

Seminole County Public Schools

LAKE ORIENTA ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 6
 - D. Early Warning Systems 7
- II. Needs Assessment/Data Review 10
 - A. ESSA School, District, State Comparison 11
 - B. ESSA School-Level Data Review 12
 - C. ESSA Subgroup Data Review 13
 - D. Accountability Components by Subgroup..... 14
 - E. Grade Level Data Review 17
- III. Planning for Improvement..... 18
- IV. Positive Learning Environment 33
- V. Title I Requirements (optional)..... 36
- VI. ATSI, TSI and CSI Resource Review 42
- VII. Budget to Support Areas of Focus 43

School Board Approval

This plan was approved by the Seminole County School Board on Board Approved on 10/7.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Seminole County Public Schools is to ensure that all students acquire the knowledge, skills and attitudes to be productive citizens. The mission of Lake Orienta is to create a learning environment focused on the whole student, which encourages autonomy, perseverance, and confidence through productive struggle with the support of families and the community.

Provide the school's vision statement

The vision of Lake Orienta Elementary is to create productive, life-long learners who value achievement and are responsible for his or her own success.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Christine Peacock

christine_peacock@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Maintain the operations of the school by ensuring the students and staff are learning and collaborating in a safe and positive environment.

Leadership Team Member #2

Employee's Name

Rebecca Wagner

maria_wagner@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Maintain the operations of the school by ensuring the students and staff are learning and collaborating in a safe and positive environment.

Leadership Team Member #3

Employee's Name

Toni Harrell

Toni_Harrell@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Support overall school operations while overseeing the implementation and management of Title 1 requirements.

Leadership Team Member #4

Employee's Name

Sarah Hughes

sarah_hughes@scps.k12.fl.us

Position Title

K-5 Reading Coach

Job Duties and Responsibilities

Oversee reading instruction for K - 5th grades, provide instructional support for teachers, manage MTSS and subsequent intervention for Tier 2 and Tier 3 students.

Leadership Team Member #5

Employee's Name

Kimberly Nolting

noltinka@scps.k12.fl.us

Position Title

K-5 Math Coach

Job Duties and Responsibilities

Oversee mathl instruction for K-5th grades, provide instructional support for teachers, manage MTSS and subsequent intervention for Tier 2 and Tier 3 students.

Leadership Team Member #6

Employee's Name

Jacqueline Jordan

jordanjz2@scps.k12.fl.us

Position Title

Guidance Counselor

Job Duties and Responsibilities

Facilitate weekly student study meetings and 504 meetings to discuss students' academic, behavioral and social-emotional needs.

Leadership Team Member #7

Employee's Name

Hannah Anderson

andershe@scps.k12.fl.us

Position Title

Behavior Intervention Teacher

Job Duties and Responsibilities

Support students with Tier 2 or Tier 3 behavioral supports, manage students BIPs, school-based discipline and oversee the implementation and execution of LKO's PBIS plan.

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.

Lake Orienta Elementary School carefully reviewed feedback from parents and other stakeholders gathered through the Spring 2025 SnapShot and Parent Engagement Survey. This input played a key role in shaping our plan, particularly in the areas of student safety, academic achievement, and student engagement. To ensure a collaborative and inclusive approach, we established a committee composed of parents, teachers, and members of our leadership team. This committee was tasked with reviewing and refining the school's mission, vision, and action items outlined in the plan.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Lake Orienta will share the School Improvement Plan with staff and parents during the first month of school. During monthly Leadership Team meetings the area of Positive Culture and Environment will be reviewed for progress. Subsequently, after each progress monitoring assessment period, the Leadership Team and grade levels will review academic data to review progress with a focus on Lake Orienta's lowest quartile and students with disabilities. The data and progress trends will be shared at faculty meetings and with the School Advisory Council. Additionally, school wide data will be published in the school's weekly newsletter.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	74.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: B 2022-23: C 2021-22: B 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	81	88	97	89	91				503
Absent 10% or more school days	6	15	18	14	15	10				78
One or more suspensions	0	3	5	2	8	3				21
Course failure in English Language Arts (ELA)	2	13	13	10	13	13				64
Course failure in Math	1	13	13	15	26	14				82
Level 1 on statewide ELA assessment	0	3	41	28	9	25				106
Level 1 on statewide Math assessment	0	2	26	32	15	30				105
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	4	15	18	20	0				58
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	10	14	13	0	13				51

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	1	14	38	32	28	26				139

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	2	3	4	7	0	0				16
Students retained two or more times	0	0	0	0	0	1				1

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	3	26	23	18	14	15				99
One or more suspensions		1	3	4	4	2				14
Course failure in English Language Arts (ELA)	3	7	6	2	3	8				29
Course failure in Math	2	5	6	7	9					29
Level 1 on statewide ELA assessment				3	16	22				41
Level 1 on statewide Math assessment				3	24	26				53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	10	8	17						37
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		10	6	19	9					44

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	3	9	12	20	27	26				97

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	3	6	6	9						24
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	55	68	59	57	66	57	48	61	53
Grade 3 ELA Achievement	53	71	59	63	69	58	51	62	53
ELA Learning Gains	49	63	60	53	62	60			
ELA Lowest 25th Percentile	39	56	56	52	55	57			
Math Achievement*	44	69	64	53	67	62	49	64	59
Math Learning Gains	45	65	63	54	64	62			
Math Lowest 25th Percentile	31	47	51	33	43	52			
Science Achievement	55	68	58	63	68	57	42	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	63	75	61	34	77	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	49%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	445
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
49%	55%	50%	59%	45%		58%

* 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	29%	Yes	6	1
English Language Learners	46%	No		
Black/African American Students	34%	Yes	1	
Hispanic Students	50%	No		
Multiracial Students	54%	No		
White Students	67%	No		
Economically Disadvantaged Students	45%	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	55%	53%	49%	39%	44%	45%	31%	55%					74%
Students With Disabilities	21%	20%	38%	37%	17%	35%	32%	30%					
English Language Learners	51%		47%	38%	36%	50%	36%	33%					74%
Black/African American Students	37%	33%	27%	31%	30%	41%	33%	39%					
Hispanic Students	55%	50%	52%	44%	41%	45%	37%	53%					72%
Multiracial Students	46%				62%								
White Students	75%	84%	61%		62%	49%		68%					
Economically Disadvantaged Students	47%	40%	47%	41%	36%	42%	31%	46%					73%

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%	63%	53%	52%	53%	54%	33%	63%					63%
Students With Disabilities	22%	35%	41%	46%	17%	32%	33%	35%					
English Language Learners	46%	67%	64%	72%	49%	55%							63%
Black/African American Students	49%	41%	62%	47%	37%	44%	33%	46%					
Hispanic Students	51%	61%	51%	58%	46%	52%	37%	59%					61%
Multiracial Students	41%				47%								
White Students	74%	86%	52%		74%	62%		83%					
Economically Disadvantaged Students	48%	53%	51%	52%	46%	50%	31%	56%					63%

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	48%	51%			49%			42%					34%
Students With Disabilities	14%	8%			24%			13%					43%
English Language Learners	27%	29%			36%			17%					60%
Black/African American Students	42%	59%			31%			18%					
Hispanic Students	38%	44%			41%			28%					59%
Multiracial Students	38%				38%								
White Students	70%	64%			76%			74%					
Economically Disadvantaged Students	38%	43%			38%			28%					59%

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.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	54%	69%	-15%	57%	-3%
ELA	4	55%	67%	-12%	56%	-1%
ELA	5	49%	64%	-15%	56%	-7%
Math	3	43%	70%	-27%	63%	-20%
Math	4	46%	69%	-23%	62%	-16%
Math	5	14%	46%	-32%	57%	-43%
Math	6	100%	71%	29%	60%	40%
Science	5	47%	66%	-19%	55%	-8%

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?

An area of notable improvement at Lake Orienta was the performance of English Language Learners (ELL) in English Language Arts (ELA). Proficiency among assessed ELL students increased by 12 percentage point from 2024-2025, rising from 26% to 38%. Additionally, ELL students demonstrated strong growth in learning gains, with 54% showing improvement in ELA. Among those in the lowest quartile, 55% achieved a learning gain, outperforming expectations.

Lowest Performance

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

Lake Orienta's mathematics performance is below expectations, primarily due to challenges in core instructional practices and limited student engagement. Only 44% of students at Lake Orienta demonstrated proficiency on the FAST assessment. While 45% of all assessed students showed a learning gain, just 29% of students in the lowest quartile achieved growth.

Greatest Decline

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

Lake Orienta experienced a decline in academic performance with 3rd grade ELA proficiency decreasing from 60% to 52%, and 5th grade Science proficiency falling from 59% to 53%.

Contributing factors to this decline included weak core instruction, ineffective implementation of small group instruction, and low levels of student engagement.

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.

Students with Disabilities (SWD) at Lake Orienta exhibited the most significant achievement gaps.

Only 20% demonstrated proficiency in ELA in 3rd grade, with the same percentage across all assessed grade levels on FAST. In mathematics, overall proficiency was even lower, just 17%.

Additionally, 38% of SWD showed a learning gain in ELA, while 33% demonstrated a learning gain in

math, these figures highlight persistent disparities. Contributing factors include a shift in the instructional model, inconsistent support structures, and low expectations for student performance.

EWS Areas of Concern

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

Lake Orienta's areas of concerns with th Early Warning Systems for the 2025-2026 school year are:

1. Students performing at a Level 1 on State Math Standardized Assessments
 2. Students with Disabilities in all State assessed areas
- Students wtih 10 or more absences

Highest Priorities

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

Lake Orienta has identified several key school improvement priorites. The top priority is increasing proficiency among Students with Disabilities (SWD) in English Language Arts (ELA), Math and Science. In addition, there is a critical need to improve overall math proficiency, as well as learning gains and lowest quartile learning gains across all assessed grade levels.

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 Benchmark-aligned instruction, Math, Small-group Instruction

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.

Mathematics instruction will prioritize benchmark-aligned teaching during core (Tier I) instruction, supported by rigorous small group sessions that reinforce key concepts. Instructional coaches will collaborate closely with teachers to implement the Four Elements of Effective Math Routines, with a strong emphasis on alignment to instructional benchmarks.

Through the PLC (Professional Learning Community) process, teachers will:

- Identify key instructional benchmarks,
- Align instruction with achievement level descriptors,
- Select meaningful tasks that promote student engagement and practice.

Small group instruction will be driven by both formative and summative assessments, and will incorporate:

- Collaborative learning structures,
- Use of manipulatives and visual models to deepen understanding.

To accelerate learning for students with disabilities and those in the lowest quartile at Lake Orienta, additional small group instruction will be provided with the support of resource teachers.

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.

Lake Orienta's 3rd–5th grade students demonstrated an overall math proficiency rate of 44%, with

only 17% of students with disabilities achieving proficiency. Our goal is to increase overall math proficiency to 62%, and raise proficiency among students with disabilities to 50%.

Currently, students in the lowest quartile showed a 29% learning gain, while students with disabilities demonstrated a 28% learning gain. To close these gaps, our goal is to increase learning gains for both groups to 62%.

Monitoring

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

During grade-level math PLCs, student data—including that of students in the lowest quartile and students with disabilities—will be closely monitored. Teachers will analyze both formal and informal assessment data to evaluate progress toward benchmark mastery.

Instructional practices, including small group math instruction and independent student work, will be reviewed regularly to ensure alignment with benchmark expectations and achievement level descriptors. Students will be strategically grouped for small group instruction, with a focus on differentiated support to address specific skill gaps.

Students with disabilities and those in the lowest quartile will be monitored consistently through leadership team meetings, MTSS reviews, PLC discussions, and data meetings with teachers. Data points will be updated regularly in EdInsight for ongoing progress tracking.

Additionally, an electronic data tracking form will be used schoolwide to document and reflect each student's current achievement level, ensuring a comprehensive and consistent approach to monitoring student growth.

Person responsible for monitoring outcome

Chris Peacock, Principal; Rebecca Wagner, Assistant Principal; Toni Harrell, School Based Administrator; Kimberly Nolting, Math 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:

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

Utilization of Benchmark-Aligned Instruction

Person Monitoring:

Math Coach, Kimberly Nolting; administration,
Chris Peacock, Rebecca Wagner and Toni Harrell

By When/Frequency:

Weekly through May 2026

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

Teachers will deliver daily small group instruction aligned to benchmark standards, using designated intervention materials. Instruction will be tailored to target specific benchmarks and achievement level descriptors, providing on-level practice to support student progress. Administration and the math coach will monitor the impact of this action step during classroom walk-throughs with the use of the Instructional Priorities Walk-Through Tool and data analysis of formal and informal assessments.

Action Step #2

Focused Professional Learning Communities

Person Monitoring:

Math Coach, Kimberly Nolting; administration,
Chris Peacock, Rebecca Wagner and Toni Harrell

By When/Frequency:

Weekly through 2026

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

PLCs will concentrate on the following key instructional priorities: Implementing Benchmark Aligned Instruction: Teachers will collaborate to identify and share best practices for delivering standards-based, differentiated, and rigorous instruction in both whole group and small group settings. Enhancing Student Engagement: Strategies will be developed and shared to increase engagement and accelerate learning for all students, with a particular focus on supporting students with disabilities (SWD). Analysis of Student Data through formal and informal assessments to adjust invention groups and plan for targeted instruction. The Math Coach in partnership with administrators Chris Peacock, Rebecca Wagner, and Toni Harrell will actively monitor the implementation and impact of these action steps. They will work closely with teachers to support student accountability during instructional rotations, ensuring alignment with instructional goals and student needs.

Area of Focus #2

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

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

Area of Focus Description and Rationale

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.

Based on the Spring 2025 FAST assessment data, students with disabilities at Lake Orienta Elementary School performed significantly below their same-age peers. Proficiency levels for this group were 20% in English Language Arts (ELA), 17% in Math, and 28% in Science. Additionally, students in the Black subgroup also demonstrated lower proficiency compared to their peers, with scores of 37% in ELA, 30% in Math, and 39% in Science.

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.

The objective is to achieve significant improvement across all measurable areas for both identified subgroups. For the Students with Disabilities (SWD) subgroup, the target is to reach 50% proficiency in English Language Arts (ELA), Math, and Science. For the Black subgroup, the goals are set at 60% proficiency in ELA and Science, and 50% proficiency in Math.

Monitoring

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

During grade-level PLCs, student data—targeting those in the subgroups of students with disabilities and black—will be closely monitored. Teachers will analyze both formal and informal assessment data to evaluate progress toward benchmark mastery.

Instructional practices, including small group math instruction and independent student work, will be reviewed regularly to ensure alignment with benchmark expectations and achievement level descriptors. Students will be strategically grouped for small group instruction, with a focus on differentiated support to address specific skill gaps.

Students with disabilities and black subgroups will be monitored consistently through leadership team meetings, MTSS reviews, PLC discussions, and data meetings with teachers. Data points will be updated regularly in EdInsight for ongoing progress tracking.

Additionally, an electronic data tracking form will be used schoolwide to document and reflect each

student's current achievement level, ensuring a comprehensive and consistent approach to monitoring student growth.

Person responsible for monitoring outcome

Chris Peacock, Principal; Rebecca Wagner, Assistant Principal; Toni Harrell, School Based Administrator; Sarah Huges, Reading Coach; Kimberly Nolting, Math 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:

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). 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 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

Description of Intervention #2:

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

Implementation of a cross grade level walk to intervention model for 3rd-5th.

Person Monitoring:

Reading Coach, Sarah Hughes; administration,
Chris Peacock, Rebecca Wagner and Toni Harrell

By When/Frequency:

Ongoing until May 2026

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

A dedicated 30-minute intervention block will be implemented, guided by both formal and informal assessment data. During this time, students will receive targeted, benchmark-aligned instruction in small groups, specifically addressing identified areas of need. These small groups will remain fluid and flexible, with student placement determined by ongoing diagnostic results and benchmark mastery. This approach ensures that instruction is responsive and tailored to each student's evolving academic needs. The Reading Coach in partnership with administrators Chris Peacock, Rebecca Wagner, and Toni Harrell will actively monitor the implementation and impact of the cross grade level walk to intervention model with the use of the Instructional Priorities Walk-Through Tool. They will work closely with teachers to support student accountability during instructional rotations, ensuring alignment with instructional goals and student needs.

Action Step #2

Expand push-in benchmark aligned instructional support

Person Monitoring:

Reading Coach, Sarah Hughes; Kimberly Nolting,
Math Coach; administration, Chris Peacock,
Rebecca Wagner and Toni Harrell

By When/Frequency:

ongoing until May 2026

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

General education teachers, along with support facilitation teachers, will deliver targeted small group instruction during core instructional blocks. Students from the identified subgroups will remain in the general education classroom to participate in these focused learning sessions, ensuring inclusive and differentiated support within the regular classroom environment.

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.

To address the recent decline in 5th grade science performance—from 63% proficiency in 2024 to 53% in 2025—Lake Orienta will prioritize benchmark-aligned instruction during the science block.

This decline highlights a critical need for targeted academic support, particularly for our students with

disabilities, who demonstrated only 28% overall proficiency.

To support improvement, teachers will implement Standards-Based Assessments (SBAs) as a progress monitoring tool, aligned with each specialized unit of instruction. During Professional Learning Communities (PLCs), educators will collaboratively analyze SBA data and unit assessments to identify learning gaps and plan targeted small group instruction focused on deficient benchmarks.

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 2025, Lake Orienta's 5th grade students achieved an overall science proficiency rate of 55%, with only 28% of students with disabilities meeting proficiency standards. To address this gap, our goal is to increase overall science proficiency to 65%, and raise proficiency among students with disabilities to 59%. This targeted growth will guide our instructional planning and intervention strategies throughout the school year.

Monitoring

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

During grade-level math PLCs, all student data—including data for students with disabilities—will be closely monitored to inform instruction. Teachers will analyze Standards-Based Assessments (SBAs) to evaluate progress toward benchmark mastery.

Instructional strategies, including small group instruction and independent student work, will be reviewed regularly to ensure alignment with grade-level benchmarks and Achievement Level Descriptors (ALDs). Students will be strategically grouped based on specific skill needs, with a focus on differentiated instruction.

Students with disabilities will receive additional monitoring through leadership team meetings, MTSS sessions, PLCs, and data meetings with teachers. Multiple data points will be reviewed consistently and entered into EdInsight for ongoing tracking. An electronic data tracking form will be used schoolwide to reflect each student's current achievement level and guide instructional decisions.

Person responsible for monitoring outcome

Administration, Chris Peacock, Rebecca Wagner and Toni Harrell; District TOA, April Ruiz.

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

Implement science vocabulary into daily science instruction

Person Monitoring:

Chris Peacock, Principal; Rebecca Wagner,
Assistant Principal, Toni Harrell, SAM

By When/Frequency:

Weekly

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

Teachers will deliver daily direct instruction focused on key science vocabulary. Students will deepen their understanding of these terms through the use of Frayer model and interactive notebooks. School administrators will monitor the implementation of vocabulary instruction during routine classroom walkthroughs.

Area of Focus #4

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

Instructional Practice specifically relating to Benchmark-aligned instruction, ELA, Small-group Instruction**Area of Focus Description and Rationale**

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

English Language Arts (ELA) instruction will prioritize benchmark-aligned teaching during core (Tier I) instruction, supported by rigorous small group sessions that reinforce key concepts. Instructional coaches will collaborate closely with teachers to implement the Small Group Routine for Reading, with a strong emphasis on alignment to instructional benchmarks.

Through the PLC (Professional Learning Community) process, teachers will:

- Identify key instructional benchmarks,
- Align instruction with achievement level descriptors
- Select meaningful tasks that promote student engagement and practice.

Small group instruction will be driven by both formative and summative assessments, and will incorporate:

- Collaborative learning structures
- Leveled readers
- Strategies for effective decoding, promoting fluency and comprehension

To accelerate learning for students with disabilities and those in the lowest quartile at Lake Orienta, additional small group instruction will be provided with the support of resource teachers.

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.

Lake Orienta's 3rd–5th grade students demonstrated an overall ELA proficiency rate of 55%, third grade demonstrated 52% proficiency and overall only 17% of students with disabilities achieving proficiency. Our goal is to increase overall ELA proficiency to 62%, third grade proficiency to 65% and raise proficiency among students with disabilities to 50%.

Currently, students in the lowest quartile showed a 40% learning gain, while students with disabilities demonstrated a 40% learning gain. To close these gaps, our goal is to increase learning gains for both groups to 62%.

Monitoring

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

During grade-level ELA PLCs, student data—including that of students in the lowest quartile and students with disabilities—will be closely monitored. Teachers will analyze both formal and informal assessment data to evaluate progress toward benchmark mastery.

Instructional practices, including small group ELA instruction and independent student work, will be reviewed regularly to ensure alignment with benchmark expectations and achievement level descriptors. Students will be strategically grouped for small group instruction, with a focus on

differentiated support to address specific skill gaps.

Students with disabilities and those in the lowest quartile will be monitored consistently through leadership team meetings, MTSS reviews, PLC discussions, and data meetings with teachers. Data points will be updated regularly in EdInsight for ongoing progress tracking.

Additionally, an electronic data tracking form will be used schoolwide to document and reflect each student's current achievement level, ensuring a comprehensive and consistent approach to monitoring student growth.

Person responsible for monitoring outcome

Chris Peacock, Principal; Rebecca Wagner, Assistant Principal; Toni Harrell, School Based Administrator; Sarah Hughes, Reading 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:

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). 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 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

Utilization of Benchmark-Aligned Instruction

Person Monitoring:

Reading Caoch, Sarah Hughes; administration,
Chris Peacock, Rebecca Wagner and Toni Harrell

By When/Frequency:

Weekly through May 2026

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

Teachers will deliver daily small group instruction aligned to benchmark standards, using designated intervention materials. Instruction will be tailored to target specific benchmarks and achievement level descriptors, providing on-level practice to support student progress. Administration and the reading coach will monitor the impact of this action step during classroom walk-throughs with the use of the Instructional Priorities Walk-Through Tool and data analysis of formal and informal assessments.

Action Step #2

Focused Professional Learning Communities

Person Monitoring:

Reading Caoch, Sarah Hughes; administration,
Chris Peacock, Rebecca Wagner and Toni Harrell

By When/Frequency:

Weekly through May 2026

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

PLCs will concentrate on the following key instructional priorities: Implementing Benchmark Aligned Instruction: Teachers will collaborate to identify and share best practices for delivering standards-based, differentiated, and rigorous instruction in both whole group and small group settings. Deliberate Planning for Small Group Instruction with using planned question stems, leveled readers, anchor charts and comprehension strategies. Enhancing Student Engagement: Strategies will be developed and shared to increase engagement and accelerate learning for all students, with a particular focus on supporting students with disabilities (SWD). Analysis of Student Data through formal and informal assessments to adjust invention groups and plan for targeted instruction. The Reading Coach in partnership with administrators Chris Peacock, Rebecca Wagner, and Toni Harrell will actively monitor the implementation and impact of these action steps. They will work closely with teachers to support student accountability during instructional rotations, ensuring alignment with instructional goals and student needs.

Action Step #3

Implementation of a cross grade level walk to intervention model for 3rd-5th.

Person Monitoring:

Reading Caoch, Sarah Hughes; administration,
Chris Peacock, Rebecca Wagner and Toni Harrell

By When/Frequency:

Ongoing until May 2026

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

A dedicated 30-minute intervention block will be implemented, guided by both formal and informal assessment data. During this time, students will receive targeted, benchmark-aligned instruction in small groups, specifically addressing identified areas of need. These small groups will remain fluid and flexible, with student placement determined by ongoing diagnostic results and benchmark mastery. This approach ensures that instruction is responsive and tailored to each student's evolving academic needs.

Area of Focus #5

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.

To address current proficiency levels in ELA—36% kindergarten students and 48% of first grade students—Lake Orienta will prioritize the implementation of UFLI Foundations for core instruction in foundational reading skills. Instruction will be delivered during the 90-minute literacy block, incorporating both whole group and targeted small group instruction aligned to benchmark standards.

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

Our instructional approach for grades K-2 emphasizes evidence-based practices to develop foundational literacy skills essential for early reading success. We will use the SCPS instructional foundational curriculum UFLI, Small groups and station rotations, teacher led small group instruction, and targeted intervention for students identified as tier 2 and 3.

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

No Answer Entered

Grades K-2: Measurable Outcome(s)

Lake Orienta's Kindergarten students demonstrated an overall ELA proficiency rate of 36%, and first grade demonstrated 48% proficiency. Our goal is to increase overall ELA proficiency to a minimum of 54% for kindergarten and first grades.

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.

During grade-level ELA PLCs, student data—including that of students in the lowest quartile and students with disabilities—will be closely monitored. Teachers will analyze both formal and informal assessment data to evaluate progress toward benchmark mastery. An electronic data tracking form will be used schoolwide to document and reflect each student's current achievement level, ensuring a comprehensive and consistent approach to monitoring student growth.

Kindergarten and first grade students will receive instruction aligned with the science of reading. Foundational skills will be reinforced through daily implementation of UFLI for all students. Additional instructional practices, including small group ELA instruction and independent student work, will be reviewed regularly to ensure alignment with benchmark expectations and achievement level descriptors. Students will be strategically grouped for small group instruction, with a focus on differentiated support to address specific skill gaps.

Person responsible for monitoring outcome

Chris Peacock, Principal; Rebecca Wagner, Assistant Principal; Toni Harrell, School Based Administrator; Sarah Hughes, Reading 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:

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).

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

Implementation of UFLI for Foundational Skills Instruction

Person Monitoring:

By When/Frequency:

Reading Caoch, Sarah Hughes; administration, Ongoing to May of 2026
Chris Peacock, Rebecca Wagner and Toni Harrell

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

Teachers will deliver daily instruction using UFLI Foundations to build essential reading skills. Instruction will be explicit and systematic, with a strong emphasis on decoding, encoding, and reading connected text to support fluency and comprehension. Implementation will be supported and monitored through ongoing professional development, classroom walk-throughs, and periodic assessments.

Action Step #2

Utilization of Benchmark-Aligned Instruction

Person Monitoring:

Reading Caoch, Sarah Hughes; administration,
Chris Peacock, Rebecca Wagner and Toni Harrell

By When/Frequency:

Ongoing to May of 2026

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

Teachers will deliver daily small group instruction aligned to benchmark standards, using designated intervention materials. Instruction will be tailored to target specific benchmarks and achievement level descriptors, providing on-level practice to support student progress. Administration and the reading coach will monitor the impact of this action step during classroom walk-throughs with the use of the Instructional Priorities Walk-Through Tool and data analysis of formal and informal assessments.

Action Step #3

Focused Professional Learning Communities

Person Monitoring:

Reading Caoch, Sarah Hughes; administration,
Chris Peacock, Rebecca Wagner and Toni Harrell

By When/Frequency:

Ongoing to May of 2026

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

PLCs will concentrate on the following key instructional priorities: Implementing Benchmark Aligned Instruction: Teachers will collaborate to identify and share best practices for delivering standards-based, differentiated, and rigorous instruction in both whole group and small group settings. Deliberate Planning for Small Group Instruction with using planned question stems, leveled readers, anchor charts and comprehension strategies. Enhancing Student Engagement: Strategies will be developed and shared to increase engagement and accelerate learning for all students, with a particular focus on supporting students with disabilities (SWD). Analysis of Student Data through formal and informal assessments to adjust invention groups and plan for targeted instruction. The Reading Coach in partnership with administrators Chris Peacock, Rebecca Wagner, and Toni Harrell will actively monitor the implementation and impact of these action steps. They will work closely with teachers to support student accountability during instructional rotations, ensuring alignment with instructional goals and student needs.

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.

During the 2024–2025 school year, 141 students at Lake Orienta—representing 25% of the student population—had 15 or more absences. First grade had the highest percentage of chronically absent students at 30%, while fourth grade had the lowest at 17%.

Lake Orienta is committed to reducing the number of students with 15 or more absences by 5%. Chronic absenteeism has a significant impact on student learning, particularly in kindergarten, where students are building essential academic and social foundations. Additionally, with third grade being a mandatory retention year, consistent attendance is critical to ensure students receive the instruction needed to meet grade-level expectations.

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 2024–2025 school year, 25% of Lake Orienta's students had 15 or more absences. Our goal is to reduce this percentage by 5%, aiming to decrease chronic absenteeism across the entire student population.

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.

Weekly attendance meetings, led by the district-based social worker, will be held to review student attendance data. Students with 10 or more absences will be flagged, and detailed reports will be shared with administration for further review and follow-up.

Person responsible for monitoring outcome

District based social worker, guidance counselor, Jacqueline Jordan; and administration, Chris Peacock and Rebecca Wagner

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:

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

Implement monthly recognition for students maintaining perfect attendance.

Person Monitoring:

District based social worker and administration

By When/Frequency:

Monthly

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

Monthly perfect attendance reports will be reviewed by the school social worker. Students with no absences during the given month will be recognized by administration.

Action Step #2

Implement a flowchart outlining student absenteeism procedures and staff responsibilities.

Person Monitoring:

District based social worker and administration

By When/Frequency:

Weekly

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

Staff will utilize the attendance flowchart and maintain a family communication log to consistently monitor and address student absences.

Action Step #3

Inform families of truancy's impact on academic achievement

Person Monitoring:

Administration

By When/Frequency:

Weekly

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

The administration will promote the positive impact of regular attendance on academic achievement through weekly newsletters and social media platforms.

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.

The School Improvement plan is shared during beginning of the year SAC and PTA meetings. A direct link is sent to all families through SchoolMessenger, where they can review the SIP on Lake Orienta's Website. <https://shorturl.at/mKHgA>. Hard copies of the SIP are available in the front office as part of our Title 1 Resource Binder. Throughout the year progress on SIP goals will be published on our website and within the school's newsletter.

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)).

To start the school year, Lake Orienta hosts Kindergarten Orientation. This is a 2-hour event for incoming kindergarten students and their families. Students get an early opportunity to meet their teacher, see the classroom and engage in school readiness activities. Families meet the teacher, administration and other support personnel while learning about the school's procedures, academic focus and state expectations for school.

Throughout the year, Lake Orienta hosts a variety of different Parent and Family Engagement Activities, including Title 1 Interactive Night, Books and Blankets, Building Early Literacy Skills and Reinforcing Positive Behavior Interventions at home. Each of the activities is designed to target at-risk

populations and connect families with the school community.

All families have access to Skyward which publishes student's grades. Progress reports and report cards are made available based on the dates designed by Seminole County Public Schools. Additionally, teachers regular parent-teacher conferences to review academic performance. Classroom data and progress monitoring data are shared. Along with strategies for acceleration and remediation.

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)).

PLCs will focus on implementing the instructional frameworks to identify and discuss best teaching practices for standards based and differentiated, rigorous, whole group and small group instruction, increasing student engagement to accelerate learning with all students, especially the SWD student population. To accelerate learning, we will continue to collaborate with teachers on effective instruction of the ELA Curriculum, guided reading and student rotations. Our instructional coaches will work closely with the teachers, guiding them through student accountability during rotations. District support, along with our instructional coach, will assist teachers with math curriculum and consistent terminology across the campus. District personnel will also assist our coach with Science and STEAM initiatives to accelerate our students in those curriculum areas

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)).

Throughout the course of the school year, formally on a quarterly basis, Federal Projects and Resource Development department leadership meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK). At these quarterly cross-department collaborative meetings, status updates of the Title I, Part A funded activities and initiatives are discussed. Such topics could include discussions between Federal Projects and Resource Development staff and Department of Teaching and Learning (DTL) staff discussing the implementation of a primary grades phonics program at Title I elementary schools. Resulting from these conversations, DTL leadership may suggest more purchased materials for the phonics

program, and/or more on-site training days. These decisions would have an impact to the Title I budget for the next school year, which would then lead to further conversations with DTL leadership about adjusting needs and priorities for the other Title I, Part A funded activities.

Federal Projects and Resource Development department leadership also meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) to develop the Title I, Part A plan. The various areas of focus which are supported with Title I, Part A funds are discussed with the respective leadership from those departments/programs, to ensure that the activities being proposed have the highest likelihood of success.

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

Lake Orienta Elementary School employs a full time behavior intervention specialist with Title 1 funding. The behavior intervention specialist provides classroom lessons on establishing and maintaining positive relationships, self-regulation and executive functioning skills.. She provides small group instruction for students identified as needing additional supports. During small group instruction, there is a focus on self-regulation skills that practiced and applied in the classroom setting. For our most struggling students, she provides one on one interventions and consultations with district level supports. These students receive individualized supports depending on the need and magnitude of the concern. Additionally, the school based guidance counselor is available to meet with students regarding school, home and/or personal needs.

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)).

All students K-5 receive computer based instruction for supports and individualized instruction. This regular exposure to technology, helps prepare students for the Industry Certification Test in 5th grade. This certification measures students knowledge of computer based programing and application use. During the 2023-2024 school year, Lake Orienta had 32 students demonstrate mastery on this certification (30% of our 5th grade students).

Fourth and fifth grade students demonstrating high levels of math proficiency are eligible to participate in RAMP, an accelerated math course. Fifth grade students are enrolled in a 6th grade course. This allows those students access to more rigorous math courses when they transition to middle school.

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)).

Lake Orienta utilizes Positive Behavior and Intervention Supports (PBIS) with all students. The school has implemented school-wide expectations with a hierarchy of consequences. Each classroom and area within the school has an established set of procedures and expectations for the students to follow. These procedures and expectations are posted and explicitly taught to the students. Students needing additional behavioral support, may receive tiered interventions that align with the behavioral concerns. The interventions are individualized based on the student's need, magnitude of the behavior and motivation. Teachers teach and implement the interventions within the general education setting, while tracking student progress. Student behavioral data is reviewed by the teacher, behavior interventionist, guidance counselor and administration to determine if the interventions are working or if more structures need to be implemented.

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)).

Primary teachers will have ongoing professional development on UFLI for foundational reading skills. Proper implementation of this program will help students develop decoding and reading fluency in preparation for more rigorous text.

Throughout the year, administration will provide professional development on high yield instructional strategies within the classroom. The strategies will focus on meeting the needs of all learners with a focus on differentiation to address learning deficits with our subgroups and most at-risk students.

New teachers to Lake Orienta will participate in NEST. This program allows new teachers opportunities to network and learn from veteran teachers on campus. Additionally, they participate in coaching cycles. During these coaching cycles, teachers receive feedback and strategies to improve instructional practice.

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)).

Lake Orienta has a VPK program that serves approximately 16 students. These students are taught early literacy skills in preparation for kindergarten. The students are exposed to the elementary

programs during breakfast, lunch, recess and other special events. At the end of the school year, VPK students have an opportunity to visit and spend time in the kindergarten classrooms.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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

Specifics to Address the Need

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

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

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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