Seminole County Public Schools

STERLING PARK ELEMENTARY SCHL

2025-26 Schoolwide Improvement Plan

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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

At Sterling Park Elementary, students, families, and staff work together to help every child grow into a responsible, confident, and caring member of society.

Provide the school's vision statement

At Sterling Park Elementary, we strive to create a learning community where all students are safe, organized, accountable, and respectful - empowering them to succeed in school and beyond.

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

Kellie Cashion

kellie_cashion@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name
Jaimee Borrero

jaimee_borrero@scps.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #3

Employee's Name
Scott Blondin

scott_blondin@scps.k12.fl.us

Position Title
School Administration Manager

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name
Jennifer Alcorn

jennifer_alcorn@scps.k12.fl.us

Position Title
Behavior Interventionist

Job Duties and Responsibilities

The Behavioral Interventionist promotes positive behavior and provides social-emotional interventions so that students can fully participate in school and attain academic and social success. Mrs. Alcorn's job responsibilities include: Positive Behavior Support, Behavior Interventions, Tracking Discipline of ESE Students, Ensure Fairness and Equity with all Discipline, Supporting Relationships between ESE and General Education Teachers, MTSS, and Early Warning.

Leadership Team Member #5

Employee's Name
Carolina Aybar

aybarcc@scps.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

The School Counselor develops and provides an effective comprehensive guidance and counseling program, works with students and parents to help guide students' academic, behavioral, and social growth, and assists with facilitating student study. Ms. Aybar's job responsibilities include: MTSS, PBS, Guidance Services, SST, Behavior Interventions, Crisis Support, and Families in Need.

Leadership Team Member #6

Employee's Name
Glenda Agosto

glenda_agosto@scps.k12.fl.us

Position Title
School Social Worker

Job Duties and Responsibilities

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

Leadership Team Member #7

Employee's Name

Bianca Clarke-Daniels

bianca_esquivel@scps.k12.fl.us

Position Title
Math Instructional Coach

Job Duties and Responsibilities

The Instructional Coach collaborates with teachers to develop and support a strategic plan for improving classroom instruction in areas determined by key school goals. Mrs. Clarke-Daniels' job responsibilities include: Coaching other teachers, MTSS, PLC Support, Data Monitoring, Low Quartile, Peer Feedback/Mentor, PD, and Tutorial Programs.

Leadership Team Member #8

Employee's Name
Patricia Terrell

patricia_terrell@scps.k12.fl.us

Position Title
Reading Instructional Coach

Job Duties and Responsibilities

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

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.

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

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)).

The School Improvement Plan will be presented to the faculty and staff at the beginning of the school year. The plan will be regularly monitored after each FAST assessment and revisions will be made to ensure continuous improvement.

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	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**55.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
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 **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**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	57	94	90	105	108	101				555
Absent 10% or more school days	5	16	12	16	18	15				82
One or more suspensions	0	1	1	0	0	6				8
Course failure in English Language Arts (ELA)	0	8	18	5	12	11				54
Course failure in Math	0	10	25	4	21	37				97
Level 1 on statewide ELA assessment	0	2	32	22	12	13				81
Level 1 on statewide Math assessment	0	1	15	19	11	24				70
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	7	4	12	25	0				48
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	1	0	6				7

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	0	9	27	22	27	31				116

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	0	2	9	1	0	0				12
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		13	20	26	15	22				96
One or more suspensions		6	5	4	7	16				38
Course failure in English Language Arts (ELA)	1	3	9	2	7	5				27
Course failure in Math		1	4	3	2	14				24
Level 1 on statewide ELA assessment				1	17	30				48
Level 1 on statewide Math assessment				1	13	34				48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	16	7	23	23						69
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	20	7	20	8	12					67

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		2	8	5	16	39				70

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	4	2	4						12
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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	67	68	59	57	66	57	55	61	53
Grade 3 ELA Achievement	76	71	59	59	69	58	61	62	53
ELA Learning Gains	64	63	60	52	62	60			
ELA Lowest 25th Percentile	65	56	56	37	55	57			
Math Achievement*	60	69	64	58	67	62	56	64	59
Math Learning Gains	51	65	63	49	64	62			
Math Lowest 25th Percentile	31	47	51	25	43	52			
Science Achievement	62	68	58	57	68	57	53	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	76	75	61	47	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)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	550
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**
61%	52%	60%	52%	54%		57%

* 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	51%	No		
English Language Learners	42%	No		
Asian Students	69%	No		
Black/African American Students	54%	No		
Hispanic Students	59%	No		
Multiracial Students	60%	No		
White Students	64%	No		
Economically Disadvantaged Students	56%	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	67%	76%	64%	65%	60%	51%	31%	62%					74%
Students With Disabilities	45%	53%	61%	63%	45%	46%	32%	33%					82%
English Language Learners	50%	54%	54%		39%	29%	10%	27%					74%
Asian Students	64%				73%								
Black/African American Students	72%	90%	46%		40%	23%							
Hispanic Students	66%	75%	65%	67%	48%	43%	34%	63%					71%
Multiracial Students	61%		67%		61%	50%		60%					
White Students	69%	73%	67%	65%	76%	63%	33%	69%					
Economically Disadvantaged Students	59%	67%	58%	65%	51%	44%	32%	49%					78%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	55%	61%			56%			53%					47%
Students With Disabilities	28%	42%			29%			13%					57%
English Language Learners	36%	42%			44%			40%					74%
Black/African American Students	26%				19%			22%					
Hispanic Students	49%	56%			52%			43%					73%
Multiracial Students	63%				50%								
White Students	65%	69%			68%			71%					
Economically Disadvantaged Students	44%	53%			45%			38%					74%

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	73%	69%	4%	57%	16%
ELA	4	65%	67%	-2%	56%	9%
ELA	5	59%	64%	-5%	56%	3%
Math	3	68%	70%	-2%	63%	5%
Math	4	50%	69%	-19%	62%	-12%
Math	5	38%	46%	-8%	57%	-19%
Math	6	100%	71%	29%	60%	40%
Science	5	62%	66%	-4%	55%	7%

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?

Our ELA Learning Gains Lowest 25% showed the most improvement with a 28 point increase from 37% to 65% making a learning gain.

New actions included:
1. Implementing Standards Mastery during the small group instruction time.
2. ESE and ELL push-in support during small group instruction time, where those teachers also conducted Standards Mastery groups.
3. Monitoring instruction
4. Monitoring of planning
5. Data analysis and strategic planning

Lowest Performance

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

Our Math Learning Gains Lowest 25% showed the lowest performance with only 31% of students making a learning gain.

Contributing factors:
1. New teachers with lack of experience
2. Change of teachers mid-year
3. Math coach pulled into the classroom for 1/2 day the 4th 9 weeks
4. Students' lack of fluency with math facts

Greatest Decline

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

Our ELP Progress decreased from 76% proficiency to 74% proficiency.

Contributing factors:

1. ELL teachers learning Standards Mastery and getting used to pushing in more
2. ELL paraprofessional placed in the classroom for the last 7 weeks of school
3. Substitute paraprofessional

Greatest Gap

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

The data component with the greatest gap compared to the state average was Math Learning Gains Lowest 25%.

Contributing factors:
1. New teachers with lack of experience
2. Change of teachers mid-year
3. Math coach pulled into the classroom for 1/2 day the 4th 9 weeks
4. Students' lack of fluency with math facts

EWS Areas of Concern

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

Early Warning Systems indicate a high number of students missing 10% or more school days, as well as a high number of students with course failures in Math.

Highest Priorities

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

1. Math Learning Gains
2. ELL Proficiency
3. Attendance

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

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 area of focus will be to increase both proficiency and learning gains in ELA with our ELL students for all grade levels.

35% of ELL students scored a level 3 or above and 41% of ELL students made a learning gain in ELA.

Grade 3:

- *Area of Focus:* Boost proficiency and sustain upward momentum in ELL performance.
- *Effect on Learning:* With 44% of ELL students scoring level 3 or above, Grade 3 represents a promising foundation. Targeted interventions at this level can help solidify core literacy skills, increasing the likelihood of long-term academic success.

Grade 4:

- *Area of Focus:* Increase both proficiency and learning gains by strengthening comprehension strategies and cross-content literacy.
- *Effect on Learning:* Despite matching Grade 3's proficiency at 44%, only 25% of ELL students demonstrated learning gains—suggesting stagnation. This impacts students' confidence and readiness for the rigor ahead.

Grade 5:

- *Area of Focus:* Urgently raise proficiency scores while sustaining learning gains.
- *Effect on Learning:* With only 11% proficiency, students are entering middle school significantly below grade-level expectations. While 56% made learning gains, the low proficiency limits access to grade-level content and may widen achievement gaps.

This was identified as a crucial need as our ELL subgroup had an overall FPPI of 42%, dropping from 60%, nearing the threshold for a formal ESSA identification.

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.

English Language Learners 24-25 FAST Data/25-26 FAST Goal

Overall ELA Proficiency: 35%/50%
Overall ELA Learning Gains: 41%/55%

3rd Grade Proficiency: 44%/60%
4th Grade Proficiency: 44%/60%
5th Grade Proficiency: 11%/30%

4th Grade LG: 25%/45%
5th Grade LG: 56%/65%

Monitoring

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

Monitoring will include:

Using FAST Progress Monitoring, Benchmark Assessments, and iReady data to disaggregate results by instructional strategy and subgroup to refine interventions.

% of ELLs improving one proficiency level on ACCESS/WIDA.

% of classrooms implementing ELL scaffolds during weekly walkthroughs.

Frequency of small group instruction/push-in support from ELL teachers/standards mastery.

Targeted discussions during PLCs to include strategies on academic language instruction, building reading stamina, and deepening comprehension.

Data chats with grade-level and ELL teachers after each FAST PM, Benchmark Assessment, and iReady Diagnostic.

Person responsible for monitoring outcome
Principal, Assistant Principal, 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 (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence) FastForward (promising evidence), and Quick Reads (strong evidence). English Language Learners may also utilize Imagine Learning Language and Literacy (promising evidence) and Imagine Learning Espanol (promising evidence).

Rationale:
A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan.

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 planning and monitoring for fidelity.

Person Monitoring:
Principal, Assistant Principal, Instructional Coaches

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Attend PLC sessions and ensure strategies on academic language instruction, building reading stamina, and deepening comprehension are included. Instruction will be benchmark aligned and grade level specific. Administration and coaches will monitor the implementation of the targeted instruction (data-based) through walkthroughs and targeted feedback.

Action Step #2
Analyze ELL performance data to drive differentiated instruction.

Person Monitoring:
Principal, Assistant Principal, Instructional Coaches

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Review formative assessments, ELL subgroup trends, and individual student work samples. Implement data days with grade level and ELL teachers after each formative assessment. Group students by proficiency level and create plans for differentiated small group support.

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.

The area of focus will be to increase learning gains and lowest 25% learning gains in Math. 51% of students made a learning gain and 31% of low quartile students made a learning gain.

Grade 4:

- *Student Learning Gains:* 20%
- *Lowest Quartile Gains:* 14%
- *Ramp 4:* 54%

Area of Focus: Remediate gaps with targeted scaffolds, especially for students transitioning from foundational to conceptual math
Effect on Learning: Limited gains indicate possible struggles with critical benchmarks such as fractions, place value, and computation.

Grade 5:

- *Student Learning Gains:* 46%
- *Lowest Quartile Gains:* 37%

Area of Focus: Deepen mastery of skills needed for middle school math, while accelerating support for struggling learners
Effect on Learning: This grade level shows moderate progress but still below expectations. Without intervention, these students may face increased challenges in middle school math courses.

This was identified as a crucial need as we are well below the district (62%, 53%) and state (59%,

53%) percentages in both learning gains and low quartile learning gains in 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.

Math 24-25 FAST Data/25-26 FAST Goal

Overall Learning Gains: 51%/62%
Overall Low Quartile Learning Gains: 31%/50%

4th Grade LG: 20%/50%
Ramp 4 LG: 54%/70%
5th Grade LG: 46%/65%

4th Grade LQ LG: 14%/45%
5th Grade LQ LG: 37%/55%

Monitoring

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

Monitoring will include:

Using FAST Progress Monitoring, Benchmark Assessments, and iReady data to disaggregate results by instructional strategy and subgroup to refine interventions.

Frequency and fidelity of small group instruction, including standards mastery, with feedback from walkthroughs.

PLCs will review commonly missed benchmarks to include as a spiral review during small groups.

Data chats with grade-level and ESE/ELL teachers after each FAST PM, Benchmark Assessment, and iReady Diagnostic.

Person responsible for monitoring outcome

Principal, Assistant Principal, 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: Ready Florida BEST Math Instruction, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

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
Targeted Data Reviews.

Person Monitoring:
Principal, Assistant Principal, Instructional Coaches

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Use formative assessment data to identify specific skill gaps among students in the lowest quartile. Teachers will provide daily, small group instruction focused on foundational math skills and problem-solving strategies which will be monitored by weekly walkthroughs.

Action Step #2
Strengthen Tier 1 Instruction with High-Yield Math Strategies

Person Monitoring:
Principal, Assistant Principal, Instructional Coaches

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Model the use of interactive notebooks with hands-on learning using manipulatives and math discourse. Support PLC meetings to ensure foundational math concepts and small group instruction, with evidence of differentiated instruction, are included in lesson plans. Conduct weekly classroom walkthroughs to monitor the implementation of lesson plans.

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.

The area of focus will be to increase proficiency for ESE and ELL students in Science.

33% of ESE students and 27% of ELL students earned a proficient score on the 5th Grade State Science Assessment.

Impact on Student Learning:

For ESE students, challenges may stem from limited access to differentiated instruction, hands-on learning experiences, and scaffolded content that aligns with their Individualized Education Plans (IEPs). ELL students often face language barriers that hinder comprehension of scientific vocabulary, concepts, and assessments, which are typically language-intensive.

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.

Science 24-25 SSA Data/25-26 SSA Goal

ESE: 33%/50%
ELL: 27%/50%

Monitoring

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

Monitoring will include:

Prioritizing ESE and ELL teachers attending weekly Science PLCs.

During PLCs, teachers will design scaffolded tasks that include visuals, hands-on activities, academic vocabulary instruction, and real-world connections.

Data chats with 5th grade Science, ESE, and ELL teachers after Unit assessments and Benchmark assessments.

Weekly walkthroughs with consistent feedback.

Person responsible for monitoring outcome
Principal, Assistant Principal, 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:

Rationale:

Tier of Evidence-based Intervention:

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
Science Voacbulary Instruction

Person Monitoring:
Principal, Assistant Principal, Instructional Coaches

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Each week, teachers will collaboratively plan and deliver vocabulary instruction by explicitly introducing unit-specific terms and providing structured, meaningful opportunities for students to use them in context.

Action Step #2
Science Labs

Person Monitoring:
Principal, Assistant Principal, Instructional Coaches

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
5th-grade teachers will collaboratively plan and implement a hands-on Science lab that directly reinforces concepts from the unit, aligned to state 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.

The area of focus will be to increase proficiency in 2nd grade reading.

50% of students scored a level 3 or above on Grade 2 in Early Literacy or STAR Reading.

Impact of student learning:

Proficiency in 2nd grade reading is foundational. Students who aren't proficient may struggle with comprehension, vocabulary, and fluency, which are critical for learning across subjects.

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

Questioning
• Review benchmarks and clarifications
• Consider the thinking skills required by the benchmark (i.e., identify, describe, etc.)
• Define and clarify key concepts in benchmark
• Read focus text(s)/problem(s)
• Draft questions
• Anticipate student responses (correct and incorrect)
• Prepare for the potential response to students

Embedded Vocabulary
• Utilizing SCPS Vocabulary Anchor Charts
    - Vocabulary Questing
    - Vocabulary Benchmark Application Activities

Collaborative Structures in ELA: whole group and small group lessons

UFLI
• Explicit, systematic phonics instruction that improves decoding and fluency, which are essential for reading comprehension by third grade.
• Utilize progress monitoring and data use
• Aligns with B.E.S.T ELA standards

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

No Answer Entered

Grades K-2: Measurable Outcome(s)

2024-2025 PM3 Proficiency

2nd Grade Early Literacy & STAR Reading/Goal
50%/60%

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.

Monitoring will include:

- The administration will attend weekly PLC sessions
- Data chats with the grade level and individual teachers (after each iReady Diagnostic, FAST, and Unit assessments)
- The administration will monitor lesson plans
- The administration will attend MTSS sessions
- Provide consistent teacher feedback through walkthroughs

Person responsible for monitoring outcome

Administration/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 the area of need of the individual student: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state-approved adopted materials), i-Ready (moderate evidence), FastForward (promising evidence), and Quick Reads (strong evidence. For students with disabilities who are served in separate classroom environments for the majority of the instructional day, additional curriculum has been included to address reading deficits as needed: Reading Mastery (promising evidence) and Corrective Reading (strong evidence). English Language Learners may also utilize Imagine Learning Language and Literacy (promising evidence) and Imagine Learning Español (promising evidence).

Rationale:

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-5 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence-Based Reading Plan (CERP).

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 planning and monitoring for fidelity

Person Monitoring:
Administration/Instructional Coaches

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will attend PLC sessions and monitor the implementation of the targeted instruction through walkthroughs/targeted feedback.

Action Step #2
PD sessions

Person Monitoring:
Administration/Instructional Coaches

By When/Frequency:
As needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
PDs will be scheduled throughout the year to support strengthening reading instruction, including: Aggressive monitoring, explicit Instruction, and strengthening vocabulary instruction.

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.

The focus will be to decrease the number of students with 10 or more school days absent.

Measurable Outcome

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

During the 24-25 school year, of 660 total students, 183 had 10+ absences (28%). The goal will be to reduce that number to 18%.

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.

Our Social Worker, School Counselor, and School Administration Manager will monitor attendance and send out parent letters.

Person responsible for monitoring outcome

School Social Worker, School Counselor, SAM

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:

State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

Rationale:

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

Tier of Evidence-based Intervention:

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

Truancy Procedures

Person Monitoring: **By When/Frequency:**
Principal, Assistant Principal, SAM, Social Worker, School Counselor — Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During pre-plan, a presentation will be scheduled for staff with a focus on truancy procedures. This will also be a topic of discussion during monthly team leader meetings.

Action Step #2
Family Intervention

Person Monitoring: **By When/Frequency:**
Principal, Assistant Principal, SAM, Social Worker, School Counselor — As needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Social Worker and School Counselor will work one-on-one with the families to offer support and resources. Information will be sent out regularly to parents about the importance of attendance. School-wide, grade-level, and class incentives will be developed to encourage regular attendance.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

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