

Seminole County Public Schools

IDYLLWILDE ELEMENTARY 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..... 8

 D. Early Warning Systems 9

II. Needs Assessment/Data Review 12

 A. ESSA School, District, State Comparison 13

 B. ESSA School-Level Data Review 14

 C. ESSA Subgroup Data Review 15

 D. Accountability Components by Subgroup..... 16

 E. Grade Level Data Review 19

III. Planning for Improvement..... 20

IV. Positive Learning Environment 28

V. Title I Requirements (optional)..... 30

VI. ATSI, TSI and CSI Resource Review 35

VII. Budget to Support Areas of Focus 36

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

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

Provide the school's vision statement

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

B. School Leadership Team, 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

Lenore Logsdon

Lenore_Logsdon@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Employ and monitor a decision-making process that is based on vision, mission, values, and

improvement priorities using data. Lead and support a learning organization focused on student success, quality instructional practices based on state's adopted student academic benchmarks. Monitor effective instructional practices, student learning needs, data, and assessments. Recruit, retain and develop an effective and diverse faculty and staff. Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. Mrs. Logsdon will monitor all areas of focus of the SIP.

Leadership Team Member #2

Employee's Name

Francesca Cimino

francesca_cimino@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #3

Employee's Name

Timothy Dixon

Position Title

Behavior Dean

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name

Samantha Neff

Samantha_Neff@scps.k12.fl.us

Position Title

Math Instructional Coach K-5

Job Duties and Responsibilities

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

Leadership Team Member #5

Employee's Name

Randi VerSteegt

Randi_Versteegt@scps.k12.fl.us

Position Title

Reading Coach 3-5

Job Duties and Responsibilities

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

Leadership Team Member #6

Employee's Name

Julie Biggs

Julie_biggs@scps.k12.fl.us

Position Title

Reading Coach K-2, IB/PYP Coordinator

Job Duties and Responsibilities

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

Leadership Team Member #7**Employee's Name**

Stephanie Wright

stephanie_wright@scps.k12.fl.us

Position Title

School Counselor

Job Duties and Responsibilities

Student support, counseling groups, Student Study, provide counseling for students and offer wrap around services for families. Ms. Wright will also be the lead contact for the Find your Voice groups which support a specific group of girls. Ms. Wright will monitor the positive culture and environment including staff, students, and families' mental health and well being. She will monitor data in grades K-5.

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

Mary Lovell

Mary_Lovell@scps.k12.fl.us

Position Title

School Social Worker

Job Duties and Responsibilities

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

Leadership Team Member #9

Employee's Name

Tia Fenoff

Tia_Fenoff@scps.k12.fl.us

Position Title

MTSS Coordinator

Job Duties and Responsibilities

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

Leadership Team Member #10

Employee's Name

Michael Bryant

bryantmt@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Mr. Bryant is responsible for overseeing the operational aspects of the school, allowing the principal and assistant principal to focus on instructional leadership. His role involves managing school schedules, special events, facilities, and non instructional staff, as well as ensuring the smooth functioning of daily operations. He also plays a key role in safety and security, emergency response, and communication with various stakeholders.

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.

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

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)).

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

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	82.0%
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) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: C 2022-23: B 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	61	114	111	98	119	106				609
Absent 10% or more school days	4	35	23	23	25	34				144
One or more suspensions	0	12	3	5	8	9				37
Course failure in English Language Arts (ELA)	5	35	33	16	27	6				122
Course failure in Math	5	44	23	21	23	24				140
Level 1 on statewide ELA assessment	0	10	24	30	25	32				121
Level 1 on statewide Math assessment	0	6	18	26	26	29				105
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	12	14	17	28	0				73
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	13	8	15	0	14				54

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	42	35	36	40	38				196

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	5	7	3	0	15	0				30
Students retained two or more times	0	0	0	0	3	1				4

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	8	41	34	41	43	31				198
One or more suspensions	2	6	7	11	5	17				48
Course failure in English Language Arts (ELA)	11	21	24	2	19	9				86
Course failure in Math	7	4	12	5	12	8				48
Level 1 on statewide ELA assessment					40	51				91
Level 1 on statewide Math assessment					33	61				94
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		4	12	6						22
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)					1					1

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	10	17	23	11	47	62				170

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

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*	49	68	59	44	66	57	46	61	53
Grade 3 ELA Achievement	57	71	59	44	69	58	48	62	53
ELA Learning Gains	55	63	60	50	62	60			
ELA Lowest 25th Percentile	64	56	56	41	55	57			
Math Achievement*	53	69	64	44	67	62	49	64	59
Math Learning Gains	57	65	63	40	64	62			
Math Lowest 25th Percentile	48	47	51	21	43	52			
Science Achievement	46	68	58	47	68	57	59	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	66	73	63	71	75	61	56	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	495
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
55%	45%	56%	51%	34%		52%

* 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	38%	Yes	6	
English Language Learners	53%	No		
Asian Students	88%	No		
Black/African American Students	48%	No		
Hispanic Students	53%	No		
Multiracial Students	46%	No		
White Students	64%	No		
Economically Disadvantaged Students	52%	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	49%	57%	55%	64%	53%	57%	48%	46%					66%
Students With Disabilities	18%	28%	52%	63%	25%	56%	54%	8%					
English Language Learners	47%	50%	62%	71%	55%	62%	40%	21%					66%
Asian Students	88%		83%		88%	92%							
Black/African American Students	40%	50%	49%	56%	42%	53%	53%	37%					
Hispanic Students	47%	59%	52%	64%	53%	55%	43%	37%					66%
Multiracial Students	39%		46%		44%	54%							
White Students	62%	69%	62%		69%	62%		61%					
Economically Disadvantaged Students	43%	53%	52%	64%	48%	54%	47%	40%					69%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	44%	44%	50%	41%	44%	40%	21%	47%					71%
Students With Disabilities	9%	7%	34%	40%	12%	15%	19%	19%					
English Language Learners	40%	38%	57%		40%	36%							71%
Asian Students	70%				70%								
Black/African American Students	31%	28%	43%	46%	30%	33%	23%	24%					
Hispanic Students	47%	53%	50%	33%	50%	39%	20%	57%					73%
Multiracial Students	45%		64%		41%	27%							
White Students	56%	53%	53%		58%	49%		70%					
Economically Disadvantaged Students	39%	38%	48%	43%	39%	38%	23%	43%					73%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	46%	48%			49%			59%					56%
Students With Disabilities	15%	8%			16%			43%					
English Language Learners	36%	38%			72%								79%
Black/African American Students	32%	40%			26%			31%					
Hispanic Students	50%	50%			58%			71%					78%
Multiracial Students	35%	36%			45%								
White Students	63%	61%			67%			84%					
Economically Disadvantaged Students	40%	42%			42%			52%					76%

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	53%	69%	-16%	57%	-4%
ELA	4	46%	67%	-21%	56%	-10%
ELA	5	42%	64%	-22%	56%	-14%
Math	3	57%	70%	-13%	63%	-6%
Math	4	52%	69%	-17%	62%	-10%
Math	5	33%	46%	-13%	57%	-24%
Math	6	100%	71%	29%	60%	40%
Science	5	45%	66%	-21%	55%	-10%

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 ESE sub group made the largest gains 20% of federal FPPI which is equivalent to 159 points. The action that we implemented this year was a full push in model using standards mastery with all ESE 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 ELA learning gains and achievement went up 5%.

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 science proficiency which had a decline of 1%. Some of the contributing factors were Inexperienced teachers, the change in scheduling for departmentalization which limited the time that was available for science instruction and remediation. The heavy focus on reading and math small groups also was a contributing factor.

Greatest Gap

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

The greatest gap was in 5th grade science proficiency. The state was at 67% and Idyllwilde was at 46%. Some of the contributing factors were Inexperienced teachers, the change in scheduling for departmentalization which limited the time that was available for science instruction and remediation. The heavy focus on reading and math small groups also was a contributing factor.

EWS Areas of Concern

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

No Answer Entered

Highest Priorities

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

1. Raise the proficiency in students with disabilities- year 6 ESSA finding.
2. Raise the proficiency level in reading.
3. Raise the proficiency level in science.
4. Raise the proficiency level in math.
5. Continue to raise math LQ gains.

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

In 3-5, students with disabilities earned 38% of FPPI. In ELA, they were at 18% proficient and in math, they were at 24% proficient. The learning gains for this subgroup were 50% for ELA and 51% for math.

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.

SWD proficiency in ELA was 18%. SWD proficiency in Math was 24%. Our measurable outcome for the 2025-26 school year will be to increase proficiency in ELA and Math to 55% and increase the FPPI to 55% for SWD.

Monitoring

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

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

Person responsible for monitoring outcome

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

Rationale:

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

Tier of Evidence-based Intervention:

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

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Students with Disabilities

Person Monitoring:

Lenore Logsdon

By When/Frequency:

May 2026

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

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

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Students currently in math classes in grades 4 and 5 are not meeting proficiency for those or showing learning gains based on the the 2024-2025 math data. 4th grade math was 56% proficient and 5th grade was 44%.

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.

Students in 4th Grade standard math classes were 56% proficient and 5th Grade standard math classes were 44% proficient based on the 2024-2025 FAST assessment data. The goal is 62% proficiency in both grade level math classes.

Monitoring

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

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

Math intervention duration and intensity to support targeted students.

Continue to monitor implementation of small group targeted instruction during the math block to include data-driven math groups and teacher selected small group for reteaching or reinforcing skills.

Person responsible for monitoring outcome

Lenore Logsdon

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: iReady, SAVVAS enVision Math Diagnostic and Intervention System, and FactTactics.

Rationale:

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

Tier of Evidence-based Intervention:

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

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

PLC Discussions of student performance on math assessments.

Person Monitoring:

Lenore Logsdon, Samantha Neff

By When/Frequency:

May 2026

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

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

Area of Focus #3

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

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

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

Students are not showing proficiency in Science on the 2025 Statewide Science Assessment. this year Science proficiency was 46%.

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.

Students in 5th grade were 46% proficient based on the 2025 Statewide Science Assessment. The goal is 55% proficiency in science.

Monitoring

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

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

Monitor Science camps to be held every Wednesday.

Person responsible for monitoring outcome

Lenore Logsdon, Randi VerSteege

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: McGraw Hill Science

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

PLC Discussions of student performance on science assessments.

Person Monitoring:

Lenore Logsdon, Randi VerSteegt

By When/Frequency:

May 2026

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

Coaches and administration will attend PLCs and ensure use of benchmark assessments. Lesson plans, student work samples, classroom walk throughs are evidence that Science instruction is happening at a rigorous level and will show implementation of science standards.

Area of Focus #4

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Area of Focus Description and Rationale**

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.

Closing the achievement gap in reading for all students K-5. In 2025, the reading achievement level for K-2 was 41% and 3-5 was 49%. The goal is to be at 62% proficient.

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

UFLI Foundations, Wonders, SIPPS, Magnetic Reading

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

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

Grades K-2: Measurable Outcome(s)

Increase the reading proficiency from 41% to 62 % in K-2 by May of 2026.

Grades 3-5: Measurable Outcome(s)

Increase the reading proficiency from 47% to 62% in 3-5 by May of 2026.

Increase the reading learning gains from 55% to 62% in 3-5 by May 2026.

Monitoring

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

Monitor the reading block for pacing to include rigorous, grade level content, purposeful practice and remediation, small group instruction. Reading intervention during designated blocks to support targeted students. Monitor Implementation of small group targeted instruction during the reading block to include data-driven reading groups,

Person responsible for monitoring outcome

Lenore Logsdon, Randi VerSteege, Julie Biggs

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: SIPPS, Fast Track Phonics, SIPPS, IREADY.

Rationale:

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

Tier of Evidence-based Intervention:

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

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

PLC Discussions on Planning and Assessments

Person Monitoring:

Lenore Logsdon, Julie Biggs, Randi VerSteege

By When/Frequency:

May 2026

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

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

IV. Positive Learning 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.

23% of students had 15 or more absences in the 2024-2025 school year. In 2023-2024, it was 39%. Although an improvement, we would like to lower this by another 10%.

Measurable Outcome

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

The percent of students with 15 or more absences will improve by 10% fewer students with 15 or more absences by the end of the 2025-2026 school year.

Monitoring

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

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

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

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

Person responsible for monitoring outcome

Lenore Logsdon, Michael Bryant

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 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(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

School Wide Attendance Goal

Person Monitoring:

Lenore Logsdon, Michael Bryant

By When/Frequency:

May 2026

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

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

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://www.idyllwilde.scps.k12.fl.us>

Input from SAC members, stakeholders, and the 5Essentials parent survey has informed revisions to the School Improvement Plan, ensuring high standards and community alignment. Ongoing feedback from parents and the community will continue to guide future updates.

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://www.idyllwilde.scps.k12.fl.us>

Teachers and administrators actively engage in local events, school family nights/celebrations and community activities. They collaborate with local businesses through the school's business partner program, and administrators often serve in civic organizations like rotary clubs and chambers.

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)).

Throughout the course of the school year, formally on a quarterly basis, Federal Projects and Resource Development department leadership meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK). At these quarterly cross-department collaborative meetings, status updates of the Title I, Part A funded activities and initiatives are discussed. Such topics could include discussions between Federal Projects and Resource Development staff and Department of Teaching and Learning (DTL) staff discussing the implementation of a primary grades phonics program at Title I elementary schools. Resulting from these conversations, DTL leadership may suggest more purchased materials for the phonics program, and/or more on-site training days. These decisions would have an impact to the Title I budget for the next school year, which would then lead to further conversations with DTL leadership about adjusting needs and priorities for the other Title I, Part A funded activities. Federal Projects and Resource Development department leadership also meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) to develop the Title I, Part A plan. The various areas of focus which are supported with Title I, Part A funds are discussed with the respective leadership from those departments/programs, to ensure that the activities being proposed have the highest likelihood of success.

How Plan is Developed

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

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

already in place to support an initiative that the principal wanted to include in their upcoming Title I, Part A plan.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

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

Preparing for Postsecondary Opportunities and the Workforce

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

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

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)).

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

Professional Learning and Other Activities

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

Students who are identified as tier 2 or 3 for behavior concerns are serviced by our behavior interventionist/Dean. Our interventionist works with teachers in supporting conditions for learning. Fidelity checks are completed by our psychologists to ensure that behavior intervention plans are being consistently followed.

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)).

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. Schools offer Meet the Teacher before school starts and kindergarten teachers are available for individual conferences.

VI. ATSI, TSI and CSI Resource Review

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

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