Brevard Public Schools

SOUTH LAKE ELEMENTARY



2026-27 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 6

D. Early Warning Systems 7

II. Needs Assessment/Data Review 11

A. ESSA School, District, State Comparison 12

B. ESSA School-Level Data Review 13

C. ESSA Subgroup Data Review 14

D. Accountability Components by Subgroup 15

E. Grade Level Data Review 18

III. Planning for Improvement 19

IV. Positive Learning Environment 37

V. Title I Requirements (optional) 42

VI. ATSI, TSI and CSI Resource Review 45

VII. Budget to Support Areas of Focus 46

School Board Approval

This plan was approved by the Brevard County School Board on Approved by School Board on Sept. 10, 2026. .

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

South Lake empowers students to learn actively, think deeply, and grow into future-ready leaders through meaningful STEAM learning. (revised 25-26)

Provide the school's vision statement

Empowering students with the skills, character, and mindset needed to thrive and shape a better world. (revised 25-26)

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

Jennifer Brockwell

brockwell.jennifer@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

The principal will actively engage stakeholders through the School Advisory Council and serve as a leader in both data-driven decision-making and instructional practices. She will provide strategic direction in the school improvement process and continue to support the implementation of Project-Based Learning. She will collaborate with teachers to review student data, monitor instructional progress, and ensure alignment with benchmarks. She will monitor classroom instructional practices through observations, timely feedback, and conversations to develop highly-qualified instructors. She will create a school culture that values problem-solving, discussion, and transparency to solve

underlying barriers that may arise. She will lead the School Best Practices for Inclusive Education (SBPIE) to ensure the school addresses the selected priority indicators for improvement efforts to address these particular areas. Additionally, the principal will lead targeted professional learning to address teacher needs, support collaborative planning, and maintain a steadfast commitment to leading the school with excellence. The principal will take on many of the literacy coach duties to help provide support for her and the teachers.

Leadership Team Member #2

Employee's Name
Ashley Villarreal

villarreal.ashley@brevardschools.org

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal will utilize data to inform instructional decisions and will monitor below-grade-level spreadsheets. As a data-driven and instructional leader, she will actively collaborate in the school's decision-making processes. She will coordinate differentiated professional learning opportunities, provide curriculum support, Initiative collaborative meetings, and serve as the school's testing coordinator. Additionally, she will oversee the academic support program to ensure students receive the assistance they need. As a member of the MTSS Leadership Team, she plays a critical role in ensuring all students receive appropriate Tier II and Tier III interventions. Through regular classroom observations, constructive feedback, and meaningful dialogue, she will help develop and support highly effective educators. In her role as Chair of the School-Based Threat Management Team (SBTMT), she addresses student discipline and fosters a safe, positive learning environment where academic success remains the top priority.

Leadership Team Member #3

Employee's Name
Erin Johnson

johnson.erin@brevardschools.org

Position Title
Literacy Coach

Job Duties and Responsibilities

The Literacy Coach will continue to support teachers in effectively implementing the ELA curriculum and meeting instructional expectations. She will monitor the integration of the B.E.S.T. ELA

Benchmarks, actively participate in grade-level meetings to guide ELA planning, and assist teachers in refining their instructional practices. In addition, she will provide targeted professional learning opportunities aligned to identified needs. As a key contributor to the MTSS (Multi-Tiered System of Supports) process, the Literacy Coach will assist with both the digital documentation and the implementation of Tier II and Tier III interventions. Serving as the Academic Intervention Point of Contact, she plays an essential role on the MTSS Leadership Team and actively co-leads Data Team Meetings. She is also a dedicated member of the school's leadership team. To support instructional growth, she will conduct classroom walkthroughs and provide timely, specific feedback. She monitors the fidelity of i-Ready usage, tracks pass rates and progress monitoring data, leads the school-wide i-Ready incentive program, and serves as co-chair of the Literacy Leadership Team. Some of her roles will shift to administration due to sharing between two school and only here at South Lake two days a week versus five days that we have had in the past. Additionally, when possible, she will collaborate with teachers during planning sessions to offer instructional resources and small-group guidance. She also mentors new teachers by modeling lessons, supporting lesson plan development, and facilitating peer observation opportunities to foster instructional excellence.

Leadership Team Member #4

Employee's Name
Andrea Rogers

rogers.andrea@brevardschools.org

Position Title
Guidance Counselor

Job Duties and Responsibilities

The guidance counselor plays a vital role in fostering a safe, supportive, and inclusive learning environment for both students and staff. As a member of the MTSS (Multi-Tiered System of Supports) Leadership Team, she serves as the Behavior Intervention Point of Contact, actively guiding the implementation of behavior supports within the MTSS framework. She also serves as the coordinator for ESE (Exceptional Student Education) and PST (Problem Solving Team), managing meetings and maintaining essential documentation to ensure compliance and support for students with diverse learning needs. The counselor provides regular individual counseling, facilitates the SRI (Suicide Risk Inquiry) process, and is an integral member of the School-Based Threat Management Team (SBTMT). She oversees the school's anti-bullying initiatives and monitors attendance trends to identify and address potential barriers to student success. Working closely with teachers and families, she develops and implements 504 plans tailored to meet students' individual needs. She also delivers whole group and small group instruction on sensitive social-emotional topics and is available to support students through one-on-one, small group, and classroom-based sessions. Through her comprehensive support, the guidance counselor helps ensure that students feel safe, heard, and

empowered to reach their full academic and personal potential.

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.

South Lake does an excellent job involving all stakeholders (school leadership team, teachers and school staff, community leaders, and parents) to seek their input in the School Improvement Plan process. Over the summer admin, SAC chair, literacy coach, ESE Support Specialist and lead teachers reviewed achievement data to support the School Improvement Plan and had meaningful discussions on next steps. At the end of the 25-26 school year, the School Advisory Council met to review the end-of-the-year data and gave feedback on how to start the 26-27 school year. During pre-planning the SIP is reviewed with the faculty and adjustments are made after feedback is received.

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)).

At our monthly School Advisory Council meeting, the school principal reviews the School Improvement Plan progress and data. Teachers and administration meet in data team meetings to identify students that are struggling and we monitor their progress very closely. There is a below-grade level reading and math sheet that we keep current and track students' progress. The SIP will be regularly monitored for effective implementation through classroom walkthroughs, grade level data meetings (including ESE teachers and activity teachers), School Advisory Council meetings, and teacher input. Adjustments will be made to the SIP based on the progress monitoring of student performance data. The principal, AP, and Literacy Coach will meet weekly to review school needs, data, and walkthrough information. This year there is a major focus on our ESE students so an additional tracking sheet will be created to just monitor ESE students and their growth during the school year.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-6**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**24.8%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **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.*	**2025-26: A** **2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	72	68	72	70	70	65	66			483
Absent 10% or more school days	0	4	4	3	4	5	10			30
One or more suspensions	0	0	0	0	1	4	4			9
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0			0
Course failure in Math	0	0	0	0	0	0	0			0
Level 1 on statewide ELA assessment	0	1	9	4	4	9	1			28
Level 1 on statewide Math assessment	0	3	5	2	3	5	2			20
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	3	8	16	12	13	10			62
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0			0

Current Year 2026-27

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	0	2	1	1	5	3			12

Current Year 2026-27

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	5	1	2	1	0			11
Students retained two or more times	0	0	0	0	1	0	0			1

Prior Year (2025-26) 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	
School Enrollment	68	73	69	71	62	64	66			473
Absent 10% or more school days		10	6	2	3	9	4			34
One or more suspensions				2	2	3	1			8
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	1	6	9	6	8	7	3			40
Level 1 on statewide Math assessment	2	5	5	4	3	3	1			23
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
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			1		3	2				6

Prior Year (2025-26) 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	5	1							8
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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	75	65	62	73	62	59	78	61	57
Grade 3 ELA Achievement	79	63	61	62	58	59	70	59	58
ELA Learning Gains	65	67	63	65	62	60	73	64	60
ELA Lowest 25th Percentile	74	61	58	59	57	56	67	60	57
Math Achievement*	78	66	66	78	63	64	81	62	62
Math Learning Gains	76	68	64	77	67	63	79	68	62
Math Lowest 25th Percentile	60	55	50	54	54	51	69	59	52
Science Achievement	82	66	62	82	62	58	78	60	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					62	63		57	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	74%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	589
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
74%	69%	74%	80%	69%	75%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	57%	No		
Black/African American Students	46%	No		
Hispanic Students	80%	No		
Multiracial Students	76%	No		
White Students	73%	No		
Economically Disadvantaged Students	69%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	75%	79%	65%	74%	78%	76%	60%	82%					
Students With Disabilities	45%	44%	55%	72%	52%	63%	46%	78%					
Black/African American Students	33%		27%		67%	55%							
Hispanic Students	95%		70%		84%	70%							
Multiracial Students	85%		56%		80%	81%							
White Students	74%	76%	69%	75%	78%	77%	60%	76%					
Economically Disadvantaged Students	74%	84%	54%	62%	74%	70%	58%	78%					

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	73%	62%	65%	59%	78%	77%	54%	82%					
Students With Disabilities	38%	24%	50%	42%	52%	55%	38%	62%					
Black/African American Students	53%		82%		87%	82%							
Hispanic Students	80%		93%		80%	86%							
Multiracial Students	90%		74%		86%	95%		100%					
White Students	72%	67%	60%	54%	77%	75%	49%	86%					
Economically Disadvantaged Students	71%	36%	65%	64%	81%	74%	55%	67%					

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	78%	70%	73%	67%	81%	79%	69%	78%					
Students With Disabilities	52%	56%	77%	74%	62%	69%	71%						
Black/African American Students	83%		82%		75%	73%							
Hispanic Students	82%		92%		88%	85%							
Multiracial Students	84%		76%		79%	88%							
White Students	77%	69%	71%	64%	81%	79%	71%	82%					
Economically Disadvantaged Students	79%	88%	70%	62%	84%	78%	61%	80%					

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	79%	63%	16%	60%	19%
ELA	4	70%	61%	9%	60%	10%
ELA	5	56%	62%	-6%	61%	-5%
ELA	6	94%	74%	20%	62%	32%
Math	3	75%	66%	9%	66%	9%
Math	4	73%	62%	11%	65%	8%
Math	5	69%	58%	11%	62%	7%
Math	6	98%	74%	24%	60%	38%
Science	5	82%	64%	18%	60%	22%
Algebra	6	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

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

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

Most Improvement

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

The data component that showed the most improvement was grade 3 ELA proficiency scores.
2023-2024 – 70%
2024-2025 – 62%
2025-2026 – 80%
South Lake actions reflect teacher change and revamping collaborative planning to ensure that proper materials were being used, pacing guides were followed, and benchmarks were being taught to the full intent. We also ensured that selected students received additional interventions in the 4th 9-weeks (instructional delivered by AP and Literacy Coach). We will need to make the proper adjustments to sustain since we only have the literacy coach 2 days a week. We also continue to have strength in 2nd grade, which will help 3rd grade teachers receive students at higher levels.

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 were math learning gains of the lowest 25%.
2023-2024 – 68%
2024-2025 – 54%
2025-2026 – 58%
We did make 4% growth from the prior year, but 58% is still our lowest performance and can be greatly improved. A contributing factor could be differentiation in math that was not observed consistently.

Greatest Decline

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

Our only decline, out of the 8 cells that make a school grade, was math learning gains (grades 4-6). There is also trend data that shows this is an area of concern.
2023-2024 – 79%

2024-2025 – 77%
2025-2026 – 76%
(List what we will do to adjust in 26-27 to improve this performance)

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.

Proficiency scores in ELA for 5th grade had the greatest gap when compared to the state average.
3rd grade – South Lake 80% (state page says 81); State 60%
4th grade – South Lake 70%; State 60%
5th grade – South Lake 56%; State 61%
6th grade – South Lake 94%; State 62%

There were a high percentage of exceptional education students in this grade level so we will prepare 6th grade with next steps and look closely at resource minutes. There was also a shift in schedules that had Friday ELA block in the homeroom so that was adjusted to go back to prior years, when we saw the data above state levels.

EWS Areas of Concern

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

- Third grade currently has 16 students who are substantial reading deficient (identify students)
- Fifth grade currently has 9 students at had a level 1 on the statewide ELA assessment (identify students)

Highest Priorities

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

1. Math Learning Gains grades 4-6
2. Math Learning Gains of the lowest 25% grades 4-6
3. Math Proficiency overall

Also, through the Coherence document, here are the 3 areas the team selected to focus on this upcoming school year.

- Collaborative Planning time (time is structured for collaborative teams to assess educational coherence for students)
- Accelerated Learners (Gifted teachers and general education teachers are committed to instructional coherence)
- Student centered learning environment (Integrated system of instruction and behavior expectation that work together to create a consistent, aligned, and supportive experience for

every student.)

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.

ELA proficiency reached 75% in SY25-26, exceeding both district and state averages; however, performance dropped from 78% SY23-24 to 73% in SY24-25.

These data indicate a need to continue to refine and strengthen tier 1 instructional practices in ELA to move beyond the current performance and increase overall student proficiency.

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.

In 2027, the percent of students proficient (3+) on ELA FAST Assessment will increase from 75% to 78%.

By May 2027, ELA learning gains in grades 4-6 will improve 5% from 65% to 70% as measured by the PM3 FAST assessment.

Monitoring

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

Assessment Data: After more structured collaborative planning is in place, monitor i-Ready and statewide progress monitoring; F.A.S.T. ELA assessments, including fluency data to identify student proficiency levels and guide Tier 1 (core and small group).

Targeted Instruction: Use formative assessments and checks for understanding to determine and adjust whole-group and small-group instruction during the core ELA block.

Walkthrough Alignment: Conduct weekly classroom walkthroughs in Tier 1 core classrooms to look for

evidence and agreed-upon content and instructional practices from collaborative planning are visible in instruction.

Person responsible for monitoring outcome
Jennifer Brockwell - Principal; Ashley Villarreal - Assistant Principal; Erin Johnson - Literacy Coach

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:
Explicit Instruction: Explicit instruction is the primary instructional lever used by leadership, literacy coaches, and teachers to implement the district-adopted curriculum. As defined by the Bureau of School Improvement (BSI), it is intentional teaching with clear, direct presentation of content, concepts, and skills that does not rely on student inferencing. Instruction follows a structured, evidence-based approach – modeling, guided practice, and gradual release (I do, We Do, You do) - with intentional sequencing, frequent checks for understanding, and ongoing feedback to ensure mastery.

Rationale:
Although the school is high performing and reading proficiency has slightly increase, it does not meet the 2025-2030 BPS strategic plan goal of an annual increase of at least 3 percentage points in ELA, indicating a need to strengthen core instruction to accelerate growth. Implementation of Florida's state standards through the district-adopted curricula—Benchmark Advance 2026, UFLI, and SAVVAS myPerspectives 2026—provides the foundation for high-quality literacy instruction. Consistent, explicit, and systematic instruction is ensured through intentional planning, modeling, and ongoing coaching by school-based teams, who support teachers in effectively using the curriculum. This includes a focus on clear modeling, guided practice, targeted feedback, and gradual release to close skill gaps and increase student proficiency.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
First Quarter: Establish Coherent Tier 1 Instruction

Person Monitoring:	**By When/Frequency:**
Admin, Literacy Coach, Teachers	First Quarter/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
Establish and communicate clear expectations for Tier 1 (whole group and small group) ELA explicit,

standards-aligned instruction using Benchmark Advance 2026, UFLI, and SAVAAS as the first source for instruction (explicit and systematic instruction, differentiation, scaffolding, and corrective feedback).
o Gradual Release (I do, we do, you do)
• Clear modeling and think alouds
• Guided practice with immediate, corrective, and affirmative feedback
• Checks for Understanding (CFU's) with immediate instructional response
• Frequent practice opportunities tied to learning targets/intentions
o Develop norms for collaborative planning structure with coach/leadership:
• Roles for members of planning teams (facilitator, note-taker, timekeeper, participation)
• Planning for gradual release
• Identifying CFUs in advance
• Anticipating student errors and misconceptions
o Set up collaborative planning time where grade-level teams work with the ESE Support Facilitator to connect Tier 1 instruction and interventions.
o Establish expectations for UFLI implementation in K–2, including daily structured phonics lessons and routine fluency checks.
o Plan and communicate a system of monitoring
• Calendar for walkthroughs
• Calendar for collaborative planning
• Coaching cycles
• Create and calibrate walkthrough tool with leadership team
Literacy Coach Actions:
o Support teachers with using explicit instruction and gradual release in daily lessons
o Help K–2 teachers implement UFLI with fidelity, including phonics routines and fluency practice
o Lead collaborative planning conversations on aligning Tier 1 instruction (whole group and small group) and supporting ESE students in general education classrooms
o Model gradual release in collaborative planning and during professional learning using instructional aligned materials
Teachers Actions (General Education, ESE):
o Use Benchmark Advance, UFLI (K–2), and SAVAAS as the primary instructional resources to teach Florida State Standards
o Implement explicit instruction using the gradual release model:
• I Do: Model skills and thinking through clear think-alouds.
• We Do: Guide students through scaffolded practice with teacher support.
• You Do: Provide independent practice with corrective and affirmative feedback.
o Use checks for understanding (CFUs) throughout instruction to monitor student understanding and adjust support.
o Collaborate with grade-level teams, ESE support facilitators, and ELL staff during planning to support all learners.
o K–2 teachers implement consistent daily UFLI lessons, weekly assessments and fluency checks to monitor foundational reading skills and form small groups.
o 3-6 teachers implement consistent daily Benchmark Advance and SAAVAS lessons using district provided instructional guides and slide decks.
o K-6 teachers implement consistent daily fluid and flexible small group instruction.

Action Step #2
Second Quarter: Strengthen Structured Planning Time

Person Monitoring:
Admin, Literacy Coach, Teachers

By When/Frequency:
Second Quarter/Weekly

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

Leadership Actions:
o Plan with Lit Coach professional learning on I Do and We Do
o Facilitate structured data meetings to analyze student performance and plan Tier 1 small group instruction
o Monitor K–2 UFLI implementation and make sure fluency checks are happening quarterly
o Use FAST, i-Ready Inform, and classroom data to check student progress and guide next steps
o Conduct walkthroughs to monitor expectations for explicit instruction established in Q1 and provides feedback on the I Do, We Do, and You Do
Literacy Coach Actions:
o Lead data discussions that connect Tier 1 instruction and student outcomes.
o Support Tier 1 and intervention teachers plan lessons using district curriculum and explicit instruction strategies (Gradual Release etc).
o Model explicit instruction focusing on I Do, We Do, You Do (clear modeling, think-alouds, guided practice, independent practice, corrective feedback) during small-group and whole-group lessons.
o Coach teachers on using Checks for Understanding - CFUs (checks for understanding) and adjusting explicit instruction based on student data.
Teachers Actions (General Education, ESE):
o Continue implementing standards-aligned curriculum materials consistently in both Tier 1- whole group and small group settings
o Collaboratively plan explicit instruction lessons using Benchmark Advance and SAVAAS to strengthen Tier 1 instruction
o Implement explicit instruction daily in whole-group and small-group settings using modeling, guided practice, independent practice, and targeted
scaffolds
o Use CFUs, formative assessments, and student data to adjust instruction and meet the needs of each learner
o Maintain consistent instructional routines, academic language, and scaffolds in Tier 1 to improve instructional coherence
o Continue daily UFLI implementation [K-2] and use regular fluency checks to monitor and respond to student growth

Action Step #3

Third Quarter: Data-Driven Adjustment

Person Monitoring:
Admin, Literacy Coach, Teachers

By When/Frequency:
Third Quarter/Weekly

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

Leadership Actions:
o Identify instructional gaps using walkthrough and data trends.
o Inspect coherence of Tier 1 instruction between general education teacher and ESE teacher
o Highlight and scale high-impact instructional practices. Spot strong classrooms using explicit instruction well and share those practices.
o Check that UFLI and fluency routines in K–2 are improving student reading skills
Literacy Coach Actions:
o Model strong explicit instruction in both whole group and small group settings (clear modeling, think-alouds, guided practice).
o Help teachers improve lesson delivery—especially pacing, modeling, guided and independent practice.

o Coach teachers on using student data during lessons to adjust instruction in the moment.
o Lead collaborative planning conversations on how explicit instruction is impacting student learning.
Teacher Actions (Gen Ed, ESE, ELL):
o Strengthen explicit instruction practices by increasing opportunities for student discourse, collaborative practice, and higher-order questioning during guided instruction.
o Use exit tickets, quick checks, and quizzes to identify specific skill gaps, then adjust next lesson (Tier 1, reteach, or enrichment) to target those needs.
o Provide immediate corrective feedback and opportunities for students to explain their thinking.
o Use formative assessment data to regroup students and align Tier 1 supports to meet student needs.
o Collaborate regularly across Gen Ed and ESE teams to ensure consistent instructional routines, pacing, expectations, and support across learning environments.

Action Step #4
Fourth Quarter: Monitor and Adjust

Person Monitoring:
Admin, Literacy Coach, Teachers

By When/Frequency:
Fourth Quarter/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
o Review FAST, i-Ready Inform, fluency data (K–2), and classroom assessments to see overall growth and how well Tier 1 instruction is working
o When data shows students are not making expected gains, put extra supports in place (reteach blocks, added intervention time, “all hands on deck” scheduling, focused small groups)
o Focus support on bubble students and students close to proficiency to maximize learning gains in grades 3-6
Literacy Coach Actions:
o Help teams analyze data to identify students not yet making progress and specific skill gaps.
o Support planning for reteach, enrichment, small-group instruction, and intervention based on student needs.
o Model and support “all hands on deck” response strategies (targeted groups, flexible grouping, intensive reteach cycles).
o Share strong examples of effective Tier 1 and intervention instruction tied to student growth.
Teacher Actions (Gen Ed, ESE, ELL):
o Consistently implement explicit instruction routines in Tier 1 with strong alignment between whole group and small group
o Increase opportunities for student discourse, collaborative learning, and higher-order questioning during guided instruction.
o Continue to provide immediate corrective feedback and opportunities for students to explain their thinking.
o Use formative assessment data to regroup students and align Tier 1 and Tier 2 supports to student needs.
o Collaborate across Gen Ed and ESE teams to maintain consistent instructional routines, pacing, expectations, and supports across learning environments.

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.

Math proficiency in SY 25/26 is 79% which is a 1% increase from SY 24/25 however, it is 2% lower than SY 23/24. The data shows a downward trend in 5th grade with 10% decrease in proficiency, signaling the need for systemic improvement to strengthen Tier 1 math instruction.

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.

In 2027, mathematics proficiency will increase from 79% to 83%.
Based on BPS Strategic Goal: 4% Annual Increase in Proficiency.

Monitoring

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

Assessment Data: After collaborative planning is in place, monitor i-Ready and statewide progress monitoring; F.A.S.T. Math assessments to identify student proficiency levels and guide Tier 1 (core and small group) and Tier 2 adjustments.

Targeted Instruction: Use formative assessments and checks for understanding to determine and adjust small-group instruction during the math block.

Walkthrough Alignment: Conduct weekly classroom walkthroughs in Tier 1 core classrooms and Tier 2 support to look for evidence and agreed-upon content and instructional practices from collaborative planning are visible in instruction.

Person responsible for monitoring outcome

Jennifer Brockwell - Principal; Ashley Villarreal - Assistant Principal

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:

Explicit instruction: Explicit instruction is the primary instructional lever used by leadership, literacy coaches, and teachers to implement the district-adopted curriculum. As defined by the Bureau of School Improvement (BSI), it is intentional teaching with clear, direct presentation of content,

concepts, and skills that does not rely on student inferencing. Instruction follows a structured, evidence-based approach – modeling, guided practice, and gradual release (I do, We Do, You do) - with intentional sequencing, frequent checks for understanding, and ongoing feedback to ensure mastery.

Rationale:
With 21% of students below proficiency, gaps in foundational and grade-level math skills require stronger Tier 1 instruction. Explicit, systematic instruction—through modeling, think-alouds, chunking content, gradual release, and frequent checks for understanding—ensures students clearly understand concepts and build skills progressively. Integrating math best practices (e.g., discourse, manipulatives, and multiple representations) deepens understanding while supporting access to grade-level content and addressing unfinished learning.

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
First Quarter - Establish Coherent Tier 1 Instruction with Embedded Small-Group Instruction

Person Monitoring:
Admin, Literacy Coach, Teachers

By When/Frequency:
First Quarter/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
o Establish a schoolwide instructional framework for mathematics that includes clear learning outcomes, explicit instruction (I Do, We Do, You Do), checks for understanding, flexible grouping, and daily small-group instruction.
o Establish structured collaborative planning meetings that include general education, ESE, and support personnel to plan:
*Learning outcomes aligned to benchmarks
*Explicit instruction components
*Checks for understanding
*Anticipated misconceptions
*Small-group instruction and enrichment opportunities
*Manipulatives, visual models, and academic language
o Develop schoolwide non-negotiables for Tier 1 instruction to ensure coherence across classrooms.
o Provide professional learning on:
*Explicit instruction
*Teacher modeling and think-alouds
*Guided practice
*Effective feedback
*Flexible grouping
*Teacher Table implementation
o Conduct walkthroughs using the Brevard Walkthrough Tool to establish baseline implementation data for explicit instruction and small-group instruction.
o Develop systems for collecting and analyzing formative assessment data to identify student needs

and create flexible instructional groups.
Teachers Actions (General Education, ESE, GSP):
o Participate in collaborative planning focused on learning outcomes, explicit instruction, checks for understanding, and small-group instruction.
o Implement daily Tier 1 instruction using:
*Teacher modeling
*Guided practice
*Independent practice
*Immediate feedback
*Small groups
o Administer baseline formative assessments and use results to create flexible instructional groups.
o Collaborate with ESE, GSP and support personnel to plan and deliver targeted Tier 1 small-group instruction aligned to grade-level standards.
o Implement schoolwide instructional routines and common language to increase coherence across classrooms.
Literacy Coach
o Provide literary recourses connected to math content.

Action Step #2
Second Quarter: Ensure consistency and Strength Instructional Delivery

Person Monitoring:
Admin, Literacy Coach, Teachers

By When/Frequency:
Second Quarter/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
o Strengthen collaborative planning by requiring teams to:
*Identify learning outcomes
*Rehearse teacher modeling and think-alouds
*Plan checks for understanding
*Design small-group instruction and enrichment aligned to whole-group instruction
o Establish common planning agendas, meeting roles, and shared documentation to ensure consistency across teams.
o Calibrate leadership walkthroughs and feedback around agreed-upon Tier 1 look-fors:
*Explicit instruction
*Student engagement
*Teacher Table implementation
*Feedback practices
*Student discourse
o Implement coaching cycles focused on strengthening small-group instruction and explicit teaching practices.
o Facilitate peer observations highlighting effective Teacher Table instruction and coherent classroom practices.
Teachers Actions (General Education, ESE, GSP):
o Consistently implement the schoolwide instructional framework during whole-group and small-group instruction.
o Rehearse and refine explicit instruction practices during collaborative planning.
o Participate in peer observations and implement effective practices observed.
o Use formative assessment data to adjust flexible groups and provide differentiated support and enrichment.
o Apply coaching feedback to strengthen modeling, guided practice, questioning techniques, and

small-group instruction.
o Regularly analyze i-Ready, FAST, and formative data to refine flexible grouping, adjust instruction, and provide targeted re-teaching and enrichment aligned to identified student needs.
Literacy Coach
o Provide literary recourses connected to math content.

Action Step #3
Third Quarter: Refine through data and instructional practices

Person Monitoring:
Admin, Literacy Coach, Teachers

By When/Frequency:
Third Quarter/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
o Use FAST, i-Ready, and formative assessment data to evaluate the effectiveness of Tier 1 instruction and small-group practices.
o Support teams in identifying priority standards and adjusting instructional pacing based on student performance data.
o Provide targeted professional learning refreshers on:
*Explicit instruction
*Feedback cycles
*Student discourse
*Responsive small-group instruction
o Conduct focused walkthroughs to monitor:
*Student engagement
*Quality of teacher modeling
*Guided practice
*Student discourse
*Teacher Table instruction
*Evidence of learning
o Ensure collaborative planning conversations are driven by student work and assessment data.
Teachers Actions (General Education, ESE):
o Use formative assessments, student work, and data analysis to refine instruction and adjust flexible groups.
o Increase opportunities for student discourse, reasoning, and mathematical explanation during both whole-group and small-group instruction.
o Provide immediate, actionable feedback and opportunities for students to revise thinking.
o Align reteaching, enrichment, and small-group instruction directly to identified student needs.
o Collaborate across general education, ESE, and support staff to ensure consistent expectations and instructional practices.
Literacy Coach
o Provide literary recourses connected to math content.

Action Step #4
Fourth Quarter: Monitor and Adjust

Person Monitoring:
Admin, Literacy Coach, Teachers

By When/Frequency:
Fourth quarter/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
o Conduct classroom walkthroughs focused on sustainability of instructional practices and

consistency across grade levels.
o Facilitate grade-level reflection meetings to identify successful instructional practices, challenges, and next steps.
o Review collaborative planning processes and revise schoolwide instructional expectations based on implementation data.
o Celebrate instructional successes and identify teacher leaders to support future professional learning.
o Analyze end-of-year student achievement, learning gains, and subgroup data to evaluate the impact of Tier 1 instruction and small-group implementation.
o Develop recommendations for strengthening Tier 1 instruction and small-group systems for the following school year.
Teachers Actions (General Education, ESE):
o Reflect student growth data and evaluate the effectiveness of instructional practices and small-group structures.
o Share successful instructional strategies and student learning outcomes during collaborative planning.
o Analyze end-of-year assessment results to identify strengths and areas for continued improvement.
o Collaborate with colleagues to refine planning resources, instructional routines, and small-group structures for the following school year.
o Continue implementing explicit instruction, feedback cycles, and flexible grouping to maximize student learning through the end of the school year.
Literacy Coach
o Provide literary recourses connected to math content.

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.

This focus area is dedicated to enhancing instructional practices specifically related to science. Efforts will include strengthening science teaching skills and ensuring the consistent use of hands-on lessons during the instruction of each standard. The STEM teacher will incorporate science texts and mini-lessons into targeted intervention groups to reinforce key concepts. Additionally, there will be purposeful planning sessions between the 5th grade science teacher and the STEM lab teacher to align instruction and support student learning. Collaborative planning opportunities will also be provided for 3rd and 4th grade teachers with the 5th grade and STEM teacher, in order to build content knowledge and better prepare students for the 5th grade science assessment.

Breakdown from SSA 2026

Proficiency:

South Lake 82%

District 64%
State 60%

Life Science: No Below the Standards on any benchmark cluster; every single cluster above

These identified as our “weakest” even though we were Above the Standard:

5.L.14.2

4.L.17.3

Physical Science: Only 1 not Above the Standard:

At/Near Standard: P.13.1

These 3 identified as “weakness” even though we were Above the Standard:

P.8.1 P.9.1 P.10.1

Earth/Space: All above

Weather and Climate was our low last year and we are Above the Standard on that!

Identified “weakness”:

5.E.5.1 5.E.5.3

Nature of Science: All above the standard and nothing identified as a weakness

Proficiency state assessment 26-27:
South Lake - 82%
District - 64%
State - 60%

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.

By May 2027, the percentage of 5th grade students scoring proficient (Level 3 or above) on the

Science State Assessment (SSA) will increase 1% from 82% in 2026 to 83%.

Monitoring

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

PENDA Science will be monitored for grades 3-6, district assessment data will be reviewed, 5th grade and STEM teacher will review the prior 3rd and 4th grade assessments to revisit any standards that need to be taught again, and academic support science will be strategically planned and taught. The 26-27 PENDA data will be analyzed to find areas to improve in grades 3-6 for each individual teacher.

Person responsible for monitoring outcome

Jennifer Brockwell and Ashley Villarreal

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 5E Model is a research-backed instructional framework designed to promote deep understanding of scientific concepts through constructivist learning. It includes five phases: Engage, Explore, Explain, Elaborate, and Evaluate.

Rationale:

Multiple studies and meta-analyses support the effectiveness of the 5E model. It's based on cognitive science and constructivist theories of learning and it's been shown to improve student conceptional understanding in science, enhance inquiry skills, and increase engagement and motivation.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

PENDA incentives for both teacher and students

Person Monitoring:

Ashley Villarreal

By When/Frequency:

Weekly

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

Students who have 80%-100% passing rate will receive an incentive and join the 80%, 90%, or 100%

club. Teachers receive an email from Ms. Villarreal to highlight which students met their goals. Fifth grade teacher will conduct a 5,000, 10,000, 20,000 point club using PENDA to drive engagement.

Action Step #2
Strategic Planning for 5th grade science teacher

Person Monitoring:
Jennifer Brockwell/Ashley Villarreal

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
When collaborative planning sessions occur, the administration team will decide if the information pertains to the science teacher and if not, they will strategically plan what is needed to help support her mission.

Action Step #3
STEM teacher support

Person Monitoring:
Jennifer Brockwell

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The STEM teacher is on the activity wheel and during her push in time to help support the school, that time has been protected to help support 3rd, 4th, and 5th grade science. The STEM teacher will work closely with the 5th grade teacher to analyze data and prepare next steps. The STEM teacher will pull small group instruction, help support during 5th grade science times, and will use data to drive next steps.

Action Step #4
Conduct 5th grade science classroom walkthroughs with targeted feedback provided from the 5 E model.

Person Monitoring:
Jennifer Brockwell/Ashley Villarreal

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Give feedback based on the 5E Model: Engage (sparking curiosity, assessing prior knowledge) Explore (hands-on investigations without direct instruction such as conducting experiments, collecting data, and making observations) Explain (teacher introducing concepts with discussion, direct teaching, and multimedia that clarifies findings) Elaborate (applies concepts to new situations and real world problem-solving, designing) Evaluate (assesses learning and understanding and data from formative quizzes, performance tasks, and reflection journals) Fifth grade teacher will have a strong focus on the nature of science, bringing in real world data for students to analyze.
1st Quarter: Establish Foundations & Instructional Consistency
Leadership Actions:
• Clearly communicate schoolwide Science priorities: vocabulary development, standards-aligned instruction, hands-on learning, and preparation for the Statewide Science Assessment (SSA).
• Develop and implement instructional non-negotiables.
Conduct walkthroughs focused on:
• Use of district-aligned science resources and standards
• Explicit instruction of academic vocabulary (daily exposure and reinforcement)
• Hands-on, inquiry-based learning experiences

Student engagement and discussion of scientific concepts
Establish expectations for consistent use of:
• Vocabulary routines (word walls, student notebooks, discussion)
• Item specification question samples aligned to SSA expectations
• Schedule and support STEM Lab push-in with 5th grade classrooms to ensure alignment to grade-level standards.
Set up collaborative planning times where general education teacher and STEM teacher:
• Align instruction to benchmarks and SSA expectations
• Integrate vocabulary and hands-on learning opportunities
Teacher Actions (Gen Ed, ESE, ELL, STEM Lab Teacher):
• Use district-aligned science materials and follow the pacing guide.
Explicitly teach and reinforce science vocabulary daily through:
• Word walls
• Student-friendly definitions
• Opportunities for speaking and writing using vocabulary
• Provide hands-on learning opportunities to support conceptual understanding.
• Introduce and begin using SSA-aligned item specification questions.
Collaborate during planning to:
• Align instruction across classrooms
• Support all learners, including ESE and ELL students
STEM Lab Teacher:
• Push into 5th grade daily to support science instruction
• Deliver aligned, hands-on STEM experiences connected to current standards
• Reinforce vocabulary and concepts through inquiry-based activities
2nd Quarter: Deepening Instruction & Strengthening Alignment
Leadership Actions:
• Reinforce instructional non-negotiables through regular walkthroughs and feedback.
Conduct targeted walkthroughs focused on:
• Depth of vocabulary instruction and student usage
• Quality of hands-on learning and connection to standards
• Student responses to SSA-style questions
Ensure collaborative planning focuses on:
• Using assessment data to adjust instruction
• Aligning instruction with SSA expectations
• Monitor implementation of STEM Lab push-in to ensure alignment and rigor.
Teacher Actions (Gen Ed, ESE, ELL, STEM Lab Teacher):
Strengthen vocabulary instruction by:
• Increasing student use of vocabulary in speaking and writing
• Connecting vocabulary to scientific concepts and investigations
Increase rigor of hands-on learning by:
• Connecting activities directly to standards
• Requiring students to explain their thinking using evidence
Use SSA-style item specification questions regularly to:
• Build familiarity with question types
• Identify and address misconceptions
STEM Lab Teacher:
• Support deeper conceptual understanding through aligned labs and investigations
• Reinforce SSA question formats and critical thinking skills
• Reteach Penda concepts misunderstood on weekly assignments
• Collaborate with classroom teachers to address misconceptions

3rd Quarter: Refinement, Responsiveness & Student Independence
Leadership Actions:
• Use mid-year Penda data to evaluate effectiveness of science instruction.
Conduct walkthroughs focused on:
• Student independence in applying scientific concepts
• Use of vocabulary in explanations and discussions
• Alignment of instruction to SSA expectations
• Ensure strong alignment between classroom instruction and STEM Lab experiences.
• Provide targeted support and resources based on data and observation trends.
Teacher Actions (Gen Ed, ESE, ELL, STEM Lab Teacher):
• Adjust instruction based on assessment data and identified gaps.
• Increase student responsibility and independence by:
• Explaining and justifying scientific thinking
• Engaging in academic discussions using content vocabulary
• Continue consistent use of hands-on learning to deepen understanding.
Use SSA-style questions to:
• Strengthen higher-order thinking
• Build confidence in responding to assessment formats
STEM Lab Teacher:
• Design investigations requiring application and problem-solving
• Support students in explaining results using academic vocabulary
• Reinforce standards through engaging, inquiry-based learning
4th Quarter: Final Push Toward Mastery, SSA Readiness & Reflection
Leadership Actions:
• Reinforce urgency around preparing students for the Statewide Science Assessment (SSA).
Conduct focused walkthroughs on:
• Student mastery of standards
• Effective use of vocabulary in explanations
• Monitor implementation of targeted review and intervention strategies.
• Support teachers in prioritizing high-impact standards and content.
Lead end-of-year data analysis to:
• Evaluate instructional effectiveness
• Identify strengths, gaps, and next steps
Teacher Actions (Gen Ed, ESE, ELL, STEM Lab Teacher):
• Intensify instruction to ensure students demonstrate mastery of grade-level standards.
Provide focused review on:
• Priority standards
• Key vocabulary terms
Use SSA-aligned item specification questions frequently to:
• Prepare students for assessment format and rigor
• Address remaining misconceptions
• Continue hands-on learning to reinforce concepts and maintain engagement.
Ensure students can independently:
• Explain scientific concepts using vocabulary
• Apply knowledge to new situations
STEM Lab Teacher:
• Provide targeted review through hands-on labs and simulations
• Reinforce application of concepts aligned to SSA expectations
• Support final preparation through standards-based STEM experiences
Participate in end-of-year reflection on:

• Student performance
• Instructional practices that led to success

IV. Positive Learning Environment

Area of Focus #1

Other: Elevating Excellence Through Connection

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.

For a high-performing choice elementary school like South Lake Elementary, academic rigor and high expectations are already deeply embedded in the culture. However, maintaining this trajectory requires looking beyond test scores to the foundational element of student success: meaningful adult-student relationships and how students magange conflict and reduce anxiety.

In a "choice" school environment, families select the institution based on a promise of a superior educational experience. Cultivating deep, positive connections ensures that this promise is met holistically. Research shows that when high-achieving students feel seen, valued, and supported by the adults in their building, their cognitive engagement increases, anxiety decreases, and their willingness to take intellectual risks expands.

By intentionally focusing on relationship-building, South Lake Elementary will:

- Protect Student Well-being: Mitigate the burnout, perfectionism, and anxiety often found in high-performing academic environments.
- Enhance Belonging: Ensure that every choice student, regardless of their neighborhood of origin or background, feels a profound sense of community and home at school.
- Secure Sustainable Achievement: Create a resilient school culture where academic excellence is a natural byproduct of a safe, supportive emotional ecosystem.

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 2025-2026 school year, we have 0% consistency on how the social/emotional lessons were being conducted in the classroom.

By the end of the 2026-2027 school-year, our goal is to have 100% compliance on having a social/

emotional component added into classroom instruction to help foster the adult/student relationship, sense of belonging, and how students can manage conflict and anxiety.

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.

During grade level collaborative planning sessions, conversations will be conducted on how the lessons are going and how students are responding. This information will allow us to make adjustments along the way to meet the needs of our students. Classroom observations will also be conducted.

Professional Learning Calendar

Quarter	Teacher PD	Classroom Focus
Q1	Introduction, lesson structure	Teach one skill weekly
Q2	Coaching and reinforcement	Daily integration
Q3	Replacement behaviors	Behavior interventions
Q4	Reflection and sustainability	Student independence

Person responsible for monitoring outcome

Jennifer Brockwell - Principal and Ashley Villarreal - AP

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:

Skillstreaming is a proven social-emotional learning program that uses modeling, role-playing, and feedback to teach children and adolescents positive social skills. Developed by Dr. Arnold P. Goldstein and Dr. Ellen McGinnis, it helps students handle conflict, build relationships, and replace problem behaviors. We will be using parts of the program to help support our students needs in the classroom.

Rationale:

Skillstreaming works because it bridges the gap between knowing what to do and actually doing it in real life. It is built on proven cognitive-behavioral principles and Albert Bandura’s social learning theory. Behavioral Principles that Drive Success Direct Instruction: Many children with behavioral challenges do not learn social rules implicitly. Skillstreaming explicitly defines and breaks down abstract skills into concrete, actionable steps. Observational Learning: Human beings naturally learn by watching others. Seeing a peer or teacher successfully model a skill provides a visual blueprint of what correct behavior looks like. Active Muscle Memory: Simply talking about a behavior does not change it. By physically acting out a scenario during role-playing, students build neurological and muscle memory for the new behavior. Immediate Positive Reinforcement: Constructive performance

feedback and praise right after a role-play sessions lock in the behavior. It makes the student feel successful, which motivates them to try it again. Reduced Cognitive Load: Breaking complex situations (like managing anger) into small, sequential steps prevents a child from feeling overwhelmed when they are stressed. Proactive Practice: Students practice these skills while calm, rather than trying to learn them in the middle of a real-life emotional crisis or conflict.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Building the Foundation - "Why Skills Matter"

Person Monitoring:
Jennifer Brockwell, Ashley Villarreal, Andrea Rogers

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
Training Focus
• Introduction to Skills Streaming
• Research behind Dr. Arnold Goldstein & Dr. Ellen McGinnis
• Connection between SEL, behavior, and academics
• Four lesson parts: Modeling, Role Playing, Performance Feedback, Generalization
Administrator/Coach Support
• Model lessons
• Observation checklist
• PLC implementation tips
Teachers Actions:
• Learn lesson structure
• Become familiar with lessons
• Practice teaching one lesson
Implementation Goal
• Teach one social skill each week and build classroom culture.
Teacher Reflection
• Which lessons generated discussion?
• What behaviors improved?
Guidance Actions:
Be a support for the teachers and conduct lessons when needed.

Action Step #2
Deepening Instruction - "From Teaching to Coaching"

Person Monitoring:
Jennifer Brockwell, Ashley Villarreal, Andrea Rogers

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
Training Focus
• Embedding Skills Streaming into Morning Meetings
• Teachable moments
• Positive reinforcement
• Replacing behavior through skill instruction
Administrator/Coach Support
• Walkthroughs
• PLC sharing
Teachers Actions:
Teacher Learning
• Coach students through conflict
• Descriptive praise
• Corrective feedback
Implementation Goal
• Continue one lesson weekly and use Skills Streaming language daily.
Teacher Reflection
• Successes
• Challenges
Guidance Actions:
Be a support for the teachers and conduct lessons when needed.

Action Step #3
Applying Skills to Real Behavior - "Replacing Behaviors with Skills"

Person Monitoring:
Jennifer Brockwell, Ashley Villarreal, Andrea Rogers

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
Training Focus
• Replacement behaviors
• Conflict resolution
• Emotional regulation
• Problem solving
Administrator/Coach Support
• Support behavior-to-skill planning
Teacher Actions:
Teacher Learning
• Match behaviors to replacement skills
Implementation Goal
• Use Skills Streaming in conferences, behavior plans, and restorative conversations.
Teacher Reflection
• Which skills still need work?
Guidance Actions:
Be a support for the teachers and conduct lessons when needed.

Action Step #4

Sustaining the Work - "Creating Lifelong Habits"

Person Monitoring:
Jennifer Brockwell, Ashely Villarreal, Andrea Rogers

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
Training Focus
• Student leadership
• Peer mentoring
• Integration into routines
• Planning for next year
Administrator/Coach Support
• Celebrate classrooms
Teacher Actions:
Teacher Learning
• Reflect on growth
• Create sustainability plan
Implementation Goal
• Students independently use Skills Streaming language.
Teacher Reflection
• Reflection and celebration
Guidance Actions:
Be a support for the teachers and conduct lessons when needed.

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 ATSI, TSI, 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.

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 2026-27 UniSIG funds but has chosen NOT to apply. **No**

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