Orange County Public Schools

Bay Lake Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Bay Lake Elementary

12005 SILVERLAKE PARK DR, Windermere, FL 34786

https://baylakees.ocps.net/

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: 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 parent), 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://www.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)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

OCPS Mission - With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

OCPS Vision - To ensure every student has a promising and successful future.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Mincey, Lakeitha	Principal	Ms. Lakeitha Mincey is the school-based instructional leader. She supports effective instruction in academics and life skills. She also ensures professional development is based on the needs of the staff to increase student achievement. Ms. Mincey monitors the School Improvement Plan Focus Points through the ongoing implementation of all school-based leaders and educators. She ensures the daily operations of the school and the safety of all. The principal provides opportunities for the leadership team, instructional core team, and classified team to have the tools needed to maintain a successful profession. In addition, Ms. Mincey will monitor and support staff feedback from monthly school community and culture surveys.
Kelly, Carla	Assistant Principal	Ms. Carla Kelly, Assistant Principal, serves as an instructional and behavioral leader. She oversees and supports teachers in implementing and monitoring effective whole group and small group instruction, including the strategic implementation of MTSS interventions, enrichment, and accommodations for ESE and ELL students. Additionally, Ms. Kelly oversees and works with the staff and leadership team to plan and implement the School Improvement Plan, School Advisory Council initiatives, safety and emergency management procedures, positive behavior supports and interventions, and data-based changes to student-centered instruction. She assists and supports the Principal's School Vision. Ms. Kelly will monitor and support staff feedback from monthly school community and culture surveys.
Alma, Lizette	Instructional Coach	Mrs. Lizette Alma, Instructional Coach, provides instructional support to teachers, as well as facilitates common planning sessions for grades kindergarten through five. Mrs. Alma guides teachers in using student data analysis to effectively plan for differentiated tasks and activities, small group instruction, and tiered interventions required to increase student achievement. Additionally, Mrs. Alma supports teachers through coaching cycles as a means of improving their instructional practices and data-driven decision making. She also maintains our new teacher mentoring program. Mrs. Alma is also our MTSS Coordinator and she will serve as a resource team member of our Multi-Tiered System of Supports (MTSS) Behavior and Academic School-Wide Team.
Parrish, Lauren	Staffing Specialist	Mrs. Parrish is the school's Staffing Specialist. She ensures special education services and accommodations on individual education plans and 504 Plans are implemented with fidelity for our students with disabilities. Mrs. Parrish schedules and facilitates exceptional student education annual review and reevaluation meetings, making certain all relevant stakeholders provide input and make data based, team agreed upon decisions so that the educational needs of our students with disabilities are met. Mrs. Parrish also works collaboratively with the school's MTSS team, reviewing student data on a regular basis to assist in moving students along the tiered continuum as needed. Mrs. Parrish will serve as a resource team member of our Multi-

Name	Position Title	Job Duties and Responsibilities
		Tiered System of Supports (MTSS) Behavior and Academic School-Wide Team.
Gonzalez, Milagros	ELL Compliance Specialist	Mrs. Gonzalez is the school's ELL Compliance Specialist. She monitors English Language Learner subgroup data, coordinates WIDA Testing, facilitates ongoing Teacher-Parent- Student support for our population of English Language Learners. She also provides school-wide professional development trainings on topics such as data analysis and best practice instructional strategies for English Language Learners. Mrs. Gonzalez will serve as a resource team member of our Multi-Tiered System of Supports (MTSS) Behavior and Academic School-Wide Team.
Vasquez, Lissette	Instructional Media	Mrs. Vasquez works as our school's Media Specialist. In her role, Mrs. Vasquez supports the enhancement of school-wide digital instruction, including the implementation of literacy initiatives such as Literacy Pro and Renaissance Accelerated Reader. She also manages check-out and distribution of individual student devices.
Dabney, Wendi	Other	Mrs. Dabney is our Persistent Academic Winning Scholars (PAWS) Lab resource teacher. The focus of this learning lab is centered around Mrs. Dabney providing additional layers of support for students needing Tier 2 and Tier 3 Multi-Tiered System of Supports (MTSS). Mrs. Dabney will serve as a resource team member of our Multi-Tiered System of Supports (MTSS) Behavior and Academic School-Wide Team.
Rubiano, Chris	Other	Mrs. Rubiano is our K-2 and Behavior Support Resource Teacher who will be assisting the primary grade level teachers and students by providing instructional coaching support, small group student intervention for Tier 2 or Tier 3 students. As Behavior Support Resource Teacher, Mrs. Rubiano will assist with positive behavior support and discipline redirection for students who are having behavior challenges. In addition, Mrs. Rubiano will serve as a resource team member of our Multi-Tiered System of Supports (MTSS) Behavior and Academic School-Wide Team.

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. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team collaborated to review multiple 2022-2023 data points to conduct an inclusive needs assessment. These data points included student attendance data, student discipline data, as well as district and statewide assessment data and Panorama Survey data.

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school leadership team will collaboratively review the SIP on a quarterly basis throughout the 2023-2024 school year. KG - 5th grade student English Language Arts, Math, and Science Standards Based Unit Assessment data, FAST progress monitoring data, and classroom walk-through data will be utilized to determine the impact and efficacy of instruction and interventions on student achievement. Revisions to the SIP will be made as needed based on results of all data reviewed.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	69%
2022-23 Economically Disadvantaged (FRL) Rate	39%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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 days	0	23	23	23	30	26	0	0	0	125
One or more suspensions	0	2	0	1	0	0	0	0	0	3
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	26	29	0	0	0	55
Level 1 on statewide Math assessment	0	0	0	0	18	22	0	0	0	40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	14	19	26	0	0	0	0	65

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	4	8	29	18	0	0	0	64

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially 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 days	1	30	30	36	28	30	0	0	0	155
One or more suspensions	0	4	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	3	20	31	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	3	19	21	0	0	0	43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	14	19	17	0	0	0	50

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	0	2	0	3	15	20	0	0	0	40

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	2	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days	1	30	30	36	28	30	0	0	0	155
One or more suspensions	0	4	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	3	20	31	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	3	19	21	0	0	0	43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	14	19	17	0	0	0	50

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	0	2	0	3	15	20	0	0	0	40

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	2	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	69	57	53	71	56	56	73		
ELA Learning Gains				66			73		
ELA Lowest 25th Percentile				47			61		
Math Achievement*	73	60	59	77	46	50	77		
Math Learning Gains				73			67		
Math Lowest 25th Percentile				60			52		
Science Achievement*	73	63	54	72	61	59	73		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	78	59	59	77			70		

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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	367
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	543
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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%
SWD	26	Yes	4	3
ELL	66			
AMI				
ASN	78			
BLK	73			
HSP	69			
MUL				
PAC				
WHT	80			
FRL	71			

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%
SWD	19	Yes	3	2
ELL	64			
AMI				
ASN	88			
BLK	74			
HSP	67			
MUL				
PAC				
WHT	65			
FRL	62			

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)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	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	69			73			73					78
SWD	13			38							2	
ELL	56			69			67				5	78
AMI												
ASN	79			91			64				4	
BLK	77			68							2	
HSP	60			66			70				5	81
MUL												
PAC												
WHT	78			78			79				5	81
FRL	69			65			74				5	74

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	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	71	66	47	77	73	60	72					77
SWD	5	14	18	15	36	27						
ELL	60	65	51	72	70	58	57					77
AMI												
ASN	83	80		93	95		90					
BLK	65	70		71	90							
HSP	66	65	49	74	73	61	69					76
MUL												
PAC												
WHT	76	62	31	77	63	50	74					90
FRL	67	61	29	73	70	59	65					70

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	73	73	61	77	67	52	73					70
SWD	18			28								
ELL	61	67	58	73	75	67	54					70
AMI												
ASN	78	80		87	70		82					
BLK	82			94			80					
HSP	69	66	55	75	67	52	68					71
MUL												
PAC												
WHT	79	81		74	67		78					74
FRL	65	56	45	67	60	44	62					57

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	61%	54%	7%	54%	7%
04	2023 - Spring	61%	60%	1%	58%	3%
03	2023 - Spring	66%	52%	14%	50%	16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	76%	59%	17%	59%	17%
04	2023 - Spring	71%	62%	9%	61%	10%
05	2023 - Spring	68%	55%	13%	55%	13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	66%	59%	7%	51%	15%

III. Planning for Improvement

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

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

According to the 2022-2023 our focus will be to improve the following ESSA subgroups: SWD ELA Achievement and ELL ELA Achievement by 7% or more. In addition, we will also focus on improving our student performance were in 5th grade English Language Arts and 5th grade Scienc by 10% or more. Contributing factors include implementation of new state benchmarks at the onset of the 2022-2023 school year in grades 3-5. Areas for growth as they relate to the new state benchmarks are in teacher and student content knowledge. The English Language Arts and Science achievement data mirrored each other and we noticed a decrease in both areas for 5th grade.

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

The science data showed the greatest decline from the prior year. The need for increased hands-on Science instruction via experiments and student-centered instruction were two factors that contributed to this decline.

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.

Overall, proficiency levels were above those of the state average. Science proficiency declined significantly compared to the previous years. The factors that contributed to this decline were inconsistency in experiment based instruction. Another contributing factor was inconsistent ELA instruction, due to multiple teachers throughout the school year as a result of staffing changes.

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

Math data showed the most improvement from the beginning of the year to the end of the year. Targeted math interventions and the use of different math educational software were new actions taken in the 2022-2023 school year.

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

ELA and Science are two areas of concern for the upcoming school year while also focusing on our 125 students that are absent more than 10% and reduce the number of students performing at Level 1s in English Language Arts. We anticipate reducing the number of Level 1 performing students by 20% or more.

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

Our highest priorities this year are ELA, 5th grade Science, and learning gains for both reading and math.

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

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

By deepening our understanding of the B.E.S.T standards and strengthening instructional practices for differentiated instruction and interventions, the school team will be able to increase proficiency in English Language Arts and Science with a focus on narrowing gaps for English Language Learner (ELL) and Exceptional Student Education (ESE) students.

Through this area of focus, teachers will use multiple sources of data, including FAST Progress Monitoring data, to match the intensity of instruction to the intensity of the student's learning needs.

Intensive instruction involves working with students with similar needs on a small number of high priority, clearly defined skills critical to academic success. Teachers group students based on common learning needs, establish clearly defined learning goals, and use systematic and explicit research-based instruction. They frequently monitor students' progress and adjust their instruction accordingly. Within intensive instruction, students have many opportunities to respond and receive immediate, corrective feedback with teachers and peers to practice what they are learning.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Proficiency for Students With Disabilities will increase from 13% (2023) to 20% in ELA and from 44% (2023) to 49% in Math. Proficiency for English Language Learners will increase from 12% (2023) to 20% in ELA and from 39 % (2023) to 45% in Math.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Standards based unit assessments will be administered at the end of each ELA and Math unit. SBUA data will be analyzed in PLCs and next steps for small-group instruction will be determined in order to close gaps in proficiency.

Interventions for Tier 2, Tier 3, and ESE students will be provided through the ELA and Math intervention blocks. Additional intervention instruction will be provided to the Lowest 25% of students in the PAWS Intervention Lab. ELL students with significant learning gaps will also receive targeted instruction during the ELA and Math intervention blocks to increase English Language Acquisition and learn foundational skills.

Interventions will be monitored weekly or bi-weekly using assessments from research-based instructional materials and programs. FAST Progress Monitoring assessments will be given three times per year. Data from
the beginning-of-year and middle-of-year assessments will be compared and analyzed in data meetings to determine next steps for instruction.

Person responsible for monitoring outcome:

Lakeitha Mincey (lakeitha.black@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Differentiated instruction and MTSS Tier 2 and 3 interventions based on students' needs in English Language Arts and Math. We will promote implementation of SIPPS, Extract Path-Reading, Being a

Reader, Success Maker, Magnetic, Number Worlds,etc..are the evidence- based strategy resources to impact change within the subgroups.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The resources were chosen to increase student achievement based on specific learning needs as we strive towards increase proficiency level of struggling learners and closed achievement gap both English Language Arts and Math. Multiple measures of data will be used to determine students for MTSS Tier 2 and Tier 3 interventions, small group intensive instruction, support facilitation instruction, bilingual paraprofessional support, and more.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Instructional Leadership team will provide teachers with professional learning on ESE and ELL strategies that can be implemented when using SIPP, Becoming at Reader, Teaching with ExcELLence OCPS Multilingual Strategies, Exact Path- Reading, Success Maker Math, Magnetic Reading, and Understanding Reading and Math Benchmark Collaborative Common Planning.

Person Responsible: Lakeitha Mincey (lakeitha.black@ocps.net)

By When: Ongoing Monthly Professional Development Trainings

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

A continued focus on positive culture and environment through student-centered learning, resiliency trait development, the development of interpersonal and intrapersonal skills, and the connection between cognitive and conative strategies to support student success. The school community utilizes staff to bridge the community and school, making connections with families' resources, and establishing a culture for authentic family engagement to benefit student growth and learning.

Our Instructional Coach, Ms. Alma will monitor and schedule monthly meetings with our new teachers to education and new to our school/district. In addition, as needed Ms. Alma will offer Morning Clinics for teachers who need tailored support with understanding specific instructional best practices, classroom management skills, and coaching support based on student data. The teachers will also have opportunities to request specific professional development.

We will provide opportunities for parents and teachers to build relations and spend time collaborating about their common focus by scheduling school-wide Parent/Teacher Conference Night two a month. In addition, organize curriculum nights, Parent Teacher Organization (PTO)school-wide events, and encourage one to two grade level representatives to attend our Parent Teacher Organization monthly meetings.

At Bay Lake, we use the house system to further support a positive school culture. Our teachers will feel a sense of belonging and not only build relationships within their perspective grade level team or departments establish team building relationship with other faculty and staff. The house system encourages students to develop pride, build character, and work to earn points for their house team. Our staff members and students will be sorted into one of four houses at the beginning of the school year. As a school team, students and staff will wear their house gear on spirit days and celebrate accomplishments, together throughout the year. Houses will be awarded points for demonstrating school behavior expectations (Respect, Ownership, Attitude, Responsibility, Safety), as well as their house's specific character traits and school-wide character traits of the month.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Bay Lake Elementary anticipates that 100% of our faculty and staff, 100% of our student population, and 100% of parents will participate in one school-wide community builder event.

Bay Lake Elementary also works with community members to plan events and initiatives that encourage high rates of participation and enhance a sense of positive culture throughout the larger school community. Each year our school sets a standard of at least 80% of parent involvement. To achieve this goal, we
encourage parent participation and volunteering at a variety of in-person and virtual events, including Open House, Multicultural Night, PTO Spirit Nights, and more. According to last school year's Panorama family survey data, eighty-six percent of families who responded felt that there were little to no barriers to family engagement in the school. School climate was rated at 82% positive, and school safety was rated at 81% positive.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Families promote a positive school culture by volunteering at events including Meet the Teacher, Open House, and other extracurricular school events. Parent Portal and Skyward Family Access to stay actively involved in student learning and strengthen the home-school connection. The school provides targeted activities to parents for whom English is a second language, in order to increase their involvement in school activities and committees, such as PTO, Parent Leadership Council, and SAC. The school team continues to enhance communication, especially those new to the country families, in order to help them learn about our school and get involved in our programs and activities. This includes using the website, school Facebook page, PTO Facebook page, Talking Points, and ConnectEd message to connect to our parents in a way that allows for communication in various languages, and increases parent involvement.

We will monitor family participation through sign in sheets and feedback surveys. In addition, Pulse Check Positive Culture and Environment Surveys.

The Pulse Check Positive Culture Surveys are geared towards opportunities for the administration team to have a sense of awareness as to what concerns the school team may have or what's going well. The feedback from the monthly surveys will guide the administration team with school-wide next steps to maintain a positive learning and working environment for everyone.

Person responsible for monitoring outcome:

Lakeitha Mincey (lakeitha.black@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will use this school year's Panorama Survey results to guide the direction of specific evidence-based interventions and may consider incorporating team building activities during Professional Learning Communities, Professional Development Trainings, and school-wide student and parent events. Social Emotional strategies are necessary when building a positive culture and climate.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

All staff implement positive behavior strategies with students and celebrate positive behaviors with students' families. Along with academics, students are provided with explicit instruction on character development
and other life skills through weekly Health lessons, regular class meetings, and a positive approach to problem-solving through restorative practices. Staff include parents in school activities and communicate about their child's successes.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The entire school community will be expected to participate in monthly school-wide actives to promote a positive culture and climate.

Person Responsible: Lakeitha Mincey (lakeitha.black@ocps.net)

By When: Monthly

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The school budget allocations will be used and monitored to fund needed following personnel: reading endorsed personnel, paraprofessionals, program assistance, and school assistants. In order to operate the PAWS (Persistent Achieving Winning Scholars) and FALLLS (Furious Achieving Language Learner Learning Scholars) Extra Layer of Learning Support learning labs.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

N/A

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

N/A

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

N/A

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

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 III of the SIP. (ESSA 1114(b)(7)ii))

N/A

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). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

N/A

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. (ESSA 1114(b)(7)(iii)(II))

N/A

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 ESSA 1114(b)(7)(iii)(III).

N/A

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. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No

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