous professional development opportunities focused on effectively meeting the diverse needs of students with disabilities. Establish dedicated time for collaborative planning, strategy sharing, and problem - solving to enhance instructional practice and support this student subgroup more effectively.

IV. Positive Learning Environment

Area of Focus #1

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.

Our PBIS area of focus for the current school year is increasing student engagement by decreasing unsafe acts in the classroom. This includes implementing consistent, school-wide strategies to recognize and reward students who demonstrate safety, focus, participation, and perseverance during instructional time. This focus was identified based on a review of behavioral data from the previous school year. Discipline referral showed a significant number of incidents (130) related to unsafe act.

Measurable Outcome

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

Prior Year Data (2024–2025):

- Total number of reported unsafe incidents (e.g., pushing, shoving, hitting, kicking, etc.): **130 incidents**

Target for 2025–2026:

- **Reduce total unsafe incidents by 25%**, resulting in **no more than 98 incidents** for the school year.
- **Monthly average target:** No more than **9 incidents per month**

Measurement Method:

- Track incidents monthly by Behavior Teacher.
- Review data monthly with staff and compare to baseline.
- Conduct quarterly reviews to assess progress and adjust interventions.

Strategies to Achieve Outcome:

- Support Professional Development for staff Positive Behavioral Interventions and Supports (PBIS) framework.
- Continue implementation of the 7 Habits of Highly Effective People for positive solutions to situations such as Seek for to Understand than to be Understood.

- Increase supervision in high-risk areas (hallways, cafeteria, and PE).
- Provide conflict resolution and peer mediation programs from our Behavior Coach, Guidance Counselor, and Impower counselor.

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.

To ensure the effectiveness of our PBIS focus, we will implement a multi-tiered monitoring system that includes both quantitative and qualitative data collection:

- Teachers will use Leadership Cards to record instances of on-task behavior and positive reinforcement.
- Monthly reports will be generated to identify trends, frequency of reinforcement, and student participation.
- Monthly reviews of Discipline Referrals will help determine if there is a decrease in incidents related to unsafe act behaviors.
- Data will be disaggregated by grade level, time of day, and location to identify patterns and adjust interventions.

Ongoing monitoring ensures that interventions remain responsive and effective. By consistently tracking engagement and behavior:

- Instructional Time Increases: Fewer disruptions mean more time for learning, leading to improved academic outcomes.
- Student Motivation Grows: Recognition of positive behavior reinforces a growth mindset and encourages continued effort.
- Targeted Support is Enabled: Data helps identify students or classrooms needing additional support or differentiated strategies.
- Teacher Practice Improves: Feedback and data allow for professional development tailored to classroom management and engagement techniques.

Person responsible for monitoring outcome

Nancy Urban, Olga Wood, and Rebecca Rogstad

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a solid collaboration between families and professionals from various disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance, and behavior.

Rationale:

MTSS methods are research-based and proven to monitor student's behaviors.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Decrease the number of discipline referrals especially in the area of unsafe act.

Person Monitoring:

Nancy Urban, Olga Wood, and Rebecca Rogstad

By When/Frequency:

Monthly/May 2026

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

- Being consistent with recognizing and rewarding safe and on-task behavior
- Conduct training sessions for teachers on how to implement PBIS in the classroom, use positive behavior strategies effectively, and implementing the 7 Habits of Highly Effective People.
- Collect and analyze behavior tracking data and discipline referrals to assess progress and make data-informed adjustments.

Timeline: Monthly review meetings with PBIS team

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

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

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

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

Total Number of Absences= 7404

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

Data will be shared in the monthly Roadrunner Newsletter.

Monitoring

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

Pulling weekly reports from Edinsight.

Create a list of who needs to be contacted.

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

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

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

Student recognition for attendance.

Person responsible for monitoring outcome

Nancy Urban and Olga Wood

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Monitoring students attendance for success.

Person Monitoring:

Nancy Urban, Olga Wood, and Social Worker

By When/Frequency:

Monthly until May 2026

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

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

Action Step #2

Inviting parents into the school for Student Led Conference to review data and the importance of school attendance.

Person Monitoring:

Nancy Urban, Olga Wood, and teachers

By When/Frequency:

Twice a year until May 2026

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

Encourage all families to attend the Student-Led Conference to support their child's leadership and learning journey. When parents are present, it reinforces the importance of school, goal setting, and personal growth. It also sends a powerful message to students that their efforts matter and that their education is a shared priority. Consistent school attendance and family engagement are key to helping students stay on track, build confidence, and achieve their goals throughout the year.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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

1. Regularly review and update the curriculum to align with current educational standards and best practices.
2. Incorporate technology into the curriculum to support interactive and personalized learning

experiences with Iready.

3. Provide ongoing professional development for teachers to ensure they are equipped with the latest teaching methods and subject knowledge.
4. Implement formative and summative assessments to monitor student progress and identify areas needing improvement.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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

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

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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

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

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

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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

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

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

To effectively prevent and address problem behavior and provide early intervening services, the school implements a comprehensive schoolwide MTSS tiered model. This model is designed to be

proactive and responsive, ensuring that all students receive the support they need at varying levels of intensity. The model is coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (IDEA) to provide cohesive and integrated support. Fostering a positive and inclusive school climate that promotes respect, empathy, and a sense of community is introduced through the Leader in Me program. With this program, the students engage in the 7 Habits of Highly Effective People by Stephen Covey.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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

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

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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

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

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

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district 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 to support these needs.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year 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 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.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
--	----

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