

Seminole County Public Schools

LAKE ORIENTA ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

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

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

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

Kristina Rowley-Huss

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

Denise Boring

Position Title

School Administration Manager

Job Duties and Responsibilities

Support overall school operations while overseeing the implementation of Lake Orienta's PBIS, discipline and Title 1 plans.

Leadership Team Member #4

Employee's Name

Toni Harrell

Position Title

Primary Reading and Instructional Coach

Job Duties and Responsibilities

Oversee reading, literacy and overall instruction for K-2nd 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

Mary Debonville

Position Title

Intermediate Reading and Instructional Coach

Job Duties and Responsibilities

Oversee reading, literacy and overall instruction for 3rd-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

Anna Reither

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

Jennifer Treco

Position Title

School Social Worker

Job Duties and Responsibilities

Oversee FIN (Families in Need), truancy and social emotional supports for students, while supporting teachers with social-emotional learning (SEL) within the classroom.

Leadership Team Member #8

Employee's Name

Linda Nunez

Position Title

ELL Teacher

Job Duties and Responsibilities

Oversee ELL instruction and compliance for the ESOL program.

Leadership Team Member #9

Employee's Name

Athena Bouvier

Position Title

Gifted Resource Teacher

Job Duties and Responsibilities

Oversee gifted resource, talent development and acceleration programs. Support technology and web-based applications

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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. (ESEA 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 reviewed feedback from parents and other stakeholders on the Spring 2024 SnapShot and Parent Engagement Survey. Ideas for monitoring student safety, student achievement, and student engagement were considered when developing this plan. We created a committee to review the school's mission, vision and action items in this plan. The committee consists of parents, teachers and members of our leadership team.

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. (ESEA 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.

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	75.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	74.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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>	2023-24: B 2022-23: C* 2021-22: B 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	3	26	23	18	14	15	0	0	0	99
One or more suspensions	0	1	3	4	4	2	0	0	0	14
Course failure in English Language Arts (ELA)	3	7	6	2	3	8	0	0	0	29
Course failure in Math	2	5	6	7	9	0	0	0	0	29
Level 1 on statewide ELA assessment	0	0	0	3	16	22	0	0	0	41
Level 1 on statewide Math assessment	0	0	0	3	24	26	0	0	0	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

Current Year 2024-25

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	3	9	12	20	27	26	0	0	0	97

Current Year 2024-25

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

Prior Year (2023-24) 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	4	38	28	17	30	19				136
One or more suspensions	1	3	1	3	3	2				13
Course failure in ELA	1	8	8	1	2	2				22
Course failure in Math	1	7	4	4	8	1				25
Level 1 on statewide ELA assessment				2	26	25				53
Level 1 on statewide Math assessment				2	28	23				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)	1	12	21	20						92

Prior Year (2023-24) 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	13	18	14	31	27				104

Prior Year (2023-24) 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	1	5	3	1						10
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

Please note that 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 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	57	66	57	48	61	53	53	65	56
ELA Grade 3 Achievement **	63	69	58	51	62	53			
ELA Learning Gains	53	62	60				60		
ELA Learning Gains Lowest 25%	52	55	57				51		
Math Achievement *	53	67	62	49	64	59	62	46	50
Math Learning Gains	54	64	62				59		
Math Learning Gains Lowest 25%	33	43	52				59		
Science Achievement *	63	68	57	42	65	54	55	65	59
Social Studies Achievement *								62	64
Graduation Rate								62	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	63	75	61	34	77	59	69		

*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	491
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
55%	50%	59%	45%		58%	54%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	33%	Yes	5	
English Language Learners	59%	No		
Black/African American Students	45%	No		
Hispanic Students	53%	No		
Multiracial Students	44%	No		
White Students	72%	No		
Economically Disadvantaged Students	50%	No		

2022-23 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	20%	Yes	4	1
English Language Learners	34%	Yes	1	
Black/African American Students	38%	Yes	1	
Hispanic Students	42%	No		
Multiracial Students	38%	Yes	1	
White Students	71%	No		
Economically Disadvantaged Students	41%	No		

2021-22 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	36%	Yes	3	

2021-22 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%
English Language Learners	49%	No		
Native American Students				
Asian Students				
Black/African American Students	45%	No		
Hispanic Students	57%	No		
Multiracial Students	66%	No		
Pacific Islander Students				
White Students	72%	No		
Economically Disadvantaged Students	53%	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. (pre-populated)

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%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	53%		60%	51%	62%	59%	59%	55%					69%
Students With Disabilities	22%		46%	37%	34%	45%	38%	33%					
English Language Learners	44%		48%	30%	49%	52%							69%
Native American Students													
Asian Students													
Black/African American Students	40%		56%	58%	43%	41%	47%	31%					
Hispanic Students	49%		53%	41%	61%	58%	65%	57%					73%
Multiracial Students	62%				69%								
Pacific Islander Students													
White Students	68%		71%		77%	70%		73%					
Economically Disadvantaged Students	43%		55%	53%	51%	54%	54%	47%					68%

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	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	56%	67%	-11%	55%	1%
Ela	4	56%	62%	-6%	53%	3%
Ela	5	41%	63%	-22%	55%	-14%
Math	3	54%	69%	-15%	60%	-6%
Math	4	49%	64%	-15%	58%	-9%
Math	5	24%	43%	-19%	56%	-32%
Math	6	100%	67%	33%	56%	44%
Science	5	55%	65%	-10%	53%	2%

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?

Lake Orienta demonstrated significant improvement in the areas of 3rd grade ELA proficiency and 5th grade science proficiency. For the 2022-2023 school year, 51% of our 3rd grade students were proficient in ELA. There was 9% increase to 60% for the 2023-2024 school year. There was a focus on expanding collaborative structures during whole group core instruction and providing targeted, standards-based instruction at teacher table. Additionally, Lake Orienta saw significant gains with our 5th grade students in science proficiency. During the 2022-2023 school year, 42% of students demonstrated proficiency. There was 16% increase to 58%. Teachers expanded the use of collaborative structures, hands-on labs with the students and the implementation of interactive notebooks utilized as a student resource.

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 lowest performing area for Lake Orienta was learning gains in math with students in the lowest quartile. Additionally 24 out of the 43 students in the lowest quartile for math receive ESE support services. There was inconsistent intervention for all math students including those in the lowest quartile. Subsequently, students with disabilities need more support within the classroom, during pull-out intervention and more in depth accommodations during testing.

Greatest Decline

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

There was a decline in overall proficiency pertaining to students with disabilities. A contributing factor was that our ESE teachers were new to Lake Orienta with 3 of those teachers shifting roles from paraprofessionals to teachers. The teachers were learning their role as teachers, along with curriculum and other instructional influences.

Greatest Gap

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

The greatest gap was between students with disabilities as compared to those general education students and students within other subgroups. A contributing factor was that our ESE teachers were new to Lake Orienta with 3 of those teachers shifting roles from paraprofessionals to teachers. The teachers were learning their role as teachers, along with curriculum and other instructional influences.

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 within the Early Warning Systems for the 2024-2025 school year are:

1. Students with 10 or more absences
2. Students performing at a level 1 on State ELA Standardized Assessments

Highest Priorities

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

Lake Orienta's highest priorities for the 2024-2025 school year are:

1. Math learning gains for students in the lowest quartile
2. ELA proficiency for SWD
3. Math proficiency for SWD

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Professional Learning 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 to promote student engagement for all students, including students with disabilities. To accelerate learning, ESE teachers will collaborate with classroom teachers on effective instruction of the ELA Curriculum, guided reading, and student rotations. Instructional coaches will work closely with the teachers, guiding them through student accountability during rotations. District content specialists, along with our instructional coaches, will assist teachers with math curriculum and consistent terminology across the campus. District personnel will also assist our coaches with Science and STEAM initiatives to continue to accelerate our SWD students in those curriculum areas.

Instructional planning will support the implementation of the B.E.S.T. Standards and determining the needs for our SWD students. Teachers will gain an in-depth understanding of how to group, pull, and instruct their students within a guided reading group, especially the SWD student population.

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 goal is for all students to achieve at least a year's growth in a year's time. For our SWD subgroup, we want to see a 5% increase in proficiency overall and see an increase within each data component of the FAST assessment in ELA and Math by 5% from 22% in ELA to 27% in ELA and from 18% in math to 23% in math. The goal is for all students to achieve proficiency and demonstrate mastery of grade level standards .

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 PLCs, all curriculum areas will be monitored for all students, including the SWD population. Formal and informal assessments will be discussed to determine progress towards

mastery of the standard. Guided reading groups and rotations will be monitored for rigorous academic instruction and student engagement. Students will be strategically placed in small group settings during Intervention to focus on differentiated instruction aligned to their skill needs. The lowest quartile will be monitored regularly through Leadership team meetings, MTSS, and PLC data meetings with teachers. Weekly or biweekly data points, based on the specific skill, will be monitored to determine if the students are learning the skills they are being taught. These data points will be entered into EdInsight for tracking purposes. An electronic data tracking form will be used for all students on campus to show the achievement level of each student.

Person responsible for monitoring outcome

Chris Peacock, Principal; Kristina Rowley-Huss, Assistant Principal; Toni Harrell and Mary DeBonville, Instructional Coaches

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Using formative assessment data, students will be grouped according to their academic needs with evidence based interventions that fit their need including, but not limited to, UFLI, Magnetic Reading, Wonders, Saavas, iReady, and SIPPS.

Rationale:

A variety of interventions are available to Lake Orienta to allow us 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:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Utilizing Best Instructional Practice

Person Monitoring:

Instructional Coaches, Toni Harrell and Mary DeBonville, along with the administration team, Chris Peacock and Kristina Rowley-Huss, will monitor the impact of this action step.

By When/Frequency:

Weekly through May 2025

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

Teachers will: *Implement small group guided reading instruction daily *Create engaging student rotations daily with student accountability pieces *Partner with District Content Specialists to ensure the rigor of the standard is being met *Implement FactTactics Math Fluency program in grades 3-5 Instructional Coaches, Toni Harrell and Mary DeBonville, along with the administration team, Chris Peacock and Kristina Rowley-Huss, will monitor the impact of this action step through classroom observations and PLC conversations.

Action Step #2

Focused Professional Learning Communities (PLCs)

Person Monitoring:

Instructional Coaches, Toni Harrell and Mary DeBonville, along with the administration team, Chris Peacock and Kristina Rowley-Huss, will monitor the impact of this action step.

By When/Frequency:

Weekly through May 2025

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

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. Instructional Coaches, Toni Harrell and Mary DeBonville, along with the administration team, Chris Peacock and Kristina Rowley-Huss, will monitor the impact of this action step working closely with the teachers, guiding them through student accountability during rotations.

Action Step #3

Person Monitoring:

By When/Frequency:

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

Area of Focus #2

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

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

Professional Learning 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 to promote student engagement for all students. UFLI will be utilized in grades K-2 to support phonics instruction. To accelerate learning, teachers will collaborate on effective instruction of the ELA Curriculum, guided reading, and student rotations. Instructional coaches will work closely with the teachers, guiding them through student accountability during rotations. District content specialists, along with our instructional coaches, will assist teachers with math curriculum and consistent terminology across the campus. District personnel will also assist our coaches with Science and STEAM initiatives to continue to accelerate our students in those curriculum areas. Instructional planning will support the implementation of the B.E.S.T. Standards and determining the needs for our students, especially our third grade students. Teachers will gain an in-depth understanding of how to group, pull, and instruct their students within a guided reading group.

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

Student data showed that 56% of students in second grade scored below the 40th percentile on the STAR Reading Assessment.

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

Professional Learning 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 to promote student engagement for all students. To accelerate learning, teachers will collaborate on effective instruction of the ELA Curriculum, guided reading, and student rotations. Instructional coaches will work closely with the teachers, guiding them through student accountability during rotations. District content specialists, along with our instructional coaches, will assist teachers with math curriculum and consistent terminology across the campus. District personnel will also assist our coaches with Science and STEAM initiatives to continue to accelerate our students in those curriculum areas. Instructional planning will support the implementation of the B.E.S.T. Standards and determining the needs for our students, especially our third grade students. Teachers will gain an in-depth understanding of how to group, pull, and instruct their students within a guided reading group.

Grades K-2: Measurable Outcome(s)

The goal is for all students to achieve proficiency and demonstrate mastery of grade level standards. Our second grade students showed 56% scoring below the 50th percentile on the STAR Reading Assessment. We would like to decrease this number by 10% to 46% scoring below the 50th percentile.

Grades 3-5: Measurable Outcome(s)

For the 2023-2024 school year, 55% of the fifth grade students scored below the 50th percentile on

the ELA FAST Assessment. For the 2024-2025 school year, the goal would be for less than 50% of the fifth grade students to score below the 50th percentile on the ELA FAST Assessment.

The current third grade students showed 56% scoring below the 50th percentile on the Reading STAR Assessment in second grade. For the 2024-2025 school year, the goal would be for the third grade students to show at least 68% proficiency on the FAST ELA Assessment.

The goal is for all students to achieve proficiency and demonstrate mastery of grade level standards .

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 PLCs, all curriculum areas will be monitored for all students, including the SWD population. Formal and informal assessments will be discussed to determine progress towards mastery of the standard. Guided reading groups and rotations will be monitored for rigorous academic instruction and student engagement. Students will be strategically placed in small group settings during Intervention to focus on differentiated instruction aligned to their skill needs. The lowest quartile will be monitored regularly through Leadership team meetings, MTSS, and PLC data meetings with teachers. Weekly or biweekly data points, based on the specific skill, will be monitored to determine if the students are learning the skills they are being taught. These data points will be entered into EdInsight for tracking purposes. An electronic data tracking form will be used for all students on campus to show the achievement level of each student.

Person responsible for monitoring outcome

Instructional Coaches, Toni Harrell and Mary DeBonville, along with the administration team, Chris Peacock and Kristina Rowley-Huss

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Using formative assessment data, students will be grouped according to their academic needs with evidence based interventions that fit their need including, but not limited to, UFLI, Magnetic Reading, Wonders, Saavas, iReady, and SIPPS.

Rationale:

A variety of interventions are available to Lake Orienta to allow us 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:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Utilizing Best Instructional Practices

Person Monitoring:

Instructional Coaches, Toni Harrell and Mary DeBonville, along with the administration team, Chris Peacock and Kristina Rowley-Huss

By When/Frequency:

Weekly

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

Teachers will: *Implement small group guided reading instruction daily *Create engaging student rotations daily with student accountability pieces *Partner with District Content Specialists to ensure the rigor of the standard is being met Instructional Coaches, Toni Harrell and Mary DeBonville, along with the administration team, Chris Peacock and Kristina Rowley-Huss, will monitor the impact of this action step through classroom observations and PLC conversations.

Action Step #2

Focused Professional Learning Communities (PLCs)

Person Monitoring:

Instructional Coaches, Toni Harrell and Mary DeBonville, along with the administration team, Chris Peacock and Kristina Rowley-Huss

By When/Frequency:

Weekly

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

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. Instructional Coaches, Toni Harrell and Mary DeBonville, along with the administration team, Chris Peacock and Kristina Rowley-Huss, will monitor the impact of this action step working closely with the teachers, guiding them through student accountability during rotations.

IV. Positive Culture and 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 2023-2024 school year, Lake Orienta had 182 students (31%) of our population with 15 or more absences, whereas 97 students (16%) had 15 or more unexcused absences. Kindergarten represented the largest percentage of students with more than 15 absences at 43%. Third grade represented the lowest number of students with 15 or more absences at 26%. Lake Orienta's. The goal is to decrease the overall number of students with 15 or more absences by 10%. Student learning is affected significantly in kindergarten, since student are missing core foundational academic and social skills. With third grade being a mandatory retention year, it is imperative that students are present consistently for academic instruction.

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 2023-2024 school year, Lake Orienta had 43% of the Kindergarten students with 15 or more absences. Third grade had 26% of the students with 15 or more absences. The goal is to reduce the absenteeism by 10% overall to 33% and 16%.

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 school based social worker will be held to review student attendance. Reports of 10 or more absences will be shared with the principal for further review.

Person responsible for monitoring outcome

School based social worker, Jennifer Treco, and administration, Chris Peacock and Kristina Rowley-Huss

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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 #1

Recognize students with perfect monthly attendance

Person Monitoring:

School based social worker, Jennifer Treco

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

Communicate with absent families. Create a clear flowchart of student absenteeism and responsibilities. Staff will monitor student absents through the flowchart and family log.

Person Monitoring:

School based social worker, Jennifer Treco, school counselor, Anna Riether, and administration, Chris Peacock and Kristina Rowley-Huss

By When/Frequency:

Weekly

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

Staff will follow flow chart protocols for monitoring student attendance.

Action Step #3

Inform families of truancy's impact on academic achievement

Person Monitoring:

Administration, Chris Peacock and Kristina Rowley-Huss

By When/Frequency:

Weekly

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

Administration will publish and promote information regarding the positive impact of regular attendance and impact on academics through the weekly family newsletter.

Area of Focus #2

Teacher Retention and Recruitment

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 2023-2024 school year, Lake Orienta had 7 teachers new to the profession, 3 teachers new to the school and 4 teachers with either 2 to 3 years experience. This comprised 34% of the direct instructional faculty. As Lake Orienta begins the 2024-2025 school year only 2 teachers are new to the profession, 2 teachers new to the school, but an increase with 9 teachers with between 2 and 3 years experience.

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 2023-2024 school year, Lake Orienta had 7 teachers new to the profession, 3 teachers new to the school and 4 teachers with either 2 to 3 years experience. This comprised 34% of the direct instructional faculty. As Lake Orienta begins the 2024-2025 school year only 2 teachers are new to the profession, 2 teachers new to the school, but an increase with 9 teachers with between 2 and 3 years experience. Lake Orienta's goal is to retain 100% of the teachers in year one and year 2 while improving instructional practice.

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.

Teachers will meet regularly with the NEST representative, instructional coaches and administration to review instructional practice and data collected within IObservation.

Person responsible for monitoring outcome

Kim Ingolia, NEST representative; Toni Harrell and Mary DeBonville, instructional coaches; and Chris Peacock and Kristina Rowley-Huss, Administration

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

N/A

Rationale:

N/A

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Implement a teacher network through NEST and Mentoring Programs

Person Monitoring:

By When/Frequency:

Kim Ingolia, NEST representative; Toni Harrell and Ongoing
Mary DeBonville, instructional coaches; and Chris
Peacock and Kristina Rowley-Huss, Administration

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

Teachers with less than 3 years teaching experience will have a layered support system with a mentor, instructional coach, NEST representative and administration. Weekly and monthly check-ins and meetings will be held for celebrations, discuss concerns and brainstorm solutions.

Action Step #2

Provide professional development on the Marzano Instructional Model

Person Monitoring:

By When/Frequency:

Administration

Monthly

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

Administration will provide monthly professional development for teachers on high yield instructional strategies within the Marzano Instructional Model.

Action Step #3

Person Monitoring:

By When/Frequency:

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

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 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. (ESEA 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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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. (ESEA Section 1114(b)(7)(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 ESSA, 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). (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. (ESEA 1114(b)(7)(iii)(I))

Lake Orienta Elementary School employs a full time school social worker through Title 1 funding. The school social worker provides classroom lessons on establishing and maintaining positive relationships, personal self-care and managing emotions. 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 counseling, along with referrals to the school's mental health counselor. 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. (ESEA 1114(b)(7)(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 programming 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. 1400 et seq. and ESEA 1114(b)(7)(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, guidance counselor, school social worker 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. (ESEA section 11149b)(7)(iii)(V)).

For the start of the 2024-2025 school year, all instructional staff will participate in a poverty simulation. This will allow faculty to develop a greater understanding of the trauma and struggles that the majority of Lake Orienta's students face daily.

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. (ESEA 1114(b)(7)(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, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process 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), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

ELA - 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 2024-25 UniSIG funds but has chosen not to apply.

No

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