Eagles Nest Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Eagles Nest Elementary

5353 METROWEST BLVD, Orlando, FL 32811

https://eaglesnestes.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.

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

Provide the school's vision statement.

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
Adams, Lisa	Principal	Sets performance goals, hires and evaluates staff, visits classrooms, prepares and monitors budgets, assesses teaching methods, monitors student achievement, encourages and facilitates parental involvement, revises policies and procedures, oversees facilities, sets and enforces guidelines for student behavior, and initiates and implement programs that meet the needs of the school. Establish and communicate unified school vision, with all stakeholders, including students' needs as the priority. Maintain a safe working environment. Manifest a professional code of ethics and values, respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light, modes the routine, support services to school staff in the areas of student assessment, curriculum and school improvement processes with the focus on all students learning and achieving, establish effective student progress monitoring processes, develops processes for complying with critical district, state and federal requirements and monitor those processes for compliance, facilitates the professional development provided for school improvement efforts.
Brennan, Cindy	Assistant Principal	Professional manner, models the intentional and effective use of technology, provides assistance, technical expertise and support services to school staff in the areas of student assessment, curriculum and school improvement, develops processes for complying with critical district, state and federal requirements and monitor those processes for compliance, directs, supervises, and evaluates teachers, facilitates the professional development provided for school improvement efforts, follow district policies and procedures as related to fixed assets, responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise, performs other duties and responsibilities as assigned by the principal.
Monroe, Claudette	Curriculum Resource Teacher	Instructional activities focused on the acquisition of new and improved skills and knowledge, diagnoses and analyzes student progress and programs, utilizes a variety of instructional techniques to support teachers in the individual needs of students, facilitates PLCs, utilizes technology and current research in coaching instruction, supports classroom management techniques conducive to an effective classroom climate. In addition, she is over all school testing.
Wright, Lovelle	Staffing Specialist	Facilitates ESE and ELL meetings at the school where special education eligibility, placement, dismissal and program changes occur, convenes and coordinates all Individual Education Plans (IEPs), Educational Plans (EPs), Individual Family Services Plans (IFSPs), Service Plans (SPs) and Education Planning Team (EPT) meetings, as determined, at the school in conjunction with district staffing

Name	Position Title	Job Duties and Responsibilities
		teams, coordinate the collection of all necessary documentation prior to a student being staffed and/or identified for an exceptional education program and/ or service, possesses knowledge of eligibility criteria, placement procedures, exceptional education program options.
Bien-Aime, Sonny	Behavior Specialist	Support ESE students with behavior, social skills, and conflict resolution. In addition, support teachers with instructional and behavior management strategies when dealing with ESE students.
Burger, Ashley	Reading Coach	Support teachers with ELA planning, data analysis, and best teaching strategies. Lead ELA/Reading PLC's and ensure teachers are using data to plan their lessons based on student needs/abilities. Observe teachers and provide actionable feedback. Ensure teachers are meeting the BEST standards in ELA.
Holliday, Shakela	Dean	Support teachers with student discipline, classroom management, and strategies on de-escalating behaviors. Provides Restorative Justice for students with conflicts, as well as create incentives and rewards for PBIS. Ensure all discipline documentation is accurate and follows district guidelines.
Noel-Paul, Chris'Ana	Instructional Coach	Support new teachers by coordinating mentors and ensuring they complete the tasks and courses for certification. Coach all teachers on instructional strategies and planning. Provide professional development for all teachers and staff to support student achievement. Also assist with Reading planning and PLCs.

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.

Eagles Nest administration works closely with parents and community members through PTA meetings and school events, as well as with faculty/staff and students throughout the school year to listen and address concerns and/or issues. During ongoing PLCs and Leadership Meetings, the administration works with teachers on SIP goals, tracking student progress, and evaluating data to make better-informed decisions. During the first SAC Meeting, the SIP is reviewed and feedback is received from all stakeholders.

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 Eagles Nest Leadership team will meet weekly to report/track the monitoring and progress of the SIP goals. Goals will be tracked using walk-through observation data and student standards-based data. In addition to these weekly meetings, Eagles Nest will also be working district level support, as well as The Bureau of School Improvement to report and track progress towards the SIP goals.

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 PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* Black/African American Students (BLK)* Hispanic Students (HSP) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: C
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	9	58	24	23	38	26	0	0	0	178
One or more suspensions	0	5	2	6	6	4	0	0	0	23
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	57	54	30	0	0	0	141
Level 1 on statewide Math assessment	0	0	0	50	50	27	0	0	0	127
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	19	10	13	60	25	0	0	0	127

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	8	37	30	43	28	32	0	0	0	178
One or more suspensions	0	1	4	0	2	2	0	0	0	9
Course failure in ELA	0	0	0	2	5	3	0	0	0	10
Course failure in Math	0	0	0	5	3	6	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	6	33	46	0	0	0	85
Level 1 on statewide Math assessment	0	0	0	5	32	58	0	0	0	95
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	6	33	46	0	0	0	85

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	1	3	6	31	50	0	0	0	91

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	5	0	0	0	0	0	5
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	9	58	24	23	38	26	0	0	0	178
One or more suspensions	0	5	2	2	6	4	0	0	0	19
Course failure in 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	6	54	30	0	0	0	90
Level 1 on statewide Math assessment	0	0	0	5	50	27	0	0	0	82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	19	10	13	60	25	0	0	0	127

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	5	1	0	0	0	0	6
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*	31	57	53	28	56	56	24		
ELA Learning Gains				41			22		
ELA Lowest 25th Percentile				37			29		
Math Achievement*	41	60	59	32	46	50	21		
Math Learning Gains				40			11		
Math Lowest 25th Percentile				43			26		
Science Achievement*	48	63	54	22	61	59	13		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	56	59	59	60			63		

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](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	203
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	38

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	303
Total Components for the Federal Index	8
Percent Tested	98
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	0	Yes	4	4
ELL	37	Yes	2	
AMI				
ASN				
BLK	38	Yes	2	
HSP	44			
MUL				
PAC				
WHT				
FRL	41			

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	3
ELL	40	Yes	1	
AMI				
ASN				
BLK	36	Yes	1	
HSP	43			

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%
MUL				
PAC				
WHT				
FRL	39	Yes	1	

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	31			41			48					56
SWD	0			0							2	
ELL	26			45			39				5	56
AMI												
ASN												
BLK	29			37			47				5	58
HSP	33			55			43				5	53
MUL												
PAC												
WHT												
FRL	32			40			49				5	56

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	28	41	37	32	40	43	22					60
SWD	9	32	45	9	19		0					
ELL	29	43	31	33	47	53	20					60
AMI												
ASN												

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
BLK	25	39	33	32	37	38	19					63
HSP	34	50	50	35	50		30					53
MUL												
PAC												
WHT												
FRL	27	39	39	32	40	44	20					69

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	24	22	29	21	11	26	13					63
SWD	0	15		4	8							
ELL	23	19	30	21	15		0					63
AMI												
ASN												
BLK	24	19	21	19	9	22	13					64
HSP	20	31		27	23		0					57
MUL												
PAC												
WHT												
FRL	22	22	27	20	11	28	15					58

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.
<u>The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments</u>.

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	27%	54%	-27%	54%	-27%
04	2023 - Spring	39%	60%	-21%	58%	-19%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	23%	52%	-29%	50%	-27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	34%	59%	-25%	59%	-25%
04	2023 - Spring	49%	62%	-13%	61%	-12%
05	2023 - Spring	31%	55%	-24%	55%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	59%	-20%	51%	-12%

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.

Eagles Nest showed the lowest performance in ELA. 3rd grade ELA proficiency was the lowest with 23%, next was 5th grade ELA proficiency at 27%, and 4th grade ELA proficiency was 39%. During the 22-23 school year, both 3rd and 5th grade had 3 classroom vacancies. Although we had long-term subs and moved other instructional personnel into 3rd grade, the inconsistency and lack of content knowledge hindered student learning. In reviewing all FAST PM3 data, ELA had the lowest proficiency.

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

All components increased from last year with 36% proficiency in ELA, 44% proficiency in Math, and 46% proficiency in Science. However, in analyzing 3rd grade data, both the ELA proficiency and Math proficiency decreased by 12%. This was the only grade level to show a decrease in proficiency.

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 between Eagles Nest and the State was a 27% difference in both 3rd and 5th grade ELA proficiency. As stated previously, during the 22-23 school year, both 3rd and 5th grade had 3 classroom vacancies. Although we had long-term subs and moved other instructional personnel into 3rd grade, the inconsistency and lack of content knowledge hindered student learning.

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

The greatest improvement was 5th grade Science with an increase of 24%. In 22, the Science proficiency was 22% and in 23 the proficiency jumped to 46%. Eagles Nest worked closely with the an OCPS District Coach who helped provide resources and instruction. In addition, the school created a separate schedule for 5th grade to maximize high instruction to students by rotating groups with the strongest teacher in Science.

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

According to the Early Warning report, students absent 10% or more days totals 178 students which equates to approximately 27%. This is an ongoing concern despite the efforts attempted including parent meetings, assistance from the Social Worker, and following truancy procedures. For the 23-24 school year, Eagles Nest plans to initiate an incentive program for perfect attendance in hopes of reducing the number of truant students.

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

The top priority is focusing on Kindergarten through 2nd grade reading proficiency; ensuring all students have a strong foundation in language comprehension and word recognition. The next priority is standards-based instruction in all kindergarten through 5th-grade classrooms for both ELA, math, and science particularly in fifth grade.

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

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.

On the most recent FAST assessment, overall school data indicated that 64% of students scored below proficiency in ELA and 56% scored below proficiency in Math. Students with Disabilities (SWD) showed the lowest proficiency with only 5% in both ELA and Math. In addition, the ELL population had 22% proficiency in ELA which is a 13% gap. The goal for the 2024 school year is to increase SWD proficiency from 5% to 20% and to increase the ELL proficiency from 22% in ELA to 35%.

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

For the 23-24 school year, Eagles Nest will work to increase proficiency in all grade levels for ELA and math; and 5th grade science. Specifically, 3rd grade ELA will increase from 23% to 35%, 4th grade ELA will increase from 39% to 41%, and 5th grade ELA will increase from 27% to 41%. In math, 3rd grade will increase from 34% to 41%, 4th grade will maintain 49%, and 5th grade will increase from 31% to 41%. Grade 5 science will increase from 22% to 35%.

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

Benchmark-aligned instruction will be monitored through weekly classroom walkthrough data. Students mastery of benchmarks will be progress monitored using standards-based unit assessments (SBUAs). During grade level PLCs, content area coaches will model effective instructional practices that support benchmark-aligned instruction. Teachers will be provided an opportunity to discuss and practice effective strategies to deliver benchmark-aligned instruction during PLCs. In addition, coaches will utilize the coaching cycle, including modeling lessons and co-teaching to support the implementation of benchmark-aligned instruction and tasks.

Person responsible for monitoring outcome:
Lisa Adams (lisa.adams@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.)

Eagles Nest will ensure all students are provided targeted reading and math interventions a minimum of 4 days per week based on multiple data points. Intervention resources will include ExactPath, SuccessMaker, Number Worlds, and SIPPs.

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

Intervention will bridge the gap between each student's current ability level to grade level standards. The resources used are evidenced-based with a proven track record of success.

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.

1. Teachers will attend weekly ELA, Math and Science PLCs with a focus on benchmark-aligned instruction and intervention. The PLC will include how to handle misconceptions of students and adults, as well as ways to scaffold and react to student lack of understanding of content.

Person Responsible: Lisa Adams (lisa.adams@ocps.net)

By When: On going until May 2024.

Teachers and Coaches will attend district provided professional development (IMPACT) to build capacity. These meetings explain the how and why of resources and standards based instruction.

Person Responsible: Lisa Adams (lisa.adams@ocps.net)

By When: Monthly

Weekly classroom observation trend data will be analyzed and actionable feedback shared with teachers via email or face to face conversations. The data will affect professional development topics presented at the school and district level. It will also initiate different levels of coaching support from the academic coaches. The coaching will be fluid and will use methods such as side by side teaching, full coaching cycles, peer observation of model classrooms with an introduction and debrief with coaches about specific look fors, and in the moment feedback that occurs immediately during a walk into a classroom.

Person Responsible: Lisa Adams (lisa.adams@ocps.net)

By When: April 2024

Monthly data and MTSS meetings will be conducted to identify trends and students' response to benchmark-aligned instruction. Data will be used to make adjustments to instructional pacing, standard/benchmark reteaching, and grouping of intervention classes.

Person Responsible: Lisa Adams (lisa.adams@ocps.net)

By When: May 2024

#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.

Eagles Nest will focus on teacher retention and recruitment due to the ongoing issue with instructional vacancies. Forty percent of instructional staff members left Eagles Nest ES from the 22-23 school year.

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

Eagles Nest will reduce the percentage of instructional staff members leaving Eagles Nest from 40% to 20%.

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

Eagles Nest will use periodic in-house anonymous staff surveys, as well as the district Panorama survey.

Person responsible for monitoring outcome:

Lisa Adams (lisa.adams@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.)

Eagles Nest administration will work diligently to increase teacher recruitment and retention by building trust in among faculty and staff. involving faculty and staff in decision making and planning, provide relevant professional development during PLCs that promote collaboration and support among the grade level teams, monthly recognitions of excellence by implementing an "Eagle of the Month", maintain open communication through multiple modes, and continue Treats Friday for all staff. Lastly, administration will attend grade level meetings to address questions and concerns.

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

Eagles Nest knows the importance of teacher retention for student achievement. Administration carefully selected research-based strategies after reading the below articles on evidence-based teacher retention:

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 2 - Moderate 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.

Administration attends weekly grade level and PLC meetings to address questions or concerns. This aligns with the high yield retention strategy of school having supportive leaders or administrative teams. By having at least one academic coach and one administrator present, the team see the united efforts and support in the instructional academic achievement of students. During these sessions, team collaboration and working along with the staff in standards/benchmark aligned instruction will positively impact teachers. PLCs will reflect the needs and experiences of individual grade levels to provide specific and data drive support as well as encourage teacher autonomy as long as instruction or plan is aligned to standards.

Person Responsible: Lisa Adams (lisa.adams@ocps.net)

By When: Ongoing for entire school year.

Administration will survey staff quarterly on culture with principle leading the change in the feedback presented in the anonymous survey. Principal leadership are largely responsible for upholding positive school cultures and learning environments that are shaped by collegiality and a commitment from all staff members to do what is best for children. The principal will humbly accept feedback and process through adjustments to the culture of the school.

Person Responsible: Lisa Adams (lisa.adams@ocps.net)

By When: October, January, March, and May of 2024.

Teachers will be provided with mentor teacher support including monthly mentor/mentee meetings, coaching support, and district professional development. These meetings will discuss topics such as the what does effective teaching look like, the school and district based supports, open communication with the principal and support, encouragement, and assistance across campus.

Person Responsible: Lisa Adams (lisa.adams@ocps.net)

By When: September 2024

Participation in district and school level professional development opportunities will be encouraged. Teachers will participate in district led IMPACT trainings, intervention material trainings, and computer program trainings. School based professional development will have required trainings but will also have a la carte trainings for teachers to decide the direction of their professional growth. This will encourage teacher growth ownership.

Person Responsible: Lisa Adams (lisa.adams@ocps.net)

By When: Twice a month throughout 2023-2024 school year

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 process to determine funding allocations focused both on student needs and the capacity/needs of the instructional staff. Student proficiency in both ELA/Reading and Math school wide is below 50%. Approximately 40% of the staff at Eagles Nest has less than 3 years of instructional experience. In an effort to address both student proficiency and new staff needs, Eagles Nest has budgeted to send teachers to the Ron Clark Academy. The Ron Clark Academy has professional development that addresses curriculum enhancement to address pedagogy in both Reading and Math, as well as programs for African American Boys. This professional development will help increase teacher retention, school culture and strengthen instructional pedagogy. In addition to the Ron Clark Academy professional development, Eagles Nest is hiring 2 additional Program Assistants to assist with Tier 3 Reading interventions.

Resources and funds are shared during SAC meetings and to families as they visit campus. Teachers and staff will also be informally polled to use the funds to cover instructional needs.

The decision to use the funds will be fluid and work alongside initiatives and changes in needs and expected outcomes of our action steps.

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

In 2023, the end-of-year STAR Early Literacy showed 55% of kindergarten students did not meet recommended proficiency level. It showed that 61% of 1st grade students and and 64% of second grade students did not meet recommended proficiency level on STAR Reading.

Students in grades K-2 will have intense instruction in word recognition. Specifically that would include explicit and systematic instruction in:
-Phonological Awareness: This includes developing awareness of the segments of sounds in speech and how that links to letters. This would include identifying individual sounds (phonemes), naming the letters in the alphabet, and identifying the sounds made by single letters.
-Decoding and Sight Recognition: This would be evident by the ability to take sounds made by letters or groups of letters to combine them to read printed words, analyze word parts, and write/recognize words. This would include recognizing letter-sound patterns in multisyllabic words, word parts such as affixes that hold meaning, and recognizing sight words that increase in complexity as the text being used because more complex.

The following IES Practice Guide Recommendations meet ESSA strong level of evidence requirement: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade:
Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters:
Recommendation 3: teacher students to decode words, analyze word parts, and write and recognize words.

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

In 2023, the end-of-year FAST showed that 74%of third grade students, 49% of fourth grade students, and 79% of fifth grade students were reading below proficiency.

Students in grades 3-5 will have intense instruction in word recognition and language comprehension depending on the needs identified in diagnostic and screening assessments. Specifically that would include explicit and systematic instruction in:
-Decoding and Sight Recognition: This would be evident by the ability to take sounds made by letters or groups of letters to combine them to read printed words, analyze word parts, and write/recognize words. This would include recognizing letter-sound patterns in multisyllabic words, word parts such as affixes that hold meaning, and recognizing sight words that increase in complexity as the text being used

because more complex.
- Comprehension by way of Vocabulary, Language Structure, Verbal Reasoning, and Literacy Knowledge: This would include increasing the students knowledge and exposure to academic and grade level appropriate vocabulary in a variety of genres. Some of the vocabulary will be taught and others will be learned through the use of context clue strategies usage while reading the text. The layout of texts and how that is purposeful in order to gain information and follow a pattern of written word will be explored using literature and informational text.

For grade 3, the following IES Practice Guide Recommendations meet ESSA strong level of evidence requirement: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade:
Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters:
Recommendation 3: teacher students to decode words, analyze word parts, and write and recognize words.

For grades 4-5, the following IES Practice Guide Recommendations meet ESSA strong level of evidence requirement: Providing Reading Interventions for Students in grades 4-9:
Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words.
Recommendation 2: Provide purposeful fluency-building practices to help students read effortlessly.
Recommendation 3: Routinely use a set of comprehension building practices to help students make sense of text.
-Part 3A: Build students' world and word knowledge so they can make sense of text.
-Part 3B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read.

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

Grade 1: The end of the STAR Reading assessment, administered to then first grade students, showed only 45% of the students met grade level benchmarks. The goal is for 60% of first grade students to earn the proficiency level or higher on the STAR Reading end of the year assessment.
Grade 2: The end of the year STAR Reading assessment, administered to then first-grade students, showed 39% of students met grade level benchmarks. The goal is for 60% of second-grade students to earn the proficiency level or higher on the end of the year FAST assessment.

Grades 3-5 Measurable Outcomes

Grade 3: The end of the STAR Reading assessment, administered to then second grade students, showed 36% of the students met grade level benchmarks. The goal is for 50% of third grade students to earn the proficiency level or higher on the FAST end of the year assessment.
Grade 4: The end of the year FAST ELA assessment, administered to then third graders grade students,

has 26% of students meeting grade level proficiency. The goal is for 50% of second-grade students to earn the proficiency level or higher on the end of the year STAR Reading assessment.
Grade 5: The end of the year STAR Reading assessment, administered to then fourth grade students, showed 51% of students earned grade level proficiency. The goal is for 50% of fifth grade students to earn the proficiency level or higher on the end of the year FAST ELA assessment.

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.

Weekly reading walkthroughs will be conducted by administrators, coaches, and district support.

Movement of proficiency across grade levels will be monitored through the FAST and STAR beginning, middle, and end of the year assessments.

Monthly data meetings will be held including the MTSS Problem-Solving Team and learning community leadership to review state progress monitoring assessments, district-created standard-based unit assessments to monitor performance at grade level standards, and intervention progress monitoring assessments.

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

Adams, Lisa, lisa.adams@ocps.net

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?

The following resources will be utilized for intervention and standards based instruction and are part of the district's K-12 Comprehensive Reading Plan.
-Optional daily slides provided by our school district for Tier 1 instruction will supports the instruction of BEST foundational standards. (Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.)
-Heggerty Phonemic Awareness lessons provide opportunities to develop phoneme awareness. Phonological Awareness Training utilized within Heggerty is supported by promising evidence. The
materials and routines focus on activities that teach students how to identify, delete, segment and blend segments of spoken words. (Recommendation 2: Develop awareness of the segments of sounds in

speech and how they link to letters)
-SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) provides instruction
through explicit routines focused on phonological awareness, spelling sounds, and sight words. SIPPS meets moderate evidence as a program that accelerates the acquisition of foundational skills for striving readers.
(Recommendation 3: Teach students to decode words, analyze word parts, and write/recognize words and Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words.)
-Being a Reader is a small-group instruction resource provided to all schools for grades kindergarten through third grade, which meets strong evidence criteria based on the recommended strategies and practices for foundational skills.
-District-created, BEST standards-aligned curriculum materials are also available for use. District curriculum materials utilize high yield strategies and practices that Hattie's research has found to have a high effect size and are grounded within the Science of Reading and Structured Literacy.

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?

The resources being used are materials that have been vetted by the school district. Since these are programs they support, they have purchased the programs for schools and provide training on the programs to teachers and academic leaders.

They do show a proven record of effectiveness through the evidence of academic achievement in students.

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
Conduct professional learning on the frameworks for the ELA times in the master schedule along with their assigned resources.	Burger, Ashley, ashley.nurger@ocps.net
Use progress monitoring documents and review the data through monthly meetings with instructional teams to include classroom teacher, administrator, and reading coach. The data to be examined is FAST, STAR, DIBELS, SIPPS learning checks, Exact Path, and standard based assessments created by the school district.	Adams, Lisa, lisa.adams@ocps.net
Diverse coaching methods will be employed to ensure the proper instruction of the BEST standards and interventions. The assessment will involve using a classroom walkthrough instrument, district visit feedback form, and coaching cycle documents to ascertain the specific supports required by each teacher.	Adams, Lisa, lisa.adams@ocps.net

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.

The School Improvement Plan (SIP) is available on the school's webpage: lakesilveres.ocps.net. Furthermore, it will be addressed in the monthly School Advisory Council (SAC) meetings and the initial academic night. During staff meetings, the SIP will be introduced to staff members, and they will receive encouragement to share it with families. The Partner In Education coordinators will also distribute the SIP during their interactions with both current and new partners.

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))

The school will organize various family-friendly events aimed at fostering community engagement and establishing partnerships with local businesses and community religious partners. In addition to

academic nights, monthly parent engagement meetings will be held to support the families in connecting what is taught in the classrooms to what they can do at home. Electronic communication will come through the use of Connect Orange phone messages and the district system similar to text messaging. The family engagement plan can be accessed on the school's website at eaglesnest.ocps.net.

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))

After school tutoring will be provided to students.

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))

Students will be provided with supper at the beginning of tutoring by way of the federal nutrition program.

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: Instructional Practice: Benchmark-aligned Instruction				$209,690.26
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	160	0236 - Eagles Nest Elementary	UniSIG	2.0	$48,994.26
			Notes: Salary for 2 Program Assistants to work directly with students in grades 2-5 providing small group and one on one supplemental instruction for ELA, math and science. Program Assistants will push into the classroom and work with small groups of identified students who need additional support. = $48,994.26			
	5100	210	0236 - Eagles Nest Elementary	UniSIG		$6,648.52
			Notes: Retirement Benefits for 2 Program Assistants to work directly with students in grades 2-5 providing small group and one on one supplemental instruction for ELA, math and science.			
	5100	220	0236 - Eagles Nest Elementary	UniSIG		$3,748.06
			Notes: Social Security Benefits for 2 Program Assistants to work directly with students in grades 2-5 providing small group and one on one supplemental instruction for ELA, math and science.			
	5100	231	0236 - Eagles Nest Elementary	UniSIG		$18,578.00
			Notes: Health Insurance Benefits for 2 Program Assistants to work directly with students in grades 2-5 providing small group and one on one supplemental instruction for ELA, math and science.			
	5100	232	0236 - Eagles Nest Elementary	UniSIG		$34.58

			Notes: Life Insurance Benefits 2 Program Assistants to work directly with students in grades 2-5 providing small group and one on one supplemental instruction for ELA, math and science.			
	5100	240	0236 - Eagles Nest Elementary	UniSIG		$1,279.24
			Notes: Workers Compensation for 2 Program Assistants to work directly with students in grades 2-5 providing small group and one on one supplemental instruction for ELA, math and science.			
	5100	250	0236 - Eagles Nest Elementary	UniSIG		$20.57
			Notes: Unemployment Compensation for 2 Program Assistants to work directly with students in grades 2-5 providing small group and one on one supplemental instruction for ELA, math and science.			
	5100	290	0236 - Eagles Nest Elementary	UniSIG		$1,310.59
			Notes: Additional Employee Benefits for 2 Program Assistants to work directly with students in grades 2-5 providing small group and one on one supplemental instruction for ELA, math and science.			
	5100	519	0236 - Eagles Nest Elementary	UniSIG		$30,000.00
			Notes: Allowable technology upgrades for Student headphones, student laptops, interactive whiteboards to access online programs and digital assessments for grades K -5 = not to exceed $30,000.00			
	5100	510	0236 - Eagles Nest Elementary	UniSIG		$15,000.00
			Notes: Allowable classroom supplies to purchase spiral notebooks, dry erase boards, dry erase markers, composition books, pens, pencils, paper not to exceed $15,000.00			
	5900	120	0236 - Eagles Nest Elementary	UniSIG	1.01	$44,880.00
			Notes: Tutors during the school day supporting content areas of ELA, Math and Science for grades 3-5. 4 Tutors X 11 hous X 34 weeks X $30.00 per hr= $44,880.00			
	5900	210	0236 - Eagles Nest Elementary	UniSIG		$6,090.21
			Notes: Tutors during the school day supporting content areas of ELA, Math and Science for grades 3-5			
	5900	220	0236 - Eagles Nest Elementary	UniSIG		$3,433.32
			Notes: Tutors during the school day supporting content areas of ELA, Math and Science for grades 3-5			
	5900	240	0236 - Eagles Nest Elementary	UniSIG		$1,171.81
			Notes: Tutors during the school day supporting content areas of ELA, Math and Science for grades 3-5			
	5900	250	0236 - Eagles Nest Elementary	UniSIG		$18.84
			Notes: Tutors during the school day supporting content areas of ELA, Math and Science for grades 3-5			
	5100	500	0236 - Eagles Nest Elementary	UniSIG		$28,482.26
			Notes: Scholastic (grades 2-3) teacher led supplemental reading intervention program to be used for remediation on below grade level reading skills. Not to exceed $28482.26.			

2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				$83,300.99
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	140	0236 - Eagles Nest Elementary	UniSIG	2.0	$51,116.52
			Notes: 2- Permanent Substitute Teachers to support consistency when teachers are absent = $51,116.52			
	5100	210	0236 - Eagles Nest Elementary	UniSIG		$6,936.51
			Notes: Retirement Benefits for 2- Permanent Substitute Teachers to support consistency when teachers are absent			
	5100	220	0236 - Eagles Nest Elementary	UniSIG		$3,910.41
			Notes: Social Security Benefits 2- Permanent Substitute Teachers to support consistency when teachers are absent			
	5100	231	0236 - Eagles Nest Elementary	UniSIG		$18,578.00
			Notes: Health Insurance Benefits 2- Permanent Substitute Teachers to support consistency when teachers are absent			
	5100	232	0236 - Eagles Nest Elementary	UniSIG		$36.08
			Notes: Life Insurance Benefits for 2- Permanent Substitute Teachers to support consistency when teachers are absent			
	5100	240	0236 - Eagles Nest Elementary	UniSIG		$1,334.65
			Notes: Workers Compensation for 2- Permanent Substitute Teachers to support consistency when teachers are absent			
	5100	250	0236 - Eagles Nest Elementary	UniSIG		$21.46
			Notes: Unemployment Compensation for 2- Permanent Substitute Teachers to support consistency when teachers are absent			
	5100	290	0236 - Eagles Nest Elementary	UniSIG		$1,367.36
			Notes: Additional Employee Benefits for 2- Permanent Substitute Teachers to support consistency when teachers are absent			
					Total:	$292,991.25

Budget Approval

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

No