

Volusia County Schools

Blue Lake Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Blue Lake Elementary School

282 N BLUE LAKE AVE, Deland, FL 32724

<http://myvolusiaschools.org/school/bluelake/pages/default.aspx>

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.

Blue Lake Elementary School is a Professional Learning Community committed to standards based instruction, small group intervention, and teacher collaboration to help ensure students reach their full potential.

Provide the school's vision statement.

Ensuring all students receive a superior 21st century education.

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
Bailey, Holly	Principal	To oversee the day to day operation of the school, including but not limited to, implementation of MTSS, weekly PLC meetings with data analysis, ensuring the safety and security of the campus, monitoring the MTSS process and early warning systems, and monitoring progress towards SIP Goals.
Benton, Stinette	Assistant Principal	Assists principal with overseeing day operation of the school, including but not limited to, implementation of MTSS, weekly PLC meetings with data analysis, ensuring the safety and security of the campus, monitoring the MTSS process and early warning systems, and monitoring progress towards SIP Goals.
Fogle, Sarah	Teacher, ESE	To promote the integration of instructional programs at the building level; facilitating team problem solving and the monitoring of the academic success of all students on the assigned team; and collaborating with the principal and other teachers on the building leadership team.
Reid, Jennifer	Teacher, K-12	To promote the integration of instructional programs at the building level; facilitating team problem solving and the monitoring of the academic success of all students on the assigned team; and collaborating with the principal and other teachers on the building leadership team.
Kelly, Meredith	Teacher, K-12	To promote the integration of instructional programs at the building level; facilitating team problem solving and the monitoring of the academic success of all students on the assigned team; and collaborating with the principal and other teachers on the building leadership team.
Sylvia, Ronda	Teacher, K-12	To promote the integration of instructional programs at the building level; facilitating team problem solving and the monitoring of the academic success of all students on the assigned team; and collaborating with the principal and other teachers on the building leadership team.
Fontanez, Darlene	Teacher, K-12	To promote the integration of instructional programs at the building level; facilitating team problem solving and the monitoring of the academic success of all students on the assigned team; and collaborating with the principal and other teachers on the building leadership team.
Dunlap, Barbara	Teacher, K-12	To promote the integration of instructional programs at the building level; facilitating team problem solving and the

Name	Position Title	Job Duties and Responsibilities
		monitoring of the academic success of all students on the assigned team; and collaborating with the principal and other teachers on the building leadership team.
Stevens, Barbra	School Counselor	To promote the integration of instructional programs at the building level; facilitating team problem solving and the monitoring of the academic success of all students on the assigned team; and collaborating with the principal and other teachers on the building leadership team.
Campbell, Dylan	Math Coach	To provide professional learning opportunities and classroom support for teachers to facilitate improvement in the delivery and effectiveness of instruction in the critical areas of education that will enhance teacher quality and effectiveness to foster increased student achievement for all students.
Martin, April	Reading Coach	To provide professional learning opportunities and classroom support for teachers to facilitate improvement in the delivery and effectiveness of instruction in the critical areas of education that will enhance teacher quality and effectiveness to foster increased student achievement for all students.

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.

Our school leadership team met in August to provide input for the SIP. We also meet with our School Advisory Council which includes staff, parents, families, and a community member in August to provide input for the SIP. We provide a week in August for public input as well. Each person that provides input is provided with the school based data from the previous school year to determine the next steps for our SIP.

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 SIP progress will be monitored monthly through state and district assessment data to include the ESSA subgroups. We will meet with our School Leadership Team monthly to monitor the data and revise the SIP as needed to ensure continuous improvement.

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	64%
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)* Multiracial Students (MUL)* 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: 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	13	32	27	42	14	31	0	0	0	159	
One or more suspensions	0	3	1	8	1	4	0	0	0	17	
Course failure in English Language Arts (ELA)	0	0	0	4	1	2	0	0	0	7	
Course failure in Math	0	0	0	3	1	5	0	0	0	9	
Level 1 on statewide ELA assessment	0	0	0	0	1	22	0	0	0	23	
Level 1 on statewide Math assessment	0	0	0	0	1	33	0	0	0	34	
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		
	0	0	0	0	0	0	0	0	0		
	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	0	0	7	2	22	0	0	0	31

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	2	1	0	17	0	0	0	0	0	20
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	34	34	34	25	31	28	0	0	0	186	
One or more suspensions	4	3	5	2	4	14	0	0	0	32	
Course failure in ELA	0	0	0	18	3	15	0	0	0	36	
Course failure in Math	0	0	0	14	2	11	0	0	0	27	
Level 1 on statewide ELA assessment	0	0	0	26	34	26	0	0	0	86	
Level 1 on statewide Math assessment	0	0	0	34	39	41	0	0	0	114	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	16	15	8	18	13	0	0	0	75	

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	7	10	10	27	26	35	0	0	0	115

The number of students identified retained:

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

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	34	34	34	25	31	28	0	0	0	186
One or more suspensions	4	3	5	2	4	14	0	0	0	32
Course failure in ELA	0	0	0	18	3	15	0	0	0	36
Course failure in Math	0	0	0	14	2	11	0	0	0	27
Level 1 on statewide ELA assessment	0	0	0	26	34	26	0	0	0	86
Level 1 on statewide Math assessment	0	0	0	34	39	41	0	0	0	114
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	16	15	8	18	13	0	0	0	75

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	7	10	10	27	26	35	0	0	0	115

The number of students identified retained:

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

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	52	53	35	53	56	29		
ELA Learning Gains				44			32		
ELA Lowest 25th Percentile				33			33		
Math Achievement*	41	55	59	32	42	50	32		
Math Learning Gains				44			34		
Math Lowest 25th Percentile				46			25		
Science Achievement*	40	62	54	40	55	59	27		
Social Studies Achievement*					59	64			
Middle School Acceleration					45	52			
Graduation Rate					58	50			
College and Career Acceleration						80			
ELP Progress	35	60	59	45			44		

** 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	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	194
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	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	319
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	14	Yes	4	3
ELL	25	Yes	3	1
AMI				
ASN				
BLK	31	Yes	3	1
HSP	31	Yes	3	1
MUL	42			
PAC				
WHT	54			
FRL	35	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	24	Yes	3	2
ELL	34	Yes	2	
AMI				
ASN				
BLK	35	Yes	2	
HSP	34	Yes	2	
MUL	34	Yes	1	
PAC				
WHT	49			
FRL	37	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	39			41			40					35
SWD	15			15			30				5	12
ELL	20			25			26				5	35
AMI												
ASN												
BLK	37			23			23				4	
HSP	27			33			35				5	37
MUL	33			50							2	
PAC												
WHT	54			55			54				4	
FRL	35			35			37				5	36

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	35	44	33	32	44	46	40					45
SWD	10	15	15	11	40	41	32					28
ELL	25	35	17	23	44	47	35					45
AMI												
ASN												
BLK	25	53		15	44	50	25					
HSP	30	34	20	25	39	44	39					43
MUL	17			50								
PAC												
WHT	46	45		45	47		60					
FRL	31	41	33	26	39	44	35					43

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	29	32	33	32	34	25	27					44
SWD	11	17	30	14	17	20	11					42
ELL	25	30		27	43		28					44
AMI												
ASN												
BLK	18	27		23	20		21					
HSP	28	40		31	38		25					45
MUL												
PAC												
WHT	37	24		39	41		35					
FRL	27	30	23	30	31	25	24					44

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	41%	53%	-12%	54%	-13%
04	2023 - Spring	45%	57%	-12%	58%	-13%
03	2023 - Spring	39%	53%	-14%	50%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	40%	57%	-17%	59%	-19%
04	2023 - Spring	55%	59%	-4%	61%	-6%
05	2023 - Spring	38%	55%	-17%	55%	-17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	61%	-23%	51%	-13%

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.

5th grade science overall achievement, according to district progress monitoring and Florida Statewide Science Assessment, went from 40% proficient to 39% proficient, a decrease of 1%.

Contributing Factors: One of Blue Lake's 5th grade Math/Science teachers retired after Spring Break, she was replaced with a brand new teacher. This teachers' overall proficiency rate on the Florida Statewide Science Assessment was 27%. Our classroom walkthrough data showed misalignment of tasks, instruction, and the teachers' knowledge of the benchmarks

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

5th grade science overall achievement, according to district progress monitoring and Florida Statewide Science Assessment, went from 40% proficient to 39% proficient, a decrease of 1%.

Contributing Factors: One of Blue Lake's 5th grade Math/Science teachers retired after Spring Break, she was replaced with a brand new teacher. This teachers' overall proficiency rate on the Florida Statewide Science Assessment was 27%. Our classroom walkthrough data showed misalignment of tasks, instruction, and the teachers' knowledge of the benchmarks

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.

Our biggest gap is our 3rd grade Math proficiency rate which is 19% below the state average. Contributing Factors: There are gaps in teacher knowledge of benchmarks and instruction in our Primary Grade Levels (K-2). We also had a teacher in 3rd grade whose instruction and misalignment of tasks affected student proficiency rates.

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

The data component that showed the most improvement was Math in the previous year our overall proficiency rate was 32% this year our proficiency rate was 44%, an increase of 12%. This year we implemented school-wide instructional "look-fors" and collaborative planning using the planning protocol.

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

Student attendance remains a concern. We had a 159 students are missing 10% or more of the school year.

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

The systems identified as needing the most attention on our campus for the upcoming school year are:

- * Planning
- * MTSS/Problem-Solving
- * Coaching
- * PBIS

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.

Classroom Walkthrough data indicates a need for explicit and intentional instruction aligned to the intended learning of the benchmark, as only 38% of teachers delivered benchmark-aligned instruction. Additionally, our Needs Assessment and Analysis, it revealed that only 42% of our student's reached proficiency in ELA and 44% in Math. With an increased focus aligned instruction and tasks, student proficiency will increase on district and state assessments.

Measurable Outcome:

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

Student Practice:

- * After administration of PM 1 and PM 2, all students will show growth consistent with state growth trends.
- * By February of 2024, 35% of students will show proficiency on district and state assessments.

Teacher Practice:

- * By December of 2023, 75% of classroom teachers will provide students with Benchmark-aligned as evidenced in walkthroughs.

Coaching Practice:

- * By April 2024, the number of teachers receiving Tier 2-3 support will decrease by 80%
- * By May 2024, 56% of students will score proficient on the ELA FAST PM 3, 56% of students will show proficient on the Math FAST PM 3, and 55% of students will score proficient on the Florida Statewide Science Assessment.

Monitoring:

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

Student Practice:

- * Student data will be desegregated after PM 1 and PM 2 and compared to state proficiency and growth trends this will include students on the EWS list and ESSA subgroups.
- * 35% proficiency will be the mid year common goal across all content areas. After each benchmark aligned district and state assessment is administered, teachers, with the support of coaches will track and chart this data to measure progress over time.

Teacher Practice:

- * Classroom walkthrough trend data will be collected and analyzed weekly.
- * Administration and coaches will attend collaborative planning to monitor for benchmark-aligned planning of questioning techniques and benchmark-aligned tasks.

Coaching Practices:

- * Administration and coaches will meet weekly as a team to analyze the coaching support plan and data trends collected to make adjustments as needed.
- * Administration will collect coaching plans/notes and provide feedback to instructional coaches.

Person responsible for monitoring outcome:

Holly Bailey (hmbailey@volusia.k12.fl.us)

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.)

Evidence-based Intervention Providing Professional Development: By providing collaborative planning weekly through intensive teacher professional learning, facilitated by school-based experts (coaches) and grade level curriculum leaders and designed to deepen content-based learning, support benchmark-aligned instruction and tasks, and build capacity among staff.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research has shown that teacher effectiveness is the most important school-based factor that influences student outcomes, including student achievement.

Providing Professional Development is identified as a moderate Tier 2 intervention identified by WWC as evidenced by Impact Results of the eMINTS Professional Development Validation Study: Professional development Validation Study Meyers, Coby V.; Molefe, Aydin; Brandt, W. Christopher; Zhu, Bo; Dhillon, Sonica (2016). Educational Evaluation and Policy Analysis, v38 n3 p455-476. Retrieved from : <https://eric.ed.gov/?id=EJ1108395>

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.

Create a master schedule that allows grade level or course content specific collaborative planning to occur weekly with support by administrators and instructional coaches. Leadership team will create a common planning protocol that defines expectations for before, during, and after planning.

Person Responsible: Holly Bailey (hmbailey@volusia.k12.fl.us)

By When: August 14, 2023

Coaches will provide content support based on walkthrough data.

Person Responsible: Holly Bailey (hmbailey@volusia.k12.fl.us)

By When: Ongoing throughout the school year.

Sub tutors will be provided to assist teachers with ELA and Math small group instruction; they will use the Magnetic Reading Resources and SIPPs.

Person Responsible: Holly Bailey (hmbailey@volusia.k12.fl.us)

By When: Ongoing throughout the year.

Monitor students on the EWS monthly and create/modify action plans for individual students.

Person Responsible: Holly Bailey (hmbailey@volusia.k12.fl.us)

By When: Ongoing monthly throughout the school year; first meeting held August 2023

#2. Positive Culture and Environment specifically relating to Early Warning System

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.

The area of focus is aligned to the District Strategic Plan Goal 3: Provide a Safe, healthy, and supportive environment. Student behaviors, such as physical & verbal aggression, have increased in recent years as indicated by increases in incidents of physical aggression & increases in Office Discipline Referrals. Additionally, district data shows disproportionate discipline of minority students and students with disabilities.

Measurable Outcome:

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

Teacher practice: We will utilize PBIS implementation Checklist data & Benchmarks of Quality data to progress monitor fidelity of implementation with a focus on reducing discipline Referrals and suspensions of all student subgroups.

Monitoring:

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

This area of focus will be monitored in the fall, spring and year's end through the implementation checklists and Benchmarks of Quality surveys. Office Discipline Referrals will be monitored both at the district level and school level monthly during PBIS PLCs to increase core instruction in behavior for all students and intensifying monitoring of disproportionate rates of discipline.

Person responsible for monitoring outcome:

Stinette Benton (sdbenton@volusia.k12.fl.us)

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 evidence-based strategy being implemented is a multi-disciplinary approach through district-wide MTSS framework. Outcomes will be measured & monitored:

- 1.) Office Discipline Referrals will be monitored by the district MTSS planning team and by the school based PBIS PLCs on a monthly basis.
- 2.) Fidelity checklists will be monitored by the PBIS District Coordinator, Dr. Mandy Ellzey, following the close of the reporting windows for fall reporting, spring reporting and year end. This data will also be monitored by the PBIS teams to be used for progress monitoring and planning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PBIS is grounded in strategic analysis of data collected through Progress Monitoring and Data-based Decision Making. Based upon research, the PBIS Implementation Checklist is a quick checklist to assess the degree of implementation for actively implementing schools. It gives teams a sense of what has-been-done and what needs-to-be-done in the PBIS implementation process. The Benchmarks of Quality survey is intended to guide both initial implementation and sustained use of PBIS Tier 1. Kincaid, D., Childs, K., & George, H. (2010). These assessments contains 53-items divided into ten critical elements that make up an effective PBIS Tier 1 system. Completion of the BoQ produces scale and subscale scores indicating the extent to which these critical elements are in place.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The SEL TOA will serve as a teacher leader on our PBIS team. By utilizing research based lessons, the SEL TOA will lead the initiative to decrease the numbers of referrals and improve our attendance rate by decreasing the number of students with 10% or more days absent.

During Pre-Planning teachers participated in Professional Learning to review PBIS expectations.

In September, teachers will participate in a de-escalation PDD as part of our PBIS plan.

Teachers will participate in monthly PBIS PLCs.

The SLT will meet monthly to review discipline and attendance data and brainstorm solutions as needed.

Person Responsible: Stinette Benton (sdbenton@volusia.k12.fl.us)

By When: Ongoing throughout the school year.

For attendance, we will follow the Blue Lake Attendance Plan. Teachers will contact parents of students that have 3 or more days absent. The school counselor and TOA will reach out to parents of students missing 15% or more days to develop an attendance plan.

Reward students for perfect attendance monthly during lunch time.

Person Responsible: Barbra Stevens (brsteven@volusia.k12.fl.us)

By When: Ongoing throughout the year

Conduct monthly MTSS Meetings to review and discuss students on the EWS report for attendance and discipline and update the MTSS action plan.

Person Responsible: Holly Bailey (hmbailey@volusia.k12.fl.us)

By When: Ongoing throughout the 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).

When we received the school improvement funding allocations, our School Leadership Team reviewed the district and state assessment data and the Early Warning Systems report to determine the needs for the upcoming school year. We brainstormed as a team and reviewed the What Works Clearinghouse to determine the evidence based resources that would best meet our needs to ensure increased achievement in all core subjects and ESSA subgroups.

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

Kindergarten below grade level: 45% of students based on STAR Early Literacy PM 3.

Area of Focus: Instructional practice will focus on Tier 1 core instruction and tasks that directly align with state benchmarks.

How it affects student learning in literacy: Teachers will leverage collaborative planning with a content expert to best align instruction with state benchmarks.

Rationale for critical need: Based on STAR Early Literacy PM 3 and district progress monitoring data determined this critical area of need.

First Grade below grade level: 60% of students based on STAR Reading on PM 3.

Area of Focus: Instructional practice will focus on Tier 1 core instruction and tasks that directly align with state benchmarks.

How it affects student learning in literacy: Teachers will leverage collaborative planning with a content expert to best align instruction with state benchmarks.

Rationale for critical need: Based on STAR Reading on PM 3 and district progress monitoring data determined this critical area of need.

Second Grade below grade level: 66% of students based on STAR Reading on PM 3.

Area of Focus: Instructional practice will focus on Tier 1 core instruction and tasks that directly align with state benchmarks.

How it affects student learning in literacy: Teachers will leverage collaborative planning with a content expert to best align instruction with state benchmarks.

Rationale for critical need: Based on STAR Reading on PM 3 and district progress monitoring data determined this critical area of need.

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

3rd grade below grade level: 60% of students based on the 2023 FAST PM 3 data end of year.

Area of Focus: Instructional practice will focus on Tier 1 core instruction and tasks that directly align with state benchmarks.

How it affects student learning in literacy: Teachers will leverage collaborative planning with a content expert to best align instruction with state benchmarks.

Rationale for critical need: Based on 2023 FAST PM 3 data and district progress monitoring data determined this critical area of need.

4th grade below grade level: 53% of students based on the 2023 FAST PM 3 data end of year.

Area of Focus: Instructional practice will focus on Tier 1 core instruction and tasks that directly align with state benchmarks.

How it affects student learning in literacy: Teachers will leverage collaborative planning with a content expert to best align instruction with state benchmarks.

Rationale for critical need: Based on 2023 FAST PM 3 data and district progress monitoring data determined this critical area of need.

5th grade below grade level: 62% of students based on the 2023 FAST PM 3 data end of year.

Area of Focus: Instructional practice will focus on Tier 1 core instruction and tasks that directly align with state benchmarks.

How it affects student learning in literacy: Teachers will leverage collaborative planning with a content expert to best align instruction with state benchmarks.

Rationale for critical need: Based on 2023 FAST PM 3 data and district progress monitoring data determined this critical area of need.

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

K-2:

Kindergarten 2023 end of year data: 45% below grade level, therefore, 55% were on track to be on grade level by 3rd grade. Based on this, we can reasonably anticipate at least 65% of our current Kindergarten students will be on grade level by the end of the year based on Star Early Literacy.

1st grade 2023 end of year data: 60% below grade level, therefore, 40% were on track to be on grade level by 3rd grade. Based on this, we are aiming for at least 65% of our current 1st graders will be on grade level by the end of the year based on Star Reading.

2nd grade 2023 end of year data: 66% below grade level, therefore, 34% were on track to be on grade level by 3rd grade. Based on this, we are aiming at least 55% of our current 2nd graders will be on grade level by the end of the year based on Star Reading.

Grades 3-5 Measurable Outcomes

3-5: We plan on achieving 56% overall proficiency rate in grades 3-5 at Blue Lake in reading.

3rd grade 2023 end of year FAST PM 3 data: 61% below grade level, therefore, 39% were on grade level.

Based on this, we are aiming for at least 53% of our current 3rd graders to be on grade level by the end of the year based on FAST PM 3.

4th grade 2023 end of year FAST PM 3 data: 55% below grade level, therefore, 45% were on grade level.

Based on this, we are aiming for at least 59% of our current 4th graders to be on grade level by the end of the year based on FAST PM 3.

5th grade 2023 end of year FAST PM 3 data: 61% below grade level, therefore, 41% were on grade level.

Based on this, we are aiming for at least 55% of our current 5th graders to be on grade level by the end of the year based on FAST PM 3.

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.

Area of Focus 1: Improving Instructional Practice specifically relating to Benchmark-aligned instruction through the action steps of weekly collaborative planning and preparation with a content area expert to support.

Area Focus 1 will be monitored with FAST or Star Reading and Star early literacy data for each grade level, district ELA assessments, and ongoing progress monitoring using district provided, research-based diagnostic

screeners and monitoring tools. Weekly PLCs will be utilized to monitor, analyze and prescribe action steps

based on the above collected data. Monitoring the data consistently throughout the school year will compel

us to be proactive with adjusting instruction and interventions to address the needs the student data reveals. By monitoring the data throughout the year, we will be able to work toward our proficiency goals for each grade level.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Bailey, Holly, hmbailey@volusia.k12.fl.us

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?

Evidence-based Intervention Providing Professional Development: By providing collaborative planning weekly through intensive teacher professional learning, facilitated by school-based experts (coaches) and grade level curriculum leaders and designed to deepen content-based learning, support benchmark-aligned instruction and tasks, and build capacity among staff.

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?

Research has shown that teacher effectiveness is the most important school-based factor that influences student outcomes, including student achievement.

Providing Professional Development is identified as a moderate Tier 2 intervention identified by WWC as evidenced by Impact Results of the eMINTS Professional Development Validation Study: Professional development Validation Study Meyers, Coby V.; Molefe, Ayrin; Brandt, W. Christopher; Zhu, Bo; Dhillon, Sonica (2016). Educational Evaluation and Policy Analysis, v38 n3 p455-476. Retrieved from : <https://eric.ed.gov/?id=EJ1108395>

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**

Create a master schedule that allows grade level or course content specific collaborative planning to occur weekly with support by administrators and instructional coaches. Leadership team will create a common planning protocol that defines expectations for before, during, and after planning.

Collaborative Planning

Walkthrough data will be monitored and analyzed by the School Leadership Team throughout the year to determine effectiveness of implementation and impact.

Literacy Coaching: Content-specific coaches (school-based reading coach and district-based reading coaches) will support classroom teachers with instructional decision-making based on data from Tier 1 instruction. Benchmark aligned instruction and tasks will be the focus.

Assessment: District assessments and State assessments will be monitored with the goal of progressing 56% of students to proficiency. Assessment data will be taken into account when planning for benchmark-aligned instruction and tasks.

Professional Learning: One two-hour professional learning for ELA collaboration will take place during the school year in conjunction with weekly collaborative planning. During both professional learnings, content-specific coaches will be present to support teachers lesson design to be benchmark aligned.

Bailey, Holly,
hmbailey@volusia.k12.fl.us

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.

* Title I annual meeting, Open House, Monthly parent engagement activities, a copy of the SIP will be in the main

office for parents to see, we will review the SIP with SAC.

<https://bluelake.vcsedu.org>

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))

To build positive relationships with parents, families and other community stakeholders Blue Lake hosts an Open House, monthly parent engagement activities, provides a Title I Compact.

We communicate with families through Facebook, school website, marquee, weekly emails and phone calls through School Messenger.

We inform parents of their child's progress with quarterly progress reports, report cards, parent teacher conferences, etc.

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)

Our 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 by following the Action Steps in the Instructional Practice specifically related to standards-aligned instruction and Positive Culture and Environment specifically relating to Early Warning System in our SIP.

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: Instructional Practice: Benchmark-aligned Instruction				\$90,132.39
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	150	0621 - Blue Lake Elementary School	UniSIG	1.0	\$22,950.00
			<i>Notes: Salaries - Parent Liaison The Parent Liaison will work with staff to increase participation in parent involvement activities. They will work to proactively support parents with concerns for academics and provide access to community resources as needed.</i>			
	6150	210	0621 - Blue Lake Elementary School	UniSIG	0.0	\$3,114.32
			<i>Notes: Retirement 13.57%</i>			
	6150	220	0621 - Blue Lake Elementary School	UniSIG	0.0	\$1,755.68
			<i>Notes: Social Security 7.65%</i>			
	6150	230	0621 - Blue Lake Elementary School	UniSIG	0.0	\$6,780.00
			<i>Notes: Medical Flat Rate</i>			
	6150	230	0621 - Blue Lake Elementary School	UniSIG	0.0	\$1.51
			<i>Notes: Life .0066%</i>			
	6150	240	0621 - Blue Lake Elementary School	UniSIG	0.0	\$344.25
			<i>Notes: Workmen's Comp 1.5%</i>			
	6300	120	0621 - Blue Lake Elementary School	UniSIG	0.0	\$23,400.00
			<i>Notes: Stipends for Collaborative Planning Weekly - Math, ELA, Science- Teams will analyze data from formative, district, and state assessments. The teams will create intervention and enrichment action plans for individual students, classes, and grade levels. The team will monitor and adjust instructional groups based on OPM data for intervention and enrichment. The team will pace instruction using the curriculum map, assessment calendar, and for mative assessment data to choose appropriate standards/benchmarks needed for core instruction and intervention groups. The team will monitor progress towards achievement of the SIP focus areas. The team will participate in weekly collaborative planning with the instructional coaches, support facilitation, general education teachers, and intervention teachers to develop clarity of the standard, target task aligned activities, and develop rigorous questions to ensure the mastery of standards being taught. (26 Teachers X 30 weeks X \$30/hr = \$28,365.48)</i>			
	6300	210	0621 - Blue Lake Elementary School	UniSIG	0.0	\$3,175.35
			<i>Notes: Retirement 13.57%</i>			
	6300	220	0621 - Blue Lake Elementary School	UniSIG	0.0	\$1,790.10
			<i>Notes: Social Security 7.65%</i>			
	6300	120	0621 - Blue Lake Elementary School	UniSIG	0.0	\$9,474.00
			<i>Notes: Stipends for SLT Leaders - Leaders will support grade level/department teacher teams with the effective management and implementation of the curriculum and</i>			

			standards. These leaders are expected to set an example for others through their demonstration of integrity and professionalism. All instructional leaders will participate in ongoing professional learning. They will also support with the delivery of professional learning for all teachers. They will participate in Learning Walks and Data Chats with administration, and following each, they will be expected to share out at a faculty meeting or professional learning (K-5 (3X\$1368=\$4104); ESE (1X\$1770=\$1770); Special Area (1X\$1569=\$1569) ; SEL/Coaches (3X\$677=\$2031). Total cost for this activity is \$11,484.38.			
	6300	210	0621 - Blue Lake Elementary School	UniSIG	0.0	\$1,285.62
			Notes: Retirement 13.57%			
	6300	220	0621 - Blue Lake Elementary School	UniSIG	0.0	\$724.76
			Notes: Social Security 7.65%			
	6300	110	0621 - Blue Lake Elementary School	UniSIG	0.0	\$2,800.00
			Notes: AP Summer Planning - The 80 hours are needed to focus on data analysis, instructional planning, and systems planning. The focus for the AP is ELA, Math, and Science and all areas reflected on the School Improvement Plan (1 AP X 80 X \$35= \$2,800). The total cost for this activity is \$3,394.16.			
	6300	210	0621 - Blue Lake Elementary School	UniSIG	0.0	\$379.96
			Notes: Retirement 13.57%			
	6300	220	0621 - Blue Lake Elementary School	UniSIG	0.0	\$214.20
			Notes: Social Security 7.65%			
	6300	130	0621 - Blue Lake Elementary School	UniSIG	0.0	\$4,800.00
			Notes: Stipends - Summer Planning for Coaches. The 80 hours are needed to focus on data analysis, instructional planning, and systems planning. The focus for the AP is ELA, Math, and Science and all areas reflected on the School Improvement Plan. (2 Coaches X80/hrs. X \$30 = \$4,800) The total cost for this activity is \$5,818.56			
	6300	210	0621 - Blue Lake Elementary School	UniSIG	0.0	\$651.36
			Notes: Retirement 13.57%			
	6300	220	0621 - Blue Lake Elementary School	UniSIG	0.0	\$367.20
			Notes: Social Security 7.65%			
	6300	510	0621 - Blue Lake Elementary School	UniSIG	0.0	\$6,124.08
			Notes: Materials and Supplies - These funds will be used to purchase items that will enrich instruction; chart paper, expo markers, science lab materials, post it notes, highlighters, interactive notebooks, classroom books, Accelerated Reader for grades K-2.			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$129,492.70
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6140	130	0621 - Blue Lake Elementary School	UniSIG	1.0	\$49,512.84
			Notes: TOA- The TOA will work with individual and small groups of students to support the district's vision for resilience education. The TOA will aim to seamlessly integrate student civic, character and life skills education into the academic experience for all learners and			

			educators. By providing a foundation for safe and positive learning through resiliency education, our school will enhance students' ability to succeed in school, careers, and life. The TOA will also serve as a teacher leader on our Positive Behavioral Interventions and Supports (PBIS) team. By utilizing research based lessons, the TOA will lead the initiative to decrease the numbers of referrals and improve our attendance rate by decreasing the number of students with 10% or more days absent. The district will be providing ongoing MTSS/PBIS training ongoing throughout the year. The TOA will be required to attend the district trainings in order to accurately facilitate and support the implementation of PBIS. In addition, she will work to support coaching teachers to create individual behavior plans for students to decrease not only the referral count, but also the levels of offenses by providing calm down strategies for students. The TOA will also be working closely with the district social worker and District Student Services department to implement strategies to decrease the number of students with 10% or more days absent. Total \$67,545.43 will also serve as a teacher leader on our Positive Behavioral Interventions and Supports (PBIS) team. By utilizing research based lessons, the SEL TOA will lead the initiative to decrease the numbers of referrals and improve our attendance rate by decreasing the number of students with 10% or more days absent. This position was previously covered with Title I funds. The district will be providing ongoing MTSS/PBIS training ongoing throughout the year. The SEL TOA will be required to attend the district trainings in order to accurately facilitate and support the implementation of PBIS. In addition, she will work to support coaching teachers to create individual behavior plans for students to decrease not only the referral count, but also the levels of offenses by providing calm down strategies for students. The TOA will also be working closely with the district social worker and District Student Services department to implement strategies to decrease the number of students with 10% or more days absent.			
	6140	210	0621 - Blue Lake Elementary School	UniSIG	0.0	\$6,718.89
			Notes: Retirement 13.57%			
	6140	220	0621 - Blue Lake Elementary School	UniSIG	0.0	\$3,787.73
			Notes: Social Security 7.65%			
	6140	230	0621 - Blue Lake Elementary School	UniSIG	0.0	\$6,780.00
			Notes: Medical Flat Rate			
	6140	230	0621 - Blue Lake Elementary School	UniSIG	0.0	\$3.27
			Notes: Life .0066%			
	6140	240	0621 - Blue Lake Elementary School	UniSIG	0.0	\$742.69
			Notes: Workmen's Comp 1.5%			
	5100	510	0621 - Blue Lake Elementary School	UniSIG	0.0	\$8,660.53
			Notes: Materials & Supplies - The funds will be used to enrich the students and promote the work of the Resiliency Education TOA. These funds will be used by the TOA to purchase research and evidence-based resiliency education learning materials and supplies. For example, one of our school based initiatives is to utilize resiliency education Zones in each classroom. Some of the materials purchased will be utilized in the resiliency education Zones for every classroom. In addition, we will have a newly established sensory room. The TOA will purchase research and evidence-based resiliency education learning materials and supplies for the sensory room. We will also plan to use these funds to provide incentives for our PBIS program. . Magnetic Reading 100 SE 3rd Grade X 12.75= 1, 275; 5 Teacher Guides X 25.50= 127.50; 25 SE 4th Grade X 12.75= 318.75; 6 Teacher Guides X 25.50= 153; 100 SE 5th Grade X 12.75= 1, 275; 7 Teacher Guides X 25.50= 178.50; Shipping 332.68			
	5000	750	0621 - Blue Lake Elementary School	UniSIG	0.0	\$39,600.00
			Notes: Stipends - Subs Under the direction and support of the ELA and Math/Science coaches and classroom teachers, permanent highly skilled substitutes will be trained to			

			<i>facilitate small group instruction in the classroom. The instruction is in addition to what the classroom teacher and intervention teachers provide for students. Substitute will also provide tutoring throughout the day. (2 Subs X 165 days X \$120 = \$39,600). The total cost for this activity is \$42,629.40.</i>			
	5000	210	0621 - Blue Lake Elementary School	UniSIG	0.0	\$3,029.40
			<i>Notes: Social Security 7.65%</i>			
	5000	750	0621 - Blue Lake Elementary School	UniSIG	0.0	\$9,900.00
			<i>Notes: Stipends - Part time Sub Tutors - Under the direction and support of the Math/ Science coaches and classroom teachers, permanent highly skilled substitutes will be trained to facilitate small group instruction in the classroom. The instruction is in addition to what the classroom teacher and intervention teachers provide for students. Substitute will also provide tutoring throughout the day. (1 Subs X 165 days X \$60 = \$39,600). The total cost for this activity is \$10,657.35</i>			
	5000	210	0621 - Blue Lake Elementary School	UniSIG	0.0	\$757.35
			<i>Notes: Social Security 7.65%</i>			
					Total:	\$219,625.09

Budget Approval

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

No