

Orange County Public Schools

Lake Silver Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Lake Silver Elementary

2401 N RIO GRANDE AVE, Orlando, FL 32804

<https://lakesilveres.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 that 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
Hay, Nathan	Principal	Nathan Hay, the principal, plays a pivotal role in defining the school's vision, mission, and expectations. He also oversees all instructional activities and accelerates momentum by establishing lofty standards for the implementation and effectiveness of the multi-tiered system of supports (MTSS). Additionally, he consistently offers administrative assistance to the staff and champions the well-being of both students and the school community. Mr. Hay fosters a culture of collaboration among staff, parents, and students, emphasizing joint efforts towards achieving academic excellence. His ultimate objective revolves around crafting a secure and optimistic learning atmosphere that guides every student towards achievement.
Trotman, Cassandra	Assistant Principal	<p>Cassandra Trotman serves as an assistant principal with a multiple roles. Firstly, she functions as an instructional leader, overseeing the quality of teaching and learning. In addition, she oversees the operational aspects of the school to ensure the best possible learning environment for students. Her responsibilities include schedule coordination, close collaboration with teachers through the PLC process, and data monitoring to pinpoint areas requiring improvement over the school year. Moreover, she conducts teacher evaluations and offers targeted feedback for growth, utilizing the OCPS Instructional Framework as a guide.</p> <p>Furthermore, Mrs. Trotman places a particular emphasis on working closely with the school counselor to address matters related to student discipline.</p>
Pepper, Rachel	Assistant Principal	<p>Rachel Pepper serves as an assistant principal with a multiple roles. Firstly, she functions as an instructional leader, overseeing the quality of teaching and learning. In addition, she oversees the operational aspects of the school to ensure the best possible learning environment for students. Her responsibilities include schedule coordination, close collaboration with teachers through the PLC process, and data monitoring to pinpoint areas requiring improvement over the school year. Moreover, she conducts teacher evaluations and offers targeted feedback for growth, utilizing the OCPS Instructional Framework as a guide.</p> <p>Furthermore, Mrs. Trotman places a particular emphasis on working closely with the staffing specialist on the ESE and ESOL programs at Lake Silver Elementary.</p>
Pankonin, Christine	Instructional Coach	Christine Pankonin engages in data analysis, takes part in progress monitoring, and supports teachers in developing lesson plans based on data. She plays a pivotal role in organizing school-wide professional development sessions and facilitating peer-to-peer teacher observations, all aimed at fostering professional advancement. She keeps an inventory of core curriculum and intervention materials and coordinates testing for the school.

Name	Position Title	Job Duties and Responsibilities
Palencia, Zoraida	Instructional Coach	Zoraida Palencia oversees the development of reading and intervention plans for students in grades K-5. She engages in data analysis and progress monitoring, working collaboratively with teachers to make informed decisions based on data. Zoraida is actively involved in supporting tiered intervention plans, offering coaching and training to colleagues on the implementation of the Multi-Tiered System of Supports (MTSS). She plays a key role in helping teachers pinpoint student needs and implementing suitable interventions when necessary.
Pedigo, Christen	Staffing Specialist	Christen Pedigo assumes the responsibility of orchestrating various crucial aspects, including ESE, 504, FTE, Federal, and State Compliance Reports, along with associated activities and meetings. She plays a central role in managing the process of developing and reviewing Individualized Education Programs (IEPs), Educational Plans (EPs), re-evaluations, initial placements, dismissals, and other meetings pertaining to Exceptional Student Education (ESE) services.
Walker, Leshante	Behavior Specialist	Leshante Walker supports our ESE students with their behaviors by creating, documenting, maintaining, and tracking behavior improvement plans. She communicates with parents and teachers regarding student progress and trains paraprofessionals on how to implement behavior plans with ESE students.
Williams, Darreyl	Other	Darreyl focuses on school-wide behavior initiatives and implements our student mentor program.

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.

Lake Silver Elementary places a strong emphasis on involving stakeholders in the creation of its school improvement plan. This collaborative approach serves to cultivate a sense of shared responsibility within the community for educational progress. Regular monthly meetings of the School Advisory Council bring together parents, teachers, and community members to exchange insights and recommendations. This inclusive dialogue ensures the incorporation of diverse viewpoints, contributing to a comprehensive and well-balanced improvement strategy. Furthermore, the school employs surveys and feedback mechanisms to engage stakeholders who may not be able to attend in-person meetings. By valuing input from all stakeholders, Lake Silver Elementary establishes a more effective and inclusive school improvement plan that authentically addresses the needs and aspirations of its community.

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))

Lake Silver Elementary maintains a strong system for monitoring the effectiveness of its school improvement plan in addressing the achievement gap. Regular assessments and data analysis track students' progress, identifying areas for improvement or concern. Ongoing teacher collaboration and professional development ensure effective strategy implementation. The school administration regularly engages stakeholders, reviewing progress and gathering feedback during monthly School Advisory Council meetings. Adjustments are informed by data-driven insights, responding to students' needs. This comprehensive approach continually refines the school improvement plan, contributing to improved student achievement and closing the achievement gap.

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	80%
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)* White Students (WHT) 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: B
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	6	15	16	10	15	12	0	0	0	74	
One or more suspensions	0	2	13	5	6	18	0	0	0	44	
Course failure in English Language Arts (ELA)	0	2	2	2	1	3	0	0	0	10	
Course failure in Math	1	0	1	2	0	3	0	0	0	7	
Level 1 on statewide ELA assessment	0	0	0	4	17	17	0	0	0	38	
Level 1 on statewide Math assessment	0	0	0	4	18	17	0	0	0	39	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	13	19	24	17	20	0	0	0	93	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	5	8	8	19	21	0	0	0	62

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	1	0	1	6	0	4	0	0	0	12
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	7	18	17	23	11	21	0	0	0	97	
One or more suspensions	0	4	4	2	5	6	0	0	0	21	
Course failure in ELA	0	0	0	5	0	2	0	0	0	7	
Course failure in Math	0	0	0	1	0	0	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	3	20	24	0	0	0	47	
Level 1 on statewide Math assessment	0	0	0	3	20	30	0	0	0	53	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	5	0	2	0	0	0	7	

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	1	4	18	27	0	0	0	52

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	1	4	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	7	18	17	23	11	21	0	0	0	97	
One or more suspensions	0	4	4	2	5	6	0	0	0	21	
Course failure in ELA	0	0	0	5	0	2	0	0	0	7	
Course failure in Math	0	0	0	1	0	0	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	3	20	24	0	0	0	47	
Level 1 on statewide Math assessment	0	0	0	3	20	30	0	0	0	53	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	5	0	2	0	0	0	7	

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	1	4	18	27	0	0	0	52

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	1	4	0	0	0	0	0	5
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*	39	57	53	41	56	56	39		
ELA Learning Gains				46			45		
ELA Lowest 25th Percentile				25			44		
Math Achievement*	40	60	59	36	46	50	36		
Math Learning Gains				43			38		
Math Lowest 25th Percentile				39			50		
Science Achievement*	50	63	54	34	61	59	45		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	55	59	59				38		

** 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	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	229
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	264
Total Components for the Federal Index	7
Percent Tested	97
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	15	Yes	3	3
ELL	38	Yes	2	
AMI				
ASN				
BLK	34	Yes	2	
HSP	47			
MUL				
PAC				
WHT	66			
FRL	36	Yes	2	

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	2	2
ELL	36	Yes	1	
AMI				
ASN				
BLK	29	Yes	1	1
HSP	29	Yes	1	1
MUL				
PAC				
WHT	68			
FRL	29	Yes	1	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	39			40			50					55
SWD	17			19			25				4	
ELL	20			40							3	55
AMI												
ASN												
BLK	29			30			38				4	
HSP	43			52			45				3	
MUL												
PAC												
WHT	64			62			75				4	
FRL	31			34			39				4	

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	41	46	25	36	43	39	34					
SWD	16	23	14	15	23	33	12					
ELL	45			27								
AMI												
ASN												
BLK	26	38	18	23	36	39	21					
HSP	28	32		28	42		15					
MUL												
PAC												
WHT	78	64		70	59		70					
FRL	26	39	21	21	36	44	19					

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	39	45	44	36	38	50	45					38
SWD	16	33	36	16	33		13					
ELL	25			19								38
AMI												
ASN												
BLK	25	33	50	24	34	45	32					
HSP	39	50		22	28		47					
MUL												
PAC												
WHT	73	73		77	64		80					
FRL	30	40	50	25	33	42	38					40

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	42%	54%	-12%	54%	-12%
04	2023 - Spring	31%	60%	-29%	58%	-27%
03	2023 - Spring	44%	52%	-8%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	53%	*	54%	*
03	2023 - Spring	50%	59%	-9%	59%	-9%
04	2023 - Spring	41%	62%	-21%	61%	-20%
05	2023 - Spring	27%	55%	-28%	55%	-28%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	45%	59%	-14%	51%	-6%

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.

At Lake Silver Elementary School, the ELA proficiency rate was 39% and math proficiency data was 40%. The reading data decreased by 2%. In 2022-2023, many classrooms had instruction delivered by non-certified, substitute teachers leading to subpar instruction. There were also inconsistent school-wide expectations dealing with discipline leading to a chaotic learning environment.

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

The ELA data dropped by 2% to 39% proficient. Lake Silver had many substitute teachers in the classrooms and inconsistent school wide expectations dealing with discipline and instructional delivery. Additionally, utilizing the reading and math incentive programs weren't used effectively.

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.

Lake Silver had an 18% below gap in the math scores compared to the state average, which was 58% proficient. The factors that contributed to this gap was inconsistent teachers attendance, and not being able to manage behaviors. Student discipline data showed that students missed crucial instructional time.

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

Our state science scores were most improved. Our school increased 16% from 34% to 50%. We focused on students who were considered level 2 students based on PMA data and had the assistant principal do a science bootcamp with them.

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

Areas of concern include decreasing the number of students with reading deficiencies by decreasing the number of students who score a level 1 on state FAST testing and decreasing the number of students who have out of school behavior suspensions by building school culture using our TIGER PRIDE school wide procedures.

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

- 1) Improve overall proficiency in ELA, Math, and Science by focusing on standards aligned instruction.
- 2) Build positive school culture through consistent schoolwide expectations by following our school motto, TIGER PRIDE. Develop exciting and engaging learning for teachers and students at Lake Silver.
- 3) Improve our MTSS procedures for academics and behavior.
- 4) Recruit and retain higher qualified teachers and decrease the number of non-certified teachers in the classrooms.

Area of Focus

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

#1. 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.

With a considerable number of staff members having left this year, it is imperative to enact a cultural transformation at Lake Silver Elementary. Within the current roster of 70 staff members, 35 have recently been brought on board. Data from last year's Panorama survey indicates that only 45% of the staff demonstrated a favorable perception of the school's climate.

Measurable Outcome:

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

The school will increase the Panorama survey data about positive school climate from 45% favorable to 75% favorable during the 2023-2024 school year.

Monitoring:

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

The area of focus will be monitored based on the Panorama survey data, teacher intent forms for the next year, quarterly anonymous surveys, and staff attendance records.

Person responsible for monitoring outcome:

Nathan Hay (nathan.hay@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.)

Adjust structures for PLCs to foster collaboration among teams. Implement classroom behavior support measures, which encompass mentoring programs for students. Establishing Ron Clark houses to cultivate relationships between students and staff, thus enhancing stakeholder relationships.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Supportive school administrations coordinate common planning time between veteran and novice teachers in the same department. A 2017 study by Ronfeldt & McQueen determined that common planning time has been shown to decrease the likelihood of teachers leaving the profession by up to 40%.

A study by Thibodeaux, et al. (2015) found that teachers cite student discipline as a top reason for leaving the profession. Bradshaw (2013) found that successful implementation of Positive Behavioral Interventions and Supports (PBIS) resulted in a significant reduction of bullying, school climate, and other disciplinary problems.

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?

Yes

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.

Student behaviors and adult responses to the behaviors is a focus of support to provide an ideal environment of community and learning. As one component of the school's implementation of PBIS, administration will attend the Conscious Discipline Institute, a seven-day immersive, hands-on events that gives a working understanding of the powers, skills and structures of Conscious Discipline. Then administration will lead monthly PDs with the staff to increase student behavioral needs and support in order to decrease student discipline issues. The impact of Conscious Discipline implementation will be closely monitored through various means, including surveys, referral counts, and threat assessment counts.

Person Responsible: Nathan Hay (nathan.hay@ocps.net)

By When: August, 2023 for leadership team September-March, 23-24

Program assistants will be used to provide positive behavior supports for students who need extra support in the classroom and outside of the classroom. This includes mentoring and helping students engage in restorative practices as well as processing appropriate emotional responses. These additional adults will provide support so that teachers can continue instruction with limited student interruptions.

Person Responsible: Cassandra Trotman (cassandra.trotman@ocps.net)

By When: August 2023

The full-time STEAM Lab teacher assists teachers during common planning and provides direct support through the co-teaching and modeling of lessons. Additionally, the addition of a STEAM Lab is a market differentiator in the recruitment process.

Person Responsible: Nathan Hay (nathan.hay@ocps.net)

By When: August 2023

#2. Instructional Practice specifically relating to ELA**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.

Reviewing last year's data, it's evident that only 39% of students were at grade level in ELA, marking a 16% deficit below the state average. In the 2023-2024 school year, the emphasis is on enhancing science of reading best practices, elevating content knowledge, effectively analyzing student data, and fostering positive student relationships to bolster instructional capacities.

Measurable Outcome:

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

The objective is to achieve a 50% or higher rate of students scoring at level 3 or above on the ELA end-of-year FAST assessment.

Monitoring:

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

Effective monitoring will involve classroom walkthroughs, data meetings centered around common assessments and reteaching, and the utilization of STAR and FAST progress monitoring assessments.

Person responsible for monitoring outcome:

Nathan Hay (nathan.hay@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.)

The intervention programs to be utilized include Exact Path and SIPPS, chosen for their ability to provide ongoing progress monitoring data as well as the delivery of explicit systematic instruction through a small group setting.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Both programs are grounded in research backing each program. Both Exact Path and SIPPS have substantial evidence demonstrating their effectiveness in yielding positive outcomes and enhancing student performance.

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.

Weekly classroom walkthroughs will be conducted to ensure the proper implementation of reading intervention programs. The purpose of these walkthroughs is to verify that the programs are being adhered to accurately. Constructive feedback will be provided, and subsequent action plans will be shared with individual teachers as necessary.

Person Responsible: Zoraida Palencia (zoraida.palencia@ocps.net)

By When: August 28th Weekly and planned as needed.

Hold regular professional collaboration meetings for weekly teacher instruction. During this time, attention will be given to what standard aligned instruction would look and sound like from teachers. This time would also discuss how student misconceptions and confusions would be addressed through appropriate questioning and instruction adjustment.

Person Responsible: Zoraida Palencia (zoraida.palencia@ocps.net)

By When: Weekly through April 2024

Common assessment data meetings will be conducted at the end of units and FAST progress monitoring administrations. Trends will be reviewed, proficiency by benchmark will be assessed, and the effectiveness of instructional strategies will be evaluated. The data will also be used to create reteaching small groups utilizing other adults on campus in addition to the classroom teacher and then an additional assessment to track change in student achievement. This data will also be used to invite students to after school tutoring.

Person Responsible: Cassandra Trotman (cassandra.trotman@ocps.net)

By When:

Classroom and intervention teachers will be trained in Orton Gillingham and SIPPS to facilitate student growth in word recognition (phonological awareness, decoding, sight word recognition). Filling the foundational skill needs of students K-5 will support and encourage their growth in language comprehension which includes greater reading performance.

Person Responsible: Zoraida Palencia (zoraida.palencia@ocps.net)

By When: September 1

Classroom walkthrough data aligned to key indicator will be collected weekly and analyzed to identify instructional trends, to inform adjustments to common planning, and to identify the focus of upcoming professional learning.

Person Responsible: Nathan Hay (nathan.hay@ocps.net)

By When: September 1 and ongoing

#3. Instructional Practice specifically relating to Math**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.

Analyzing data from the previous year indicates that only 40% of students were at grade level in math, revealing an 18% gap below the state average. The focus this year in math revolves around standards-based instruction, the implementation of targeted differentiation within small groups, and the utilization of mathematical thinking and reasoning skills to foster student math discourse. This strategy aims to enhance students' understanding of the math standards.

Measurable Outcome:

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

By prioritizing standards-based instruction, small group learning, and classroom differentiation, the objective is to attain a 50% rate of students operating at grade level in math by the end of the year, as determined by the math FAST assessment.

Monitoring:

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

The progress of this goal will be tracked through a series of approaches, including classroom walkthroughs, the examination of data from the Savvas Successmaker math online program, and the assessment of standards-based unit evaluations during monthly data meetings. Additionally, insights will be drawn from STAR and FAST assessment data collected at the middle and end of the academic year.

Person responsible for monitoring outcome:

Nathan Hay (nathan.hay@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.)

Students will engage with the Savvas Successmaker adaptive online math program, which is accessible to all students and adjusts dynamically to cater to individual needs. Furthermore, students will utilize standards-based math materials from Curriculum Associates and Rally Education to furnish support and re-teaching for those identified for tier 2 interventions. Additionally, Number Worlds will be employed in small group interventions to address the needs of tier 3 students requiring interventions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These materials are evidence based intervention materials that provide for reteaching the Florida math standards. These materials provide instruction and practice in an alternative, engaging format that varies from day to day instruction.

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.

To ensure the efficacy of standards-based math instruction, a structured calendar of weekly classroom walkthroughs has been established. These walkthroughs will facilitate the monitoring process of teacher standard and benchmark aligned instruction. Constructive feedback will be supplied, and subsequent action plans will be communicated to individual teachers. These actions may be come in the form of 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: Christine Pankonin (christine.pankonin@ocps.net)

By When: Classroom walkthroughs adhere to the established schedule, occurring regularly, and began on August 21.

During Common Assessment Data and FAST progress monitoring meetings, educators and coaches will collectively assess evaluation outcomes. This includes calculating the percentage of students reaching benchmark levels and evaluating the efficacy of interventions. Plans for reteaching and reassessment of the standards will be addressed. The reteaching can come in the form of student centered tasks and small group teacher led instruction.

Person Responsible: Christine Pankonin (christine.pankonin@ocps.net)

By When: Meetings are held consistently at the culmination of each unit and commenced on September 5th. These meetings will be conducted as units are finalized, focusing on reviewing grade level trends, assessing proficiency by benchmark, and evaluating the effectiveness of employed instructional strategies.

Classroom and intervention teachers will be trained in Exact Path, Savvas intervention kits, and Number Worlds (ESE). The professional developments will also focus on the review of the BEST and Big-M to ensure instruction alignment to the standards and to prepare for students' misconceptions and individualized small group instruction.

Person Responsible: Christine Pankonin (christine.pankonin@ocps.net)

By When: Monthly starting August 2023.

Multiple strategies to solve problems (number lines, arrays, area model, hundreds charts, base 10 blocks, etc.), CRA (concrete, representational and abstract), and manipulatives will be purposefully added to daily instruction in math. The concurrent use of many of these will provide students with multiple methods of presentation which will facilitate their comprehension of new concepts and support their movement to proficiency. This multisensory approach to math instruction also addresses the varied mental maturity of students.

Person Responsible: Christine Pankonin (christine.pankonin@ocps.net)

By When: Weekly starting 2023

Classroom walkthrough data aligned to key indicator will be collected weekly and analyzed to identify instructional trends, to inform adjustments to common planning, and to identify the focus of upcoming professional learning.

Person Responsible: Nathan Hay (nathan.hay@ocps.net)

By When: September 1 and ongoing

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 for reviewing school improvement funding allocations and ensuring resource allocation based on needs involves the following steps:

1. **Assessment and Analysis:** The school administration assesses the school's current performance, student achievement data, and areas that require improvement. This assessment helps identify specific needs and priorities for resource allocation.
2. **Goal Setting:** Based on the assessment, the school establishes clear and achievable improvement goals. These goals should follow the SMART criteria—specific, measurable, attainable, relevant, and time-bound.
3. **Resource Identification:** Determine the types of resources needed to address identified needs and achieve improvement goals.
4. **Budget Planning:** Develop a budget outlining the available funding for school improvement initiatives.
5. **Priority Ranking:** Prioritize identified needs and allocate resources based on urgency and impact on student learning and school improvement goals.
6. **Collaboration:** Involve teachers, staff, parents, and stakeholders in the resource allocation process. Seek input and feedback to consider various perspectives.
7. **Proposal Development:** Create proposals for resource allocations, including rationale, expected outcomes, and alignment with improvement goals.
8. **Approval Process:** Present proposals to relevant decision-making bodies, seeking approval and support.
9. **Implementation:** Put approved allocations into action by hiring staff, purchasing materials, arranging professional development, and other activities.
10. **Monitoring and Evaluation:** Continuously monitor progress of implemented initiatives, assessing resource impact on student achievement and improvement goals.
11. **Adjustments:** Based on assessments, adjust resource allocation strategy as needed to effectively address identified needs.
12. **Transparency and Reporting:** Communicate resource use and outcomes to stakeholders. Regularly update progress to the School Advisory Council (SAC).

Following these steps ensures that improvement funding allocations align strategically with needs and goals, maximizing positive impact on student success and school improvement.

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 44% of kindergarten students did not meet recommended proficiency level. It showed that 60% of 1st grade students 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.

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

In 2023, the end-of-year FAST showed that 53% of third grade students, 67% of fourth grade students, and 53% 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.

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 40% of the students met grade level benchmarks. The goal is for 60% of second 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 36% 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 STAR Reading 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 47% 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 33% 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.

Hay, Nathan, nathan.hay@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.	Palencia, Zoraida, zoraida.palencia@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.	Pepper, Rachel, rachel.pepper@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.	Hay, Nathan, nathan.hay@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, establishing partnerships with local businesses, and promoting the school through social media posts to generate a positive buzz within the community. The family engagement plan can be accessed on the school's website at lakesilveres.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))

This year, a STEAM Lab will be introduced to the special area rotation, ensuring that all students have access to an enriched academic experience. A substantial number of highly qualified teachers have been hired to address previous vacancies. Learning extensions will include after-school tutoring, clubs, and utilization of online resources like Exact Path and MyON Reader. Additionally, collaboration with local businesses will support the house system initiative and STEAM activities.

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

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: Positive Culture and Environment: Teacher Retention and Recruitment				\$125,417.99
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	160	0521 - Lake Silver Elementary	UniSIG	2.0	\$53,095.56
			<i>Notes: Salary for 2 Program Assistant to assist with positive behavior supports and behavior interventions</i>			
	5100	510	0521 - Lake Silver Elementary	UniSIG		\$9,115.25
			<i>Notes: Allowable classroom supplies, Paper, pencils, post-its, markers, folders, composition books, dividers, dry erase markers, dry erase board. not to exceed 9,115.25</i>			
	5100	519	0521 - Lake Silver Elementary			\$18,230.00
			<i>Notes: Allowable Technology for our STEAM Lab for K-5 not to exceed 18,230</i>			

	5100	210	0521 - Lake Silver Elementary	UniSIG		\$7,205.06
			<i>Notes: Retirement Benefits for 2 Program Assistant to assist with positive behavior supports and behavior interventions</i>			
	5100	220	0521 - Lake Silver Elementary	Title V, Part B		\$4,061.81
			<i>Notes: Social Security Benefits for 2 Program Assistant to assist with positive behavior supports and behavior interventions</i>			
	5100	231	0521 - Lake Silver Elementary	UniSIG		\$18,578.00
			<i>Notes: Health Insurance Benefits for 2 Program Assistant to assist with positive behavior supports and behavior interventions</i>			
	5100	232	0521 - Lake Silver Elementary	UniSIG		\$37.48
			<i>Notes: Life Insurance Benefits for 2 Program Assistant to assist with positive behavior supports and behavior interventions</i>			
	5100	240	0521 - Lake Silver Elementary	UniSIG		\$1,386.32
			<i>Notes: Workers Compensation for 2 Program Assistant to assist with positive behavior supports and behavior interventions</i>			
	5100	250	0521 - Lake Silver Elementary	UniSIG		\$22.30
			<i>Notes: Unemployment Compensation for 2 Program Assistant to assist with positive behavior supports and behavior interventions</i>			
	5100	290	0521 - Lake Silver Elementary			\$1,420.30
			<i>Notes: Additional Employee Benefits for 2 Program Assistant to assist with positive behavior supports and behavior interventions</i>			
	6400	510	0521 - Lake Silver Elementary	UniSIG		\$4,515.00
			<i>Notes: Supplies to support Conscious Discipline Training to build a schoolwide family culture- Kits (composed of conscious discipline resources), positive culture posters, markers, folders,</i>			
	5100	510	0521 - Lake Silver Elementary	UniSIG		\$7,750.91
			<i>Notes: Supplies and Materials to implement Ron Clark House System which is system to help district confidently implement processes that build character, relationships and school spirit.- Construction paper, poster paper, markers, colored pencils, post-its, journals, magnetic counters</i>			
2	III.B.	Area of Focus: Instructional Practice: ELA				\$41,062.01
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	140	0521 - Lake Silver Elementary	UniSIG	1.0	\$25,558.26
			<i>Notes: Salary for 1 Permanent Substitute position to support with small group instruction continuity for teachers absences.</i>			
	5100	210	0521 - Lake Silver Elementary	UniSIG		\$3,468.26
			<i>Notes: Retirement Benefits for 1 Permanent Substitute position to support with small group instruction continuity for teachers absences.</i>			

	5100	220	0521 - Lake Silver Elementary	UniSIG		\$1,955.21
			<i>Notes: Social Security Benefits for 1 Permanent Substitute position to support with small group instruction continuity for teachers absences.</i>			
	5100	231	0521 - Lake Silver Elementary	UniSIG		\$9,288.60
			<i>Notes: Health Insurance Benefits for 1 Permanent Substitute position to support with small group instruction continuity for teachers absences.</i>			
	5100	232	0521 - Lake Silver Elementary	UniSIG		\$18.04
			<i>Notes: Life Insurance Benefits for 1 Permanent Substitute position to support with small group instruction continuity for teachers absences.</i>			
	5100	240	0521 - Lake Silver Elementary	UniSIG		\$79.23
			<i>Notes: Workers Compensation for 1 Permanent Substitute position to support with small group instruction continuity for teachers absences.</i>			
	5100	250	0521 - Lake Silver Elementary	UniSIG		\$10.73
			<i>Notes: Unemployment Benefits for 1 Permanent Substitute position to support with small group instruction continuity for teachers absences.</i>			
	5100	290	0521 - Lake Silver Elementary	UniSIG		\$683.68
			<i>Notes: Additional Employee Benefits for 1 Permanent Substitute position to support with small group instruction continuity for teachers absences.</i>			
3	III.B.	Area of Focus: Instructional Practice: Math				\$11,517.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	360	0521 - Lake Silver Elementary	UniSIG		\$2,267.00
			<i>Notes: Study Island Math Site License not to exceed \$2,267.00</i>			
	5100	360	0521 - Lake Silver Elementary	UniSIG		\$6,858.00
			<i>Notes: Renaissance Program (AR and MyON) K-5 site license not to exceed \$6,858.00</i>			
	5100	360	0521 - Lake Silver Elementary	UniSIG		\$2,392.00
			<i>Notes: Mathseeds Site License not to exceed \$2,392.00</i>			
			0521 - Lake Silver Elementary			\$0.00
					Total:	\$177,997.00

Budget Approval

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

No