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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Lakeview Fundamental is to engage, educate, and empower every student every day.

Provide the school's vision statement

The vision of Lakeview Fundamental is 100% student success.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Tekoa Moses

Position Title

Principal

Job Duties and Responsibilities

Ensuring that academic policies and curriculum are followed, Developing and tracking benchmarks for measuring institutional success. Helping teachers maximize their teaching potential

Meeting and listening to concerns of students on a regular basis

Encouraging, guiding and assisting student leaders and teachers

Meeting with parents and administrators on a regular basis for problem resolution

Enforcing discipline when necessary

Providing an atmosphere free of any bias in which students can achieve their maximum potential

Leadership Team Member #2

Employee's Name

TBA

Position Title

Curriculum Specialist

Job Duties and Responsibilities

Provide assistance and professional growth to teachers, create master schedule and testing schedules, provide assistance to principal including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.

Leadership Team Member #3

Employee's Name

Catherine Rami

Position Title

School Counselor

Job Duties and Responsibilities

Implements the comprehensive school counseling program as outlined in the Pinellas County School District's Professional Counselor plan.

Acts as an advocate for all students.

Works in collaboration with other stakeholders in narrowing the achievement gap.

Provides professional leadership to establish a culture conducive to learning.

Counsels individual and/or small groups of students with academic, career and personal/social concerns.

Assists students in developing a plan for achieving educational, career and personal/social goals.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

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

School leadership met with teachers, staff, and a PTA representative to survey the current state of the school and provide their input in the development of the 24/25 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing student achievement through the weekly SBLT, bi-weekly data chats, monthly leadership walks/observational rounds, and weekly planning and professional development sessions. The plan will be revised as information is gathered through the monitoring cycles.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	56.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	74.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: B* 2021-22: C 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	9	6	6	4	5				30
One or more suspensions	0	0	0	1	0	1				2
Course failure in English Language Arts (ELA)	0	0	0	1	0	1				2
Course failure in Math	0	0	0	2	0	3				5
Level 1 on statewide ELA assessment	0	0	0	4	1	8				13
Level 1 on statewide Math assessment	0	0	0	3	1	7				11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	3						3

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	2	2	2				7

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	1	0	4	0	0				7
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1		7	4	5		4			21
One or more suspensions										0
Course failure in ELA					1					1
Course failure in Math										0
Level 1 on statewide ELA assessment					5	7				12
Level 1 on statewide Math assessment						10				10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators					1					1

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2									2
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024		2023		2022**				
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	68			61	54	53	68	55	56
ELA Grade 3 Achievement **	72			70	54	53			
ELA Learning Gains	62						67		
ELA Learning Gains Lowest 25%	52						44		
Math Achievement *	71			59	61	59	63	51	50
Math Learning Gains	68						52		
Math Learning Gains Lowest 25%	40						23		
Science Achievement *	76			55	62	54	55	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress				64		59			

*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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	509
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
64%	61%	53%	46%		57%	53%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	23%	Yes	2	2
Black/African American Students	39%	Yes	3	
Hispanic Students	89%	No		
White Students	83%	No		
Economically Disadvantaged Students	46%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	30%	Yes	1	1
Asian Students	82%	No		
Black/African American	37%	Yes	2	

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students				
Hispanic Students	82%	No		
White Students	81%	No		
Economically Disadvantaged Students	44%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities				
English Language Learners				
Native American Students				
Asian Students	92%	No		
Black/African American	39%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students				
Hispanic Students	75%	No		
Multiracial Students				
Pacific Islander Students				
White Students	68%	No		
Economically Disadvantaged Students	47%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	68%	72%	62%	52%	71%	68%	40%	76%					
Students With Disabilities	18%				27%								
Black/African American Students	33%	33%	37%	33%	42%	52%	33%	50%					
Hispanic Students	92%				85%								
White Students	86%	90%	74%		86%	76%		87%					
Economically Disadvantaged Students	43%	47%	41%	38%	49%	54%	44%	53%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	61%	70%			59%			55%					
Students With Disabilities	40%				20%								
Asian Students	73%				91%								
Black/African American Students	43%	53%			28%			22%					
Hispanic Students	82%				82%								
White Students	75%	88%			79%			80%					
Economically Disadvantaged Students	45%	57%			40%			35%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	68%		67%	44%	63%	52%	23%	55%					
Students With Disabilities													
English Language Learners													
Native American Students													
Asian Students	81%		92%		94%	100%							
Black/African American Students	47%		50%	35%	42%	36%	18%	48%					
Hispanic Students	75%				75%								
Multiracial Students													
Pacific Islander Students													
White Students	85%		74%		73%	51%		57%					
Economically Disadvantaged Students	56%		62%	44%	46%	48%	26%	48%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component that showed the most improvement this year was Math and Science.

The new actions taken in this area were the following:

Having teachers departmentalized and teaching their strongest subjects in 4th and 5th grade.

Collaborative Planning to focus on benchmark aligned curriculum and task as well as using data to drive instruction. Teachers and school based leadership team held frequent data chats to identify scholar misconceptions and plan for corrective instruction.

Lowest Performance

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

The data component that showed the lowest performance was the learning gains of the L25 scholars in both ELA and Math. The contributing factors were as follows:

Teacher comfort with providing scaffolding strategies and corrective instruction to scholars in the bottom quartile.

Teacher consistency, knowledge, and preparation for pulling small groups in ELA and Math. The performance of the L25 has a trend scoring below 50% for the last couple of years.

Greatest Decline

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

There was no component that showed a decline this year. We increased performance in every area.

Greatest Gap

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

No Answer Entered

EWS Areas of Concern

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

Level 1's and 2's in ELA

Level 1's and 2's in Mathematics

Highest Priorities

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

Small group instruction and differentiation in ELA and Math

ELA and Math performance of the L25 scholars (proficiency and gains)

ELA proficiency

Math Proficiency

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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

As teachers become more skilled in instructional practice specifically relating to benchmark aligned curriculum, they will see remarkable change in scholars' abilities to process and understand content scaffolds in complexity. A classroom of scholars identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated in ELA, Math, and Science.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Grades 3-5 ELA proficiency will increase from 68% to 75%.

Math proficiency will increase from 71% to 75%

Learning gains of L25 will increase from 54% to 60% in ELA and from 43% to 60% in Math.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Identifying Critical Content will be monitored through classroom walkthrough data as well as student formative assessment data. Ongoing monitoring will impact student achievement outcomes in a positive direction as we look at scholar work samples and teacher instructional practice data.

Person responsible for monitoring outcome

Tekoa Moses (Principal)

Evidence-based Intervention:

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

Description of Intervention #1:

Identifying critical content Teacher clarity Cognitive engagement with content Establish ELA and mathematics goals to focus learning.

Rationale:

Collaborative Planning structures will help teacher clarity in understanding the benchmark as well as preparing to help scholars identify the critical content of each lesson. Scholars will cognitively engage with the content through using state and district resources to synthesize the benchmarks, pose purposeful questions during instruction, and allow scholars to do the work. Decades of research confirms that the expertise of the teacher will impact outcomes for scholars.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep and lesson rehearsal including planning for scaffolds that address gaps in student learning.

Person Monitoring:

Angela Bridges & Tekoa Moses

By When/Frequency:

Weekly Planning/PLCs (August- May)

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

The school will monitor the impact of this action step through weekly planning/PLCs, teacher observation data, student work analysis, and data chats.

Action Step #2

Teachers and administrators engage in Just in Time professional learning to engage in backwards planning, the vertical progression of benchmarks, MTR's, and design lessons to support students as they meet the rigorous demands of the content.

Person Monitoring:

Tekoa Moses

By When/Frequency:

Weekly Planning/PLCs (August- May)

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

The school will monitor the impact of this action step through attendance at district offered Just in Time professional development, lesson rehearsals, teacher observation feedback, and scholar assessment data.

Action Step #3

Ensure feedback, professional development, and PLC's support the Florida B.E.S.T. Standards in ELA and Math, promoting strong alignment between standards, target, and task.

Person Monitoring:

Tekoa Moses

By When/Frequency:

Weekly PLC/ Planning (August- May) as well as Observational Round data (September- March)

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

step:

The school will monitor the impact of this action step through weekly PLCs/Planning, attendance at professional development opportunities, and instructional observations.

Area of Focus #2

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)**Area of Focus Description and Rationale**

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

Ensure whole group and small group instruction in ELA, Math, and Science is designed and implemented according to evidence-based principles. Differentiation was identified as a crucial need for the previous year's data because only 30% of our Black scholars were proficient. Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Black scholars in grades 3-5 scored 33% proficiency in ELA according to last year's PM 3 data and will increase to 45% as measured by this year's end of the year data.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored through small group walk throughs and fidelity checks, data chats, and scholar work analysis.

Person responsible for monitoring outcome

Tekoa Moses (Principal) & Angela Bridges (Curriculum Specialist)

Evidence-based Intervention:

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

Description of Intervention #1:

Explicit and systematic instruction Assessment, support, and feedback

Rationale:

According to the research Hattie identifies that feedback has a 0.70 effect size on student

achievement. The purpose of feedback is to help the learner get from where he is currently to where he needs to be. Hattie defines feedback as "information provided by an agent (a teacher, a peer, a book, etc.) about aspects of a student's (or a teacher's) performance or understanding."

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Ensure instructional supports are in place for Black scholars during core instruction and independence. These supports include access to grade level text and beyond, small group instruction based on data, and review of previously taught benchmarks as well as preview of upcoming benchmarks.

Person Monitoring:

Tekoa Moses (Principal) & Angela Bridges
(Curriculum Specialist)

By When/Frequency:

August- May

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

The school will monitor the impact of this action step through focused walkthroughs and observational rounds, student work analysis, and data chats.

Action Step #2

Motivate and deepen student engagement

Person Monitoring:

Tekoa Moses

By When/Frequency:

August- May

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

Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success; activating prior knowledge, using various approaches to stimulate curiosity, and meaningful tasks related to student interest & cultural backgrounds.

Action Step #3

Plan for identifying students not meeting benchmarks

Person Monitoring:

Tekoa Moses (Principal)

By When/Frequency:

September- May

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

Implement a plan for identifying students not meeting benchmark through data chats and classroom observations. This plan will include planning for targeted instruction, and frequently monitoring progress to ameliorate gaps early.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Positive behavior interventions and supports specifically aligned to creating a sense of belonging will strengthen the academic program and give scholars the tools necessary to engage, educate, and become empowered daily. This area was identified through the Climate survey results.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Lakeview Fundamental scholars will show a decrease in invitations to I.A.C by 10% from 50 invites to 45 as measured by 2024-2025 I.A.C. data.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored through:

Bi-weekly CST Meetings

Quarterly collection of I.A.C data

Ongoing monitoring of the above positively influence student achievement.

Person responsible for monitoring outcome

Tekoa Moses (Principal)

Evidence-based Intervention:

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

Description of Intervention #1:

School-wide PBIS S.O.S. Mentoring Program for at risk scholars ROPES Mentoring Program for families Peer Mentoring

Rationale:

Outcomes for students will increase as students build self-efficacy strategies through PBIS and a mentoring program that sets goals, provides academic/social interventions, and celebrates success.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:**Action Step #1**

Select students who will participate in the S.O.S. Success Squad

Person Monitoring:

Tekoa Moses

By When/Frequency:

September-May

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

Staff will select at risk scholars to become a part of the S.O.S. Success Squad. These scholars will be enrolled in the program and assigned a mentor. The mentor will meet weekly with identified scholar to talk about attendance, learning style, grades, instructional strategies, etc. This action step will be monitored through bi-weekly CST meetings and SBLT.

Action Step #2

Parents will enroll in the ROPES Mentoring Program

Person Monitoring:

Tekoa Moses

By When/Frequency:

August- May

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

As families come before I.A.C. they will be provided an opportunity to join the ROPES Mentoring Program. This program connects families challenged by the fundamental system to those who are veterans to serve as a system of support. This will be monitored through CST meetings and SBLT meetings.

Action Step #3

Implement School-wide PBIS

Person Monitoring:

Catherine Rami

By When/Frequency:

August- May

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

Teachers will be trained on the school-wide PBIS system. The first 10 days will be dedicated to teaching the PBIS expectations to scholars and families. Bi-weekly scholars will participate in a PBIS Celebration. PBIS implementation will be monitored through FOCUS discipline data, infraction data, PBIS Celebration data, and SBLT.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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