

Pinellas County Schools

# LAKEVIEW FUNDAMENTAL ELEM.



## 2025-26 Schoolwide Improvement Plan

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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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.

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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

### Provide the school's vision statement

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100% student success.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### 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

mosest@pcsb.org

##### Position Title

Principal

##### Job Duties and Responsibilities

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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**

Sara Koch

kochsa@pcsb.org

**Position Title**

Curriculum Specialist

**Job Duties and Responsibilities**

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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

ramic@pcsb.org

**Position Title**

School Counselor

**Job Duties and Responsibilities**

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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.

## 2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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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 25/26 School Improvement Plan.

### 3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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The School Improvement Plan (SIP) will be monitored through a structured and ongoing cycle of implementation, review, and refinement. This process is designed to ensure the SIP is driving measurable improvements in student achievement, especially for those students with the greatest achievement gaps, including Black students, English Language Learners, Students with Disabilities, and students from low-income households.

Monitoring efforts include:

- **Monthly Leadership Data Reviews:** The principal and leadership team will conduct monthly data reviews using formative and summative assessments (e.g., iReady, FAST, common assessments, and progress monitoring tools) to assess the impact of instructional practices and SIP strategies.
- **Weekly PLC Meetings:** Grade-level Professional Learning Communities (PLCs) will meet weekly to analyze student work, track progress toward standards, plan differentiated instruction, and adjust Tier 1 core instruction based on student needs.
- **Instructional Walkthroughs and Coaching Cycles:** The principal, curriculum specialist, and district Just-in-Time (JIT) coaches will conduct regular classroom walkthroughs focused on implementation fidelity of SIP action steps, such as aggressive monitoring, higher-order questioning, and standards-aligned tasks. Feedback will be shared with teachers during coaching sessions and follow-up walkthroughs will monitor adjustments.
- **Quarterly Data Chats:** Structured data chats with individual teachers and grade-level teams will be held quarterly to assess student progress toward state standards. These discussions will focus on students not meeting proficiency, with immediate interventions planned and tracked.

#### Revisions Based on Stakeholder Feedback and Continuous Improvement

- **Stakeholder Engagement:** Stakeholder feedback will be collected quarterly through parent surveys, SAC (School Advisory Council) meetings, teacher feedback forms, and student input (as age-appropriate). These sessions will evaluate the effectiveness of the plan, identify barriers to success, and suggest adjustments.
- **SIP Mid-Year and End-of-Year Review:** The leadership team will facilitate a mid-year and

end-of-year SIP review with all stakeholders (SAC, faculty, district support staff) to evaluate progress toward goals and recommend revisions based on implementation evidence and student performance data.

- **Adaptive Planning:** When data indicates that SIP strategies are not producing the intended impact—particularly for students with the greatest achievement gaps—revisions will be made. These revisions may include shifts in professional development, instructional approaches, resource allocation, or student support structures.
- **Documentation and Communication:** All SIP monitoring and revision efforts will be documented in meeting minutes and shared with stakeholders. Updates will be reflected in the SIP, posted on the school website, and reviewed at monthly SAC meetings to ensure transparency and collective ownership.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>83.1%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: B 2023-24: A 2022-23: B 2021-22: C 2020-21:</b>



## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 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	
School Enrollment	41	52	54	52	47	40				286
Absent 10% or more school days	0	5	6	6	2	4				23
One or more suspensions	0	1	1	0	4	1				7
Course failure in English Language Arts (ELA)	0	0	0	0	2	0				2
Course failure in Math	0	0	0	0	2	0				2
Level 1 on statewide ELA assessment				3	9	0				12
Level 1 on statewide Math assessment	0	6	5	9	6	7				33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		1	2	3	3	8				17

#### Current Year 2025-26

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							3
Students retained two or more times										0

**Prior Year (2024-25) 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		9	6	6	4	5				30
One or more suspensions				1		1				2
Course failure in English Language Arts (ELA)				1		1				2
Course failure in Math				2		3				5
Level 1 on statewide ELA assessment				4	1	8				13
Level 1 on statewide Math assessment				3	1	7				11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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)				3						3

**Prior Year (2024-25) 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		2	2	2				7

**Prior Year (2024-25) 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	1		4						7
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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†
ELA Achievement*	64	64	59	68	61	57	61	54
Grade 3 ELA Achievement	74	67	59	72	63	58	70	54
ELA Learning Gains	56	62	60	62	64	60		
ELA Lowest 25th Percentile	47	59	56	52	62	57		
Math Achievement*	67	69	64	71	66	62	59	61
Math Learning Gains	52	67	63	68	68	62		
Math Lowest 25th Percentile	16	56	51	40	58	52		
Science Achievement	74	70	58	76	69	57	55	62
Social Studies Achievement*			92					54
Graduation Rate								
Middle School Acceleration								
College and Career Acceleration								
Progress of ELLs in Achieving English Language Proficiency (ELP)	67	63		65	61		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 (FPPi) 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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	450
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
56%	64%	61%	53%	46%		57%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Black/African American Students	41%	No		
Hispanic Students	79%	No		
White Students	76%	No		
Economically Disadvantaged Students	50%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	64%	74%	56%	47%	67%	52%	16%	74%					
Black/African American Students	40%	59%	37%	38%	40%	33%	21%	62%					
Hispanic Students	75%				83%								
White Students	82%	89%	66%		82%	56%		80%					
Economically Disadvantaged Students	50%	60%	55%	43%	53%	50%	21%	67%					



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.
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%					

## 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	71%	65%	6%	57%	14%
ELA	4	62%	62%	0%	56%	6%
ELA	5	56%	61%	-5%	56%	0%
Math	3	67%	68%	-1%	63%	4%
Math	4	72%	68%	4%	62%	10%
Math	5	56%	65%	-9%	57%	-1%
Science	5	75%	67%	8%	55%	20%

### III. Planning for Improvement

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#### 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?

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**The most significant improvement this year was in 3rd grade ELA proficiency.**

This growth can be attributed to two key instructional shifts:

- 1. Implementation of Pop-Up Small Groups:**

Teachers utilized real-time data from formative assessments and daily checks for understanding to create flexible, targeted small groups. These "pop-up" groups allowed immediate intervention on specific skills, often within the same lesson or day. Students received differentiated instruction that was timely, responsive, and closely aligned to grade-level standards.

- 2. Strengthening of Core Instruction:**

There was a schoolwide emphasis on improving Tier 1 instruction through intentional planning, alignment to the B.E.S.T. standards, and the use of high-quality complex texts. Teachers participated in collaborative planning and received ongoing support.

These strategic actions helped close learning gaps and ensured more students were meeting grade-level expectations by the end of the year.

##### 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 with the lowest performance was the Math Learning Gains of our Lowest 25% (L25) scholars.**

Several contributing factors led to this outcome:

- 1. Inconsistent Collaborative Planning for Mathematics:**

While structures were in place for collaborative planning, they were not implemented with consistency or fidelity in math. This limited teachers' ability to deeply analyze math standards, align tasks appropriately, and plan targeted instruction to meet the needs of struggling learners.

- 2. Inconsistent Intervention and Data Practices:**

Math intervention for L25 students lacked uniformity across grade levels. There were missed opportunities to use progress monitoring data effectively to adjust instruction or provide timely,

targeted support. Additionally, intervention time was not consistently protected or aligned with student needs.

### 3. **Instructional Gaps in Differentiation:**

Instruction often lacked scaffolding and differentiation strategies necessary to support L25 learners. Without targeted support, these students were less able to access and master grade-level content.

### **Greatest Decline**

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

---

The data component that showed the greatest decline from the prior year was the learning gains of the L25 scholars in the area of Mathematics as a result of inconsistent collaborative planning in mathematics, inconsistent intervention and data practices, and instructional gaps in differentiation.

### **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.

---

The data component that had the greatest gap when compared to the state average was the learning gains of the L25 scholars in the area of mathematics.

### **EWS Areas of Concern**

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

---

Upon reviewing the Early Warning System (EWS) data, two potential areas of concern have emerged:

#### 1. **High Number of Students Scoring Level 1 on State Assessments in ELA and Math:**

- **ELA:** 12 students in grades 3–5 scored a Level 1 on the statewide ELA assessment.
- **Mathematics:** 33 students in grades K–5 scored a Level 1 on the statewide math assessment.

This data indicates a significant need to intensify instructional support for students performing at the lowest academic levels. These scholars require targeted, data-driven interventions and increased access to small-group instruction, especially in foundational reading and math skills.

#### 2. **Chronic Absenteeism:**

- 23 students in grades K–5 have been absent 10% or more of the school year.

Chronic absenteeism is a key risk factor for academic failure, especially in the early grades. Missed instructional time is likely compounding the challenges faced by students already struggling with foundational skills.

### **Summary:**

The overlap between academic risk (Level 1 proficiency) and chronic absenteeism signals the need for a coordinated response that addresses both instruction and student engagement. The 2024–25

SIP will incorporate action steps focused on strengthening Tier 2 and Tier 3 academic interventions, implementing consistent progress monitoring, and launching a school-wide attendance initiative that involves families, incentives, and home-school partnerships to reduce chronic absenteeism.

### **Highest Priorities**

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

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1. Strengthen Core Instruction in all content areas
2. Intervention and Small group instruction in ELA and Math for all scholars
3. Focus on Bridging the Gap for Black students
4. Culture and Climate to address absenteeism and other EWS

## 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 Collaborative Planning

#### Area of Focus Description and Rationale

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.

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Our school will focus on strengthening **Collaborative Planning** across all grade levels (K–5), with an emphasis on improving the alignment of instruction in ELA, Math, and Science to grade-level standards, effective use of data, and planning for differentiation to meet the needs of all learners. Collaborative planning will occur weekly and will be structured, data-driven, and intentionally designed to support teachers in planning rigorous, standards-aligned lessons and interventions while strengthening teacher clarity.

#### Impact on Student Learning:

Effective collaborative planning directly influences the quality of Tier 1 instruction by ensuring that all teachers are prepared to deliver lessons that are coherent, rigorous, and responsive to student needs. It also ensures that teachers can anticipate misconceptions, prepare scaffolds, and design tasks that allow all learners—including those performing below grade level—to access grade-level content. When implemented with fidelity, collaborative planning enhances instructional equity and improves learning outcomes.

#### Rationale:

This area was identified based on analysis of 2023–24 student performance data and instructional trends:

- Math learning gains for the Lowest 25% were among the **lowest performing data components**, which revealed gaps in instructional coherence and differentiation—particularly in math.
- Collaborative planning was inconsistent across teams and lacked a clear, unified structure that supported deep analysis of standards and student work.
- Walkthrough data showed variability in lesson alignment, questioning strategies, and the implementation of planned interventions.
- Feedback from teachers and SBLT indicated a need for more structured support during planning sessions, especially in aligning resources, designing rigorous tasks, and responding

to real-time student data.

By strengthening collaborative planning as a core instructional practice, we aim to improve instructional delivery, increase student engagement and achievement, and close performance gaps across all subgroups.

### **Measurable Outcome**

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.

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ELA proficiency will increase from 65% to 75% as measured by the Spring Statewide Assessment.

3rd grade ELA proficiency will increase from 74% to 80% as measured by the Spring Statewide Assessment.

Math proficiency will increase from 66% to 75% as measured by the Spring Statewide Assessment.

Math Learning gains of L25 scholars will increase from 16% to 60% as measured by the Spring Statewide Assessment.

Science proficiency will increase from 74% to 75% as measured by the Spring Statewide Assessment.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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To ensure fidelity of implementation and continuous improvement, the collaborative planning process will be monitored through multiple structures and touchpoints:

#### **1. Weekly Planning Session Agendas and Sign-Ins**

- Grade-level teams will submit weekly agendas aligned to standards and instructional goals. Sign-in sheets will verify attendance and participation, ensuring consistent collaboration across all grades (K–5). Principal and Curriculum Specialist will participate in ALL Collaborative Planning Sessions.

#### **2. Instructional Leadership Team (ILT) Oversight**

- The Principal, Curriculum Specialist, and District Just-in-Time Coaches will regularly observe collaborative planning sessions using a walkthrough tool focused on:
  - Standards alignment
  - Use of data to plan instruction
  - Differentiation strategies
  - Planned formative assessments

#### **3. Planning Reflection Forms**

- Teachers will complete brief reflection forms bi-weekly summarizing adjustments made based on student data, standards unpacked, and plans for intervention/enrichment. These forms will be reviewed by the leadership team to identify needs for support and coaching.



#### 4. **Classroom Walkthroughs Linked to Planning Outcomes**

- Instructional walkthroughs will be conducted weekly with a focus on the implementation of collaboratively planned lessons with identified look-fors. Observers will look for alignment between planning and instruction, engagement with rigorous tasks, and evidence of differentiation. Feedback will be used to inform future planning sessions, PD, and coaching support.

#### **Monitoring the Impact on Student Achievement**

To determine whether collaborative planning is driving student growth:

##### 1. **Progress Monitoring Data Reviews**

- Student data from i-Ready, FAST progress monitoring, common assessments, and exit tickets will be analyzed monthly during school-wide PLC data chats to assess trends in student performance and guide instructional adjustments.

##### 2. **Quarterly Data Chats**

- Each teacher will participate in quarterly data chats with administration and the curriculum specialist to discuss student growth, subgroup performance, and alignment between planning, instruction, and results.

##### 3. **Adjusted SIP Action Steps Based on Results**

- Based on trends in data and stakeholder feedback, leadership may adjust the collaborative planning structure (e.g., frequency, facilitation, materials) to better support student outcomes. These adjustments will be documented and communicated during faculty meetings and School Advisory Council (SAC) updates.

This monitoring process will ensure that collaborative planning is not only consistently implemented but is also having a measurable impact on student learning and closing achievement gaps.

#### **Person responsible for monitoring outcome**

Tekoa Moses

#### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

##### **Description of Intervention #1:**

Structured Collaborative Planning Framework (Evidence Level: Moderate – Tier II) All grade-level teams will engage in weekly, structured collaborative planning sessions using protocols rooted in standards-based instruction and data analysis. Planning will emphasize intentional lesson design, alignment to the B.E.S.T. standards, and targeted support for student subgroups. This approach is adapted from Florida's Collaborative Planning Framework and research from Leading Impact Teams (Fisher, Frey & Hattie), supporting collective efficacy and professional collaboration. During the weekly time together, we will focus on teacher clarity, success criteria, doing the work before asking

scholars to do the work, and Backwards Planning.

**Rationale:**

This intervention was selected based on a review of 2023–24 data which revealed: A critical need for more consistent and coherent planning that supports rigorous, standards-aligned instruction.

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

The SBLT (Team Leaders), Principal, Curriculum Specialist and District Just-in-Time (JIT) Coaches will provide ongoing, embedded professional learning through planning support and coaching cycles. Coaches will model lessons, co-plan with teachers, and support real-time instructional adjustments aligned with data.

**Rationale:**

At our school, classroom walkthroughs, student data, and teacher feedback revealed that instructional planning and delivery varied significantly across grade levels. Teachers expressed a need for structured support in areas such as unpacking standards, differentiating instruction, and designing rigorous tasks. By implementing ongoing coaching cycles and planning support: Teachers receive timely, personalized feedback that leads to immediate instructional improvements. Collaborative planning becomes more focused, standards-driven, and actionable, improving the quality of Tier 1 instruction. Instructional coaches help translate theory into practice, ensuring transfer of professional learning into the classroom. Teachers develop shared language, expectations, and strategies, building instructional coherence across the school. This approach supports a culture of continuous learning, builds teacher capacity, and ultimately ensures that all students—especially those with the greatest academic needs—receive high-quality, consistent instruction aligned to grade-level expectations.

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #3:**

Book Study: The Writing Revolution (Evidence Level: Promising – Tier III) Teachers will participate in a professional learning community focused on The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades (Hochman & Wexler). This intervention builds writing skills through explicit strategies that integrate sentence-level construction, paragraph development, and content-specific writing. Collaborative planning will incorporate these strategies into all content areas to deepen student thinking and improve literacy outcomes.

**Rationale:**

This intervention was selected based on a review of the 2023-24 data which revealed: -Weak performance in written responses, higher-order thinking tasks, and content-area writing. -A gap in integrating writing to learn across subject areas, limiting students' ability to express and deepen their understanding. The Writing Revolution was selected to address these needs by equipping teachers with research-based strategies to enhance students' ability to think critically and write effectively in every discipline.

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Establish and Implement Weekly Structured Collaborative Planning

**Person Monitoring:**

Principal and Curriculum Specialist

**By When/Frequency:**

Weekly – August 2024 through May 2025

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

Grade-level teams will meet weekly to engage in structured collaborative planning sessions using a district-approved planning protocol. These sessions will focus on unpacking standards, selecting high-quality tasks, integrating writing across content areas, and planning for differentiation. Monitoring will include submission of planning agendas and annotated lesson plans, walkthroughs to observe implementation, and teacher reflection forms. Leadership will conduct fidelity checks daily and use feedback to adjust support.

**Action Step #2**

Implement Coaching Cycles for Instructional Support

**Person Monitoring:**

Curriculum Specialist and District JIT Coach

**By When/Frequency:**

Bi-weekly Coaching Cycles – September 2024 through April 2025

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

Curriculum Specialist and Instructional coaches will work directly with teachers in coaching cycles that include co-planning, modeling, observation, and debrief sessions. The focus will be on applying strategies from The Writing Revolution, strengthening lesson execution, and using data to drive instruction. Impact will be monitored using coaching logs, pre/post observation notes, and analysis of student work and formative assessment data. Adjustments will be made based on student progress and teacher feedback.

**Action Step #3**

Monitor Implementation Through Leadership Walkthroughs and Data Chats

**Person Monitoring:**

Principal and Curriculum Specialist

**By When/Frequency:**

September 2024 through May 2025

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

The school leadership team will conduct regular classroom walkthroughs to observe the alignment between collaborative planning and classroom instruction. They will also lead quarterly data chats with teachers to review student progress, analyze writing samples, and plan next steps. Findings will be recorded using a shared observation tool and used to guide professional development and future planning sessions. Trends will be shared with faculty and School Advisory Council to ensure transparency and accountability.

**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

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.

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### Grade Levels Addressed:

Kindergarten through 5th Grade (K–5)

### Description of Area of Focus:

LVF will implement targeted instructional strategies and data-informed interventions to improve **ELA and Math proficiency and learning gains** among **Black students**, a subgroup identified through ESSA as requiring additional support. This includes:

- **K–2:** Focus on foundational skills—phonemic awareness, phonics, and number sense—with small-group instruction and Tier 2 interventions.
- **Grades 3–5:** Emphasis on comprehension, fluency, writing in response to reading, problem-solving, and multi-step word problems using aligned core resources and scaffolded supports.

Instruction will be delivered through **culturally responsive teaching**, **formative assessment cycles**, and **aggressive progress monitoring**, supported by schoolwide PLCs and data chats.

### How This Area Affects Student Learning:

When instruction and interventions are responsive to the specific academic gaps of Black students, they are more likely to experience:

- Increased access to rigorous, grade-level content
- Greater engagement and participation in classroom discussions
- Improved self-efficacy and academic confidence
- Stronger performance on state assessments and benchmark tests

Additionally, supporting this subgroup contributes to narrowing opportunity gaps and improving overall school performance metrics.

### Rationale Based on Prior Year Data:

Data from the most recent academic year showed that **Black students had the lowest proficiency and learning gains in both ELA and Math** across multiple grade levels. Key indicators included:

- **ELA Proficiency** for Black students was significantly below the school average, with **learning gains below 40%**.
- **Math Learning Gains** for Black students were especially low, with only **16% of students demonstrating growth**.
- Disaggregated data revealed a **lack of consistent Tier 2/3 interventions** and **gaps in access to grade-level tasks and discussion-based instruction**.

This area of focus is crucial to **closing achievement gaps**, improving ESSA subgroup performance, and ensuring that all students, regardless of background, have access to a high-quality education that

supports academic success and personal growth.

### Measurable Outcome

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.

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ELA proficiency of Black scholars will increase from 40% to 50%.

Math proficiency of Black scholars will increase from 38% to 50%.

Learning gains of the L25 in Mathematics will increase from 16% to 50%

### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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The implementation and impact of this Area of Focus will be closely monitored through a structured, data-driven process that ensures accountability and continuous improvement.

#### 1. Progress Monitoring and Assessment Data

- **ELA and Math Benchmarks:** Student performance on FAST, i-Ready, and district benchmarks will be analyzed monthly to track growth and proficiency trends for Black students.
- **Formative Assessments:** Weekly and bi-weekly classroom assessments will provide immediate data to inform instructional adjustments.
- **Tier 2/3 Intervention Tracking:** Intervention logs and progress monitoring tools will be used to evaluate the effectiveness of small-group instruction and targeted supports.

#### 2. Instructional Walkthroughs and Fidelity Checks

- **Leadership Team Walkthroughs:** Admin and instructional coaches will conduct biweekly walkthroughs focused on:
  - Use of culturally responsive strategies
  - Alignment to standards and use of core materials
  - Engagement of Black students in academic discourse
- **Fidelity Tools and Rubrics:** Used to document implementation of specific instructional strategies and provide feedback to teachers.

#### 3. Data Chats and Collaborative Planning

- **Weekly PLCs:** Grade-level teams will analyze subgroup data, identify trends, and adjust instruction accordingly.
- **Quarterly Data Chats:** Teachers will meet with administration to review subgroup performance, update action steps, and reflect on strategy effectiveness.

#### 4. Student Engagement and Participation

- **Participation Logs:** Track involvement of Black students in enrichment, tutoring, and intervention programs.
- **Student Voice:** Surveys, focus groups, and teacher-student conferences will provide insight into student engagement and perceptions of learning.

#### 5. Reporting and Adjustment

- **SIP Monitoring Updates:** The leadership team will provide quarterly progress updates to the School Advisory Council (SAC), including disaggregated data.
- **Midyear Review:** Adjustments to instructional plans and supports will be made based on midyear performance and walkthrough trends.

#### Person responsible for monitoring outcome

Tekoa Moses, Principal

#### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### Description of Intervention #1:

Grades K–2 Phonics and Early Literacy Instruction using UFLI Monitoring: ELFAC progress monitoring and i-station Reading diagnostics Grades 3-5 Exposure to complex text and strategies to build background knowledge L25 Writing Plan to advance thinking through writing in all subject areas. Number Sense Routines using Number Talks and Math Recovery strategies L25 Ready Math Targeted Intervention Plan Monitoring: Formative assessments and daily exit tickets

#### Rationale:

Research supports that systematic and explicit phonics instruction is especially impactful for early readers, particularly students from historically underserved groups. UFLI (University of Florida Literacy Institute) provides a structured, sequential phonics program that supports decoding and word recognition—foundational skills where early gaps often emerge. Rationale: Implementing UFLI will help ensure that Black students in grades K–2 receive strong, equitable instruction in phonemic awareness and phonics, building the foundation for long-term reading success. Exposure to Complex Texts & Building Background Knowledge Providing consistent access to complex, grade-level texts ensures all students—especially Black students who may be disproportionately placed in low-level groups—have equitable access to rigorous content. Instruction that integrates historical, cultural, and scientific knowledge deepens comprehension and vocabulary. Rationale: Exposure to diverse, high-quality texts builds the background knowledge and academic language Black students need to meet grade-level ELA expectations and thrive on state assessments. ♦ L25 Writing Plan: Thinking Through Writing Across Content Areas Writing supports comprehension, analytical thinking, and deeper understanding across all subject areas. The L25 Writing Plan ensures that students have structured opportunities to process and respond to content daily. Rationale: Intentional, cross-curricular writing elevates the voices of Black students and supports higher-order thinking, fostering confidence and academic identity. Number Sense Routines with Number Talks and Math Recovery



Number Talks and Math Recovery strategies promote discourse, flexible thinking, and conceptual understanding—particularly beneficial for students who have traditionally struggled with procedural math instruction. Rationale: These routines create safe spaces for Black students to reason, share strategies, and engage deeply in math thinking, building both confidence and fluency. ♦ L25 Ready Math Targeted Intervention Plan This plan provides targeted small group intervention aligned with Ready Math units. Interventions are focused on prerequisite skills and include language supports to address gaps. Rationale: Structured, targeted supports ensure Black students who may not yet be proficient receive intervention without being removed from core instruction, promoting inclusive and equitable math learning. ♦ Monitoring Tools: Formative Assessments & Daily Exit Tickets Frequent, low-stakes checks for understanding allow teachers to adjust instruction in real time and prevent misunderstandings from becoming long-term learning gaps. Rationale: When used consistently, formative assessment data ensures that Black students receive timely feedback and instructional adjustments to support growth.

### **Tier of Evidence-based Intervention:**

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

#### **Action Step #1**

Implement UFLI Foundations in all K–2 classrooms with fidelity

#### **Person Monitoring:**

Sara Koch

#### **By When/Frequency:**

August-May

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

Provide training and weekly coaching for K–2 teachers on UFLI lesson delivery and routines The school will monitor the impact by -Administering the ELFAC and i-Station monthly - Hold monthly data chats to adjust groupings and interventions - Track subgroup data specifically for Black students

#### **Action Step #2**

Grades 3–5 will implement Complex Texts & Writing for Deep Thinking

#### **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:**

- Plan and teach weekly lessons using complex, grade-level texts - Embed vocabulary and background knowledge supports - Use culturally relevant texts and themes in alignment with B.E.S.T. standards Writing Across the Curriculum - Integrate daily writing tasks in ELA, Science, and Social Studies - Provide PD and exemplar anchor charts to support writing routines Progress Monitoring - Collect and analyze writing samples monthly for rubric-based growth - Conduct quarterly common writing tasks and scoring calibrations - Use text-dependent writing prompts to assess comprehension and thinking

#### **Action Step #3**

Implement L25 Ready Math Intervention Plan

#### **Person Monitoring:**

#### **By When/Frequency:**

Tekoa Moses

August-May

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

Implement L25 Ready Math Intervention Plan Use CFA, daily exit tickets, and Ready math data to assign groups and skills Deliver small group intervention daily during Math Intervention Time Progress Monitoring - Use daily exit tickets to assess lesson understanding - Conduct monthly L25 data chats to share data from exit tickets, and CFA - Monitor classroom mathematics intervention instruction and provide feedback to teachers

**Area of Focus #3**

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

**Instructional Practice specifically relating to Intervention****Area of Focus Description and Rationale**

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.

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LVF will strengthen Tier 2 and Tier 3 intervention structures across all grade levels (K–5) to ensure that students performing below grade level—especially those in the Lowest 25%—receive timely, targeted, and data-driven support. Intervention will be aligned to core instruction and integrated into a protected block within the school day. The focus will be on addressing foundational skill gaps in reading and mathematics using evidence-based programs and progress monitoring tools.

**Measurable Outcome**

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.

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2025-2026 L25 learning gains will increase from 16% to 60% as measured by Statewide Assessments.

**Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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**Progress Monitoring Tools:** FAST, i-Ready, and classroom-based assessments will be reviewed bi-weekly to assess the impact of interventions.

**Intervention Logs:** Teachers will maintain records of small group instruction, student participation, and targeted skills addressed.

**Leadership Reviews:** The Principal and Curriculum Specialist will conduct regular walkthroughs of intervention groups and analyze data during monthly leadership meetings.

**Quarterly Data Chats:** Teachers will participate in structured data chats to evaluate student growth, adjust intervention groupings, and revise instructional strategies.



**Person responsible for monitoring outcome**

Principal and Curriculum Specialist.

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

i-Ready Magnetic Reading Teacher-Led Instruction Description: i-Ready teacher tools and lesson packs will be used to deliver small-group, skill-based instruction tailored to individual student data.

**Rationale:**

i-Ready has a strong evidence base for improving foundational skills and has been shown to be effective when integrated with teacher-led data cycles and aligned core instruction.

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

No

**Description of Intervention #2:**

Math Recovery/Do the Math Description: Targeted math intervention programs will be used to rebuild number sense, operations, and fluency in students not meeting grade-level expectations.

**Rationale:**

These interventions provide scaffolded support and emphasize conceptual understanding—both critical for closing foundational gaps in math.

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

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Establish Protected Daily Intervention Blocks

**Person Monitoring:**

Curriculum Specialist

**By When/Frequency:**

September 2024 – ongoing, updated bi-weekly

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

Intervention groups will be formed based on FAST/i-Ready data and updated regularly based on student progress. Instruction will be targeted to specific skill gaps. Monitoring: Data reviewed bi-weekly during PLCs and documented in intervention logs; adjustments made as needed. Curriculum Specialist will also facilitate weekly intervention fidelity checks.

**Action Step #2**

Implement Data-Driven Intervention Groups and Targeted Intervention Plan

**Person Monitoring:**  
Curriculum Specialist

**By When/Frequency:**  
Ongoing (September 2024 – May 2025)

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

Description: Coaches and SBLT will model interventions, support progress monitoring of the targeted intervention plan, and provide feedback through observation and planning support. Monitoring: Walkthrough data, Weekly exit ticket monitoring, and teacher feedback surveys reviewed monthly by the leadership team.

## IV. Positive Learning Environment

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### 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.

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LVF will implement a consistent, schoolwide Positive Behavioral Interventions and Supports (PBIS) framework across all grade levels to improve student behavior, school climate, and overall student engagement. The PBIS framework includes clearly taught behavioral expectations, regular reinforcement systems, and restorative practices to address behavior proactively and responsively.

#### 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.

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In 2024-025 7 scholars were identified as have one or more suspensions. This year we will decrease that number by 40%.

#### 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.

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Behavior Data Tracking, PBIS fidelity checks, student voice & surveys, staff collaboration & feedback, and restorative practice monitoring.

Ongoing monitoring of our schoolwide PBIS implementation directly supports improved student achievement by fostering a safe, predictable, and engaging learning environment. By consistently tracking behavioral trends, fidelity of implementation, and student and staff feedback, we are able to:

- 1. Minimize Instructional Time Lost to Behavior Incidents:**

Early identification of behavior patterns allows for timely interventions, reducing the number of office referrals, suspensions, and class disruptions. This ensures that students remain

engaged in core instruction, especially in critical content areas like reading and math.

**2. Strengthen Student-Teacher Relationships and Engagement:**

Restorative check-ins and reinforcement systems promote positive relationships and increase student motivation, which research links to higher levels of academic engagement and performance.

**3. Inform Data-Driven Adjustments:**

Regular analysis of referral data, restorative practices logs, and climate surveys enables the leadership team and staff to adjust supports, reteach expectations, and refine interventions with precision—ensuring that the needs of all learners, including those at risk, are met consistently.

**4. Promote Equity and Belonging:**

Monitoring disaggregated behavior data helps to ensure fair, unbiased practices across student groups. When students feel a strong sense of belonging and fairness, their confidence and participation improve, which contributes to academic success.

**5. Build a Culture of Accountability and Continuous Improvement:**

Transparent, ongoing monitoring promotes shared responsibility among all staff and encourages reflection on practice. As expectations and reinforcements become embedded in the culture, student self-regulation improves—allowing for deeper focus on academic content and collaborative learning.

By tightly aligning our PBIS monitoring efforts with instructional goals, we are not only improving student behavior and school climate but also removing barriers that interfere with academic achievement.

**Person responsible for monitoring outcome**

Kim Curran; School Counselor

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Grades K–2 Intervention: PBIS Tier 1 Supports: Explicit teaching of behavioral expectations using a schoolwide behavior matrix; frequent use of positive reinforcements (e.g., Dolphin Dollars, praise, classroom incentives). Social-Emotional Learning (SEL) Lessons: Weekly class meetings and lessons using SEL-aligned curriculum to develop empathy, self-regulation, and cooperation. Grades 3–5 Intervention: PBIS Tier 1 with Tier 2 Supports: Continued use of behavioral expectations and reinforcement system, with added small group supports for students needing Tier 2 intervention. Restorative Practices: Use of restorative conversations, reflection sheets, peer mediation, and restorative circles to resolve conflict and rebuild relationships. Classroom-based SEL & Conflict Resolution: Weekly SEL check-ins and teacher-led discussions to build self-awareness and responsible decision-making.

**Rationale:**

PBIS is recognized by the U.S. Department of Education's What Works Clearinghouse as an effective framework for improving behavior and social-emotional outcomes in early learners. Early SEL instruction reduces future behavior incidents and improves readiness to learn. Restorative practices are shown to improve school connectedness, reduce suspensions, and improve behavior outcomes for students in upper elementary grades. Integrating SEL with PBIS enhances engagement and reduces chronic behavior issues.

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

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Implement the school wide PBIS framework with clearly taught expectations, consistent reinforcements and restorative check-ins.

**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:**

Monitor office discipline referrals (ODRs) monthly for frequency, location, and type of behavior incidents. Track minor and major infractions in the student information system (e.g., Focus, Skyward). Analyze patterns to identify areas needing reteaching or intervention.

## V. Title I Requirements (optional)

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### 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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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#### 1. School Staff and Leadership

- **Initial Presentation:** During pre-school week, the SIP, SWP, and budget will be reviewed in detail with all instructional and non-instructional staff through a PowerPoint presentation and Q&A session.
- **Staff Meetings/PLC:** Progress updates will be integrated into monthly staff meetings and weekly PLCs to ensure staff are aware of goals, timelines, and their roles in implementation.
- **Digital Access:** Documents will be uploaded to the staff One Drive with easy access links shared via email.

#### 2. Students

- **Age-Appropriate Communication:**
  - LVF students will receive simplified, grade-appropriate versions of the school goals (e.g., "We're working to get even better at reading and math!") during morning announcements, assemblies, and classroom circles.
  - Student-led data chats or goal setting will incorporate SIP-aligned objectives.
- **Visual Displays:** Key goals and school-wide initiatives will be posted throughout the building using student-friendly language and visuals.

#### 3. Families

- **Annual Title I Meeting:** The SIP, SWP, and Title 1 budget will be reviewed and shared at the school's Annual Title I Parent Meeting, both in person and virtually.
- **School Website:** All documents will be posted on the school's homepage under a clearly labeled section: "Our School Improvement Plan & Budget."
- **Newsletters & Flyers:** Summaries of the plans and progress will be shared in monthly

newsletters, printed flyers, and school messenger messages.

- **Translation & Accessibility:** Documents will be translated into the home languages of families represented in the school. Interpreters will be available for meetings, and all written communication will be in plain, parent-friendly language.
- **Parent Workshops:** The school will host monthly Parent University sessions that will address aspects of the SIP, student achievement data, and how families can support progress at home.

#### 4. Local Businesses and Community Organizations

- **School Advisory Council (SAC):** Local partners serving on SAC will receive detailed briefings and updates at each meeting.
- **Business Partnerships:** Copies of summary documents will be provided to business partners who support the school for display or distribution to patrons (e.g., bulletin boards at local businesses).

#### Monitoring and Ongoing Communication

- **Quarterly Updates:** A data dashboard and infographic showing school progress will be updated quarterly and shared with all stakeholders through digital and print platforms.
- **Parent Conferences:** Data shared during parent-teacher conferences will reflect alignment with SIP goals and strategies.
- **Surveys and Feedback Loops:** Stakeholders will have opportunities to provide input on progress and next steps via digital surveys and suggestion boxes, both in English and translated formats.

#### Accessibility Compliance

- All documents and presentations will:
  - Be written in a clear, understandable format.
  - Be translated into languages represented in the school community.
  - Be available in printed and digital formats upon request.
  - Use visual supports and simplified language for accessibility where needed.

The school's webpage is <https://www.pcsb.org/lakeview-es>.

#### 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

#### 1. Family Engagement Aligned to the School Mission

The school recognizes that families are essential partners in student success. The school's mission emphasizes academic excellence, social-emotional growth, and community collaboration. To achieve

this, the school will:

- Develop and implement a **Parent and Family Engagement Plan** that aligns with the goals in the School Improvement Plan (SIP).
- Emphasize **two-way communication** and cultural responsiveness in all outreach efforts.
- Host an **Annual Meeting**, where the school's mission, goals, and strategies are reviewed with parents and their feedback is collected.

## 2. Regular and Accessible Communication

To ensure that parents are informed of their child's progress and school updates, the school will:

- Use **multiple platforms** for consistent communication, including:
  - Focus Messenger
  - Weekly newsletters
  - School website and social media pages
  - School Messenger phone/text/email system
- Provide **translated materials** and interpreter support to ensure accessibility for non-English-speaking families.
- Host **quarterly parent-teacher conferences** and **data chats** that include student performance, behavior, and goals.

## 3. Parent and Community Events

The school will host **monthly events** that promote meaningful engagement and partnership, such as:

- **Curriculum Nights** for ELA, Math, Science, and Technology
- **Student Showcases** and **Family STEAM Nights**
- **Parent University Workshops** on supporting learning at home, social-emotional wellness, and navigating school systems
- **Community Resource Fairs** to connect families with services like health care, food assistance, tutoring, and after-school programs

## 4. Building Trust Through Leadership and Representation

- An active **School Advisory Council (SAC)** will include diverse representation from parents, students (where age-appropriate), staff, and community members.
- A designated **Family and Community Liaison** will serve as a bridge between the school and families, especially those who may feel marginalized or underrepresented.
- The school will create **focus groups** or **parent advisory panels** to collect ongoing input on major decisions or initiatives.

## 5. Celebrating and Recognizing Contributions

- Host **Volunteer Appreciation Events** and regularly highlight parent and community



involvement in newsletters and assemblies.

- Implement a “**Parent Partner of the Month**” program to celebrate engaged families.
- Recognize businesses and community partners who contribute time, resources, or mentorship opportunities for students.

## 6. Data-Driven, Student-Focused Conversations

- Teachers will engage families in **goal setting** and review **progress monitoring data** together, empowering parents to support learning at home.
- Use student portfolios and visuals to make data easy to understand.
- Provide **tools and resources** (e.g., reading strategies, math games, progress trackers) for families to use with their children.

## 7. Continuous Improvement and Feedback

- Conduct **biannual family surveys** to assess communication effectiveness, satisfaction, and suggestions for improvement.
- Establish a feedback-response protocol to ensure concerns are addressed promptly and transparently.

## 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The school's identified Area of Focus is to **increase ELA and Mathematics proficiency and learning gains for all students**, with targeted strategies to close achievement gaps for Black students and students with disabilities. The academic program will be strengthened through **rigorous standards-based instruction, focused data use, and structured collaborative planning**.

### 1. Strengthening the Core Academic Program

To raise overall proficiency and deepen student learning:

- **Standards-Based Instruction:** Teachers will deliver instruction aligned to the B.E.S.T. standards using district-approved materials and scaffolds to meet the needs of all learners.
- **Data-Driven Instruction:** Weekly formative assessments and progress monitoring tools (e.g., i-Ready, FAST, MAP) will guide instructional decisions and small group interventions.
- **Instructional Framework:** Lessons will include clear learning goals, higher-order questioning, and frequent checks for understanding, as supported by the school's instructional leadership team and Just-in-Time coaches.
- **Professional Development:** Ongoing PD in differentiated instruction, culturally responsive pedagogy, and standards deconstruction will support teacher capacity.



## 2. Increasing the Amount and Quality of Learning Time

The school will expand both academic and enrichment opportunities through:

- **Tier 2 and Tier 3 Interventions:** A structured intervention block (“Power Hour” or “WIN Time”) is built into the master schedule, ensuring daily support for struggling learners in reading and math.
- **Extended Learning Programs:**
  - **Before/After-School Tutoring** focused on literacy and numeracy
- **Summer Enrichment and Acceleration Programs** for both remediation and advanced learners
- **Maximized Core Instruction:** Reduced transitions and improved time-on-task within the core academic day through consistent bell-to-bell instruction and engagement strategies.

## 3. Providing an Enriched and Accelerated Curriculum

To go beyond remediation and challenge all learners:

- **Accelerated Learning Opportunities:**
  - Advanced content offered through **compacting, enrichment tasks, and accelerated math groups**
  - **Project-based learning (PBL)** that promotes collaboration and real-world problem solving
- **STEAM Integration:** Enrichment blocks and clubs will include robotics, coding, science fair prep, and art-infused lessons to develop creativity and critical thinking.
- **Gifted and High-Achieving Support:** Differentiated instructional pathways and extension activities within the core classroom for advanced learners
- **Cultural and Community Connections:** Literature selections, history lessons, and writing prompts that reflect student identities and lived experiences to increase engagement and relevance

## Monitoring and Accountability

- **Quarterly Data Chats** with leadership and instructional teams to review student progress and adjust supports
- **Instructional Walkthroughs** and **coaching cycles** to ensure quality implementation of strategies
- **Student Data Portfolios** and **Goal-Setting Conferences** to engage students in their own academic growth

This plan ensures that instruction is **rigorous, inclusive, and responsive**, while extended learning and enrichment efforts ensure **all students have access to high-quality opportunities** that accelerate achievement and close equity gaps.

## 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

this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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**Title I, Part A:** Funds are used to support high-quality instruction, extended learning opportunities, parent and family engagement initiatives, and additional staff to close achievement gaps, particularly for students identified in our Area of Focus (e.g., Black students and students with disabilities).

**Title II, Part A:** Supports high-quality professional development for instructional staff, focusing on data-driven instruction, equity in teaching practices, and strategies for differentiated instruction.

**Title III** (if applicable): Services for English Learners are coordinated to provide language support, academic interventions, and family engagement events in the families' home languages.

**Title IV, Part A:** Enrichment activities such as SEL lessons, student mentoring, and safe and healthy school initiatives are supported to promote the whole child.

The school collaborates with community agencies and service providers through the **School Advisory Council (SAC)** and **Family and Community Engagement Teams** to coordinate services and streamline referrals.

**MOUs** with health providers, nonprofits, and mental health agencies ensure that services are aligned with student and family needs.

**Data sharing agreements** (as appropriate) allow for coordinated case management and wraparound support for at-risk students.

## 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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To support the **whole child**, LVF provides a variety of programs and services designed to develop students' social-emotional, behavioral, and life skills alongside their academic learning. These supports aim to address barriers to success, promote well-being, and build skills such as resilience, self-regulation, and positive peer relationships.

#### Counseling and School-Based Mental Health Services

- **Certified School Counselor:** Provides weekly lessons aligned to the **district's social-emotional learning (SEL) curriculum**, covering topics such as self-awareness, conflict resolution, bullying prevention, and goal setting.
- **Small Group Counseling:** Based on student needs and referrals, small group sessions are provided to address:
  - Grief and loss
  - Family transitions
  - Friendship skills
  - Anger management and emotional regulation
- **Crisis Intervention:** Immediate response protocols are in place to support students experiencing emotional distress, including threat assessments and behavioral health referrals.

#### Mentoring and Relationship-Building Programs

- **School-Based Mentoring:** Staff members volunteer to mentor students through a "Check-In/Check-Out" model or weekly goal-setting sessions.
- **Community Mentoring Partnerships:** Partnerships with organizations like Lawyers for Literacy, Men in the Making, faith-based groups, or local law enforcement offer additional mentors and positive role models.
- **Peer Mentoring and Leadership:** Upper-grade students participate in peer mediation, conflict resolution, or ambassador programs that foster leadership and community-building.

#### Behavioral and Social Skill Development

- **PBIS Framework:** The school implements a Positive Behavior Interventions and Supports (PBIS) model with clearly defined expectations (e.g., Be Respectful, Be Responsible, Be Safe, Be an Upstanding Citizen). Students are recognized and rewarded for meeting expectations.
- **Restorative Practices:** The school uses restorative circles and conferences to promote accountability and repair relationships after conflicts or behavioral incidents.
- **SEL Integration:** Teachers embed social-emotional learning into daily instruction and morning meetings, promoting empathy, cooperation, and decision-making skills.

### Health, Wellness, and Enrichment Activities

- **Health and Wellness Education:** Physical education includes lessons on personal fitness, nutrition, and healthy lifestyle choices.
- **Clubs and Enrichment Programs:** Students participate in a variety of extracurricular clubs and programs such as:
  - Art and music enrichment
  - Gardening and environmental clubs
  - Sports and movement activities
  - STEAM or robotics clubs
- **Schoolwide Wellness Events:** Activities such as Mental Health Awareness Week, Kindness Week, and Red Ribbon Week help promote emotional well-being and healthy choices.

### Family and Community Collaboration

- **Parent Workshops:** Events are held to help families understand and support SEL and mental health needs at home.
- **Community Partnerships:** The school collaborates with agencies that provide food security, housing assistance, and wraparound services to help stabilize family environments and promote student well-being.
- **Multi-Tiered Systems of Support (MTSS):** The school uses data to monitor student needs and match supports at Tier 1 (universal), Tier 2 (targeted), and Tier 3 (intensive) levels.

### 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

**Career Exploration Activities** begin in the upper elementary or early secondary grades and include:

- **Career Days (GATI)** featuring local professionals and industry representatives
- **College and Career Tours** to introduce a wide range of options
- **Classroom Integration** of career-themed literature, writing prompts, and real-world math

applications

**Student Interest Inventories** are used to help students connect their passions to potential career pathways.

### **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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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LVF has established a **comprehensive, multi-tiered system of supports (MTSS)** to prevent and address student behavior concerns and to provide timely, equitable, and data-informed interventions. This framework integrates **Positive Behavioral Interventions and Supports (PBIS)** with academic and social-emotional interventions and aligns with early intervening services required under the **Individuals with Disabilities Education Act (IDEA)**.

#### **Tier 1 – Universal Supports for All Students**

**Goal:** Promote a positive school climate and prevent behavior concerns through clearly defined expectations and consistent reinforcement.

- **Schoolwide PBIS Implementation:** All students are explicitly taught the school's behavior expectations (e.g., Respectful, Responsible, Safe, Upstanding Citizen) and reinforced through a schoolwide acknowledgment system.
- **Social-Emotional Learning (SEL):**
- Morning meetings and relationship-building activities are used to create safe, supportive classrooms.
- **Behavioral Data Tracking:** Incidents, infractions, minor infractions, and classroom-managed behaviors are tracked in a centralized system (e.g. FOCUS, School-Wide Information System).
- **Staff Professional Development:** Training in trauma-informed practices, de-escalation strategies, culturally responsive behavior supports, and proactive classroom management.

#### **Tier 2 – Targeted Interventions**

**Goal:** Provide additional supports for students exhibiting emerging or repeated behavioral concerns.

- **Behavior Intervention Plans (BIPs):** Created for students who need structured behavior goals and strategies, based on a Functional Behavior Assessment (FBA).
- **Small Group Interventions:**
  - Groups focus on skills like anger management, conflict resolution, self-regulation, and social skills.
  - Run by school counselors, social workers, or trained support staff.
- **Check-In/Check-Out (CICO):** A mentoring system for students who benefit from daily adult feedback and accountability on behavior goals.

- **Parent Communication and Involvement:** Families are engaged early in the intervention process and provided tools to reinforce behavior goals at home.

### **Tier 3 – Intensive, Individualized Supports**

**Goal:** Provide individualized support for students with chronic or severe behavior needs that significantly impact learning.

- **Individualized Behavior Support Plans:** Developed using FBA data, in collaboration with families, teachers, support staff, and district behavior specialists.
- **Wraparound Services:** May include referrals to school-based mental health providers, behavior analysts, or external agencies.
- **Crisis Response Plans:** Safety plans, risk assessments, and de-escalation protocols are developed for students with high behavioral or emotional needs.

### **Coordination with IDEA and Early Intervening Services**

- **Early Intervening Services (EIS):** Behavior data and intervention progress are monitored for all students, including those **not yet identified for special education**, to prevent unnecessary referrals and promote access to supports.
- **IDEA Alignment:**
  - MTSS teams meet regularly to discuss progress and determine whether further evaluation for **Individualized Education Programs (IEPs)** is needed.
  - All behavior supports for students with disabilities are implemented in coordination with their IEPs, and disciplinary practices follow all IDEA protections.
- **Interdisciplinary Collaboration:** The MTSS process includes general educators, special educators, school psychologists, social workers, and behavior specialists working together to align supports.

### **Monitoring and Data-Driven Decision Making**

- **Behavioral Progress Monitoring:** Regular review of discipline referrals, attendance, and SEL progress to inform decisions at all tiers.
- **Problem-Solving Teams (PSTs):** Meet biweekly to review student-level data and adjust interventions based on responsiveness.
- **Equity Audits:** Conducted to ensure discipline and interventions are implemented fairly and without bias.

### **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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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LVF is committed to building educator capacity through **intentional, ongoing professional development** that is aligned to the goals of the School Improvement Plan (SIP). These activities are designed to strengthen instruction, enhance the use of assessment data, and support the **recruitment and retention of effective teachers**, especially in high-need areas such as ELA, math, and exceptional student education (ESE).

### 1. Professional Learning to Improve Instruction

- **Standards-Based Instructional Training:**
  - Teachers receive regular training on unpacking the B.E.S.T. standards and aligning instructional materials to ensure rigor and coherence.
- **Instructional Strategies:**
  - Ongoing PD on high-impact strategies, such as:
    - Differentiated instruction
    - Higher-order questioning
    - Academic discourse and student engagement
    - Culturally responsive teaching
- **Modeling and Coaching:**
  - Curriculum Specialist, Admin, Model teachers, and district Just-in-Time (JIT) coaches provide in-class modeling, co-teaching, and real-time feedback to reinforce best practices.

### 2. Data-Driven Decision Making

- **Data Chats and PLCs:**
  - Weekly Professional Learning Communities (PLCs) use formative and summative data (e.g., FAST, i-Ready, MAP) to analyze student performance and plan interventions.
  - Teachers engage in **quarterly data chats** with administration to review trends, set goals, and monitor subgroup performance.
- **Assessment Literacy:**
  - Professional development helps staff interpret diagnostic, benchmark, and progress monitoring data to guide Tier 1 and intervention instruction.

### 3. Support for Support Staff

- **Instructional Support Training:**
  - Support staff receive training in small group instruction, behavior supports, and progress monitoring tools.
- **Collaborative Planning:**
  - Co-teachers are included in planning sessions with classroom teachers to align support strategies and build instructional coherence.



#### 4. Recruitment and Retention of Effective Educators

- **Targeted Recruitment:**
  - The school partners with the district's talent acquisition team to recruit from educator preparation programs, alternative certification pipelines, and job fairs—emphasizing recruitment in **high-need areas** such as ESE, math, and science.
- **Mentoring and Induction:**
  - All new teachers are paired with trained mentors through a structured induction program that includes regular check-ins, coaching cycles, and support in classroom management, planning, and parent communication.
- **Leadership Development:**
  - Teachers demonstrating instructional excellence are invited to participate in school-based leadership roles (e.g., PLC facilitators, lead mentors) and district leadership cohorts.
- **Positive School Culture and Wellness:**
  - The school prioritizes staff well-being by providing recognition programs, teacher appreciation events, and access to mental health and wellness resources to improve morale and retention.
- **5. Collaboration and Continuous Improvement**
- **Vertical and Cross-Grade Collaboration:**
  - Regular opportunities for K–5 articulation and vertical planning to ensure curriculum continuity and address learning gaps.
- **Job-Embedded Learning:**
  - Learning walks, peer observations, and instructional rounds are used to promote a culture of reflective practice and peer feedback.
- **Feedback-Driven PD:**
  - Professional learning sessions are tailored based on teacher surveys, classroom observations, and student performance data.

#### 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

LVF supports preschool-to-kindergarten transition through coordinated strategies that ensure children and families are prepared for success in elementary school. These include:

- **Kindergarten Round-Up/Welcome to Kindergarten:** Families tour the school, meet staff, and receive readiness materials.
- **Collaboration with VPK/Head Start:** Teachers share student readiness data and participate in joint planning to align expectations.



- **Transition Activities:** Incoming kindergarteners are invited to orientation events, classroom visits, and summer bridge programs.
- **Family Engagement:** Parents receive guidance on academic, behavioral, and social-emotional expectations to support readiness at home.
- **Early Screening and Support:** Developmental screenings and ESE transition meetings ensure individualized plans are in place before school starts.

These efforts create a smooth, supportive transition that fosters confidence and readiness for school.

## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

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Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**

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