

Miami-Dade County Public Schools

# LAKEVIEW ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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## School Board Approval

This plan has not yet been approved by the Dade 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:

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

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

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Lakeview Elementary is committed to meeting each student at his/her academic, social-emotional, and technological level. Through building and developing our staff capacity, we aim to empower our students to set personal goals and commit to the pursuit of high academic attainment, engage the support of family and community in this endeavor, and sustain in our students an insatiable desire for knowledge and skills, a well-rounded future, and a productive career.

### Provide the school's vision statement

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The vision of Lakeview Elementary School is to provide all students from grades Pre-K through 5 a high quality education based on the Florida State Standards, create and maintain an educational setting that encourages creativity and support collaborative learning opportunity through the use of technology, and instill in them the core values that will help them reach their fullest potential in order to succeed in this globally competitive economy.

## 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

Marie R. Bleus

#### Position Title

Principal

#### Job Duties and Responsibilities

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As the primary leader in the building, the principal's main responsibility is to create and align systems that support learning for all students. This is accomplished as she evaluates teachers based on district and state guidelines, monitors adherence to policies and safety protocols, and manages the day-to-day logistics and budget.

## **Leadership Team Member #2**

### **Employee's Name**

Tequila Clayton

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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The role of the assistant principal is to assist the principal with school operations. This includes communicating effectively with stakeholders, addressing disciplinary concerns when necessary, and assisting the principal in creating and monitoring systems that promote student growth and development.

## **Leadership Team Member #3**

### **Employee's Name**

Odilson Ambroise

### **Position Title**

Mathematics Coach

### **Job Duties and Responsibilities**

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The instructional coach utilizes the coaching model to provide guidance and support to teachers in the development of rigorous benchmark aligned lessons that include evidence-based instructional strategies. As a life-long learner, he stays abreast of research-based approaches to teaching mathematics. Teacher support is individualized as he models, co-teaches, and plans with teachers to build their capacity and in turn, increases student learning of mathematics concepts and skills.

## **Leadership Team Member #4**

### **Employee's Name**

Trisha Clark

### **Position Title**

Transformation Reading Coach

### **Job Duties and Responsibilities**

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As a life-long learner, the instructional coach stays abreast of research-based approaches to teaching English Language Arts. This knowledge is communicated as the instructional coach and teachers collaborate during professional learning sessions, modeling, co-teaching, and planning. Through the coaching model, she builds teacher capacity to equip teachers with best practices and strategies that positively impact literacy development.



## 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.*

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Lakeview Elementary School's leadership team meets throughout the year to analyze and reflect upon demographic, academic, and behavioral data. Findings from data analysis drive decision making as we complete each phase of our School Improvement Plan. The assistant principal shares our SIP draft with faculty and staff to gather input. Revisions are made based on the input provided. Finally, the revised plan is presented to our EESAC participants for feedback and approval.

### 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))

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The leadership team meets weekly to monitor implementation of the areas of focus and action steps outlined in our SIP. During this time, observations from walkthroughs as well as current data are discussed to evaluate student growth. Insight gathered from regular program evaluations guides us as we aim for excellence by fine-tuning our plan. Stakeholder involvement plays an integral part in executing all initiatives, therefore, the effectiveness of plan implementation is discussed throughout the year during collaborative planning, faculty and staff meetings, and EESAC meetings. All stakeholder input holds value and is considered as new action steps are developed.

## D. Demographic Data

<b>2024-25 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>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>99.2%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20: C</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	3	7	5	5	0	2				22
One or more suspensions	0	0	0	0	2	0				2
Course failure in English Language Arts (ELA)		2	9	10	0	1				22
Course failure in Math		6	2	8						16
Level 1 on statewide ELA assessment				24	16	20				60
Level 1 on statewide Math assessment				8	12	17				37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		18	21	35						74
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		9	8	17						34

#### 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	0	3	17	4	10				34

#### 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				15						15
Students retained two or more times				2		1				3

**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		9	8	7	3	1				28
One or more suspensions					1					1
Course failure in ELA		2	8	9	3	7				29
Course failure in Math		2	6	7	2	11				28
Level 1 on statewide ELA assessment				10	14	10				34
Level 1 on statewide Math assessment				6	13	13				32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		13	29	35						113

**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		2	6	15	12	11				46

**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	10	1					15
Students retained two or more times				3		1				4

## 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 *	44	63	57	44	60	53	35	62	56
ELA Grade 3 Achievement **	33	63	58	48	60	53			
ELA Learning Gains	57	64	60				54		
ELA Learning Gains Lowest 25%	55	62	57				52		
Math Achievement *	50	69	62	48	66	59	39	58	50
Math Learning Gains	57	65	62				61		
Math Learning Gains Lowest 25%	64	58	52				63		
Science Achievement *	41	61	57	41	58	54	30	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	44	64	61	48	63	59	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)	N/A
OVERALL FPPI – All Students	49%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	445
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
49%	49%	49%	38%		52%	56%

\* 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	42%	No		
English Language Learners	46%	No		
Black/African American Students	51%	No		
Hispanic Students	43%	No		
Economically Disadvantaged Students	48%	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	33%	Yes	4	
English Language Learners	48%	No		

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Black/African American Students	48%	No		
Hispanic Students	52%	No		
Economically Disadvantaged Students	49%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	38%	Yes	3	
English Language Learners	46%	No		
Native American Students				
Asian Students				
Black/African American Students	50%	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%
Hispanic Students	47%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	49%	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	44%	33%	57%	55%	50%	57%	64%	41%					44%
Students With Disabilities	27%		60%		32%	47%							43%
English Language Learners	36%	20%	53%	53%	46%	51%	59%	54%					44%
Black/African American Students	46%	35%	61%	64%	49%	57%	67%	38%					45%
Hispanic Students	39%	29%	41%		52%	59%		40%					39%
Economically Disadvantaged Students	41%	28%	56%	54%	55%	59%	50%	42%					46%

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	44%	48%			48%			41%					48%
Students With Disabilities	41%				24%								
English Language Learners	43%	55%			49%			28%					64%
Black/African American Students	44%	47%			46%			44%					58%
Hispanic Students	41%				56%			35%					77%
Economically Disadvantaged Students	41%	50%			48%			40%					66%

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	35%		54%	52%	39%	61%	63%	30%					59%
Students With Disabilities	10%		33%		27%	74%		31%					50%
English Language Learners	30%		47%	47%	43%	55%	57%	30%					59%
Native American Students													
Asian Students													
Black/African American Students	36%		56%	50%	39%	62%	67%	31%					61%
Hispanic Students	32%		50%		40%	58%							54%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	35%		54%	52%	39%	61%	63%	30%					58%

## 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	31%	56%	-25%	55%	-24%
Ela	4	48%	55%	-7%	53%	-5%
Ela	5	28%	56%	-28%	55%	-27%
Math	3	49%	65%	-16%	60%	-11%
Math	4	39%	62%	-23%	58%	-19%
Math	5	38%	59%	-21%	56%	-18%
Science	5	28%	53%	-25%	53%	-25%

### 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?

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The greatest improvement can be seen in Grade 4 ELA, which made progress in all accounts. When compared to 2023 FAST PM3 Grade 4 ELA results, 2024 Grade 4 ELA proficiency increased by 13 percentage points. Additionally, this 2024 cohort of students added 9 percentage points to their 3rd grade proficiency performance in 2023. Grade 4 ELA proficiency for 2024 is also the closest to the state average, only 5 percentage points away.

##### Lowest Performance

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

---

According to 2024 FAST PM3 reports, the data components showing the lowest performance at Lakeview Elementary School are Grade 5 ELA and Grade 5 Science, both of which stand at 28% proficiency. In both instances, the primary contributing factor is teacher capacity. It was determined early on in the 2023-2024 school year that Grade 5 was an area of concern across the board.

##### Greatest Decline

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

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When comparing 2023 FAST PM3 scores to 2024 results, Grade 5 ELA experienced the greatest decline in proficiency performance. Grade 5 proficiency plummeted by 15 percentage points. This decline is the result of the absence of differentiated instruction that supports the learning of all students in a well-managed classroom.

##### 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.

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At 28% proficiency, Grade 5 ELA is 27 percentage points away from the state average of 55, the greatest gap. The contributing factors, as stated earlier, are teacher capacity, the absence of differentiated instruction, and classroom management. The possibility of decline was somewhat presumed, yet the extent could not have been predicted, especially due to the fact that this cohort of

students entered 5th grade with 35% proficiency from 4th grade. Teacher assignment changes have been made to ensure that the quality of instruction meets students at their tier.

### **EWS Areas of Concern**

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

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1. The number of students across all grade levels with substantial reading deficiencies is a major area of concern. In that category, Lakeview Elementary School has a total of 83 futured students reading substantially below grade level: 19 in 2nd grade, 37 in 3rd grade, 8 in 4th grade, and 19 in 5th grade. Many of these students may be ESOL Level 1 who are new to the country, yet it is imperative that we devise a plan to address this concern.

2. The number of students with 2 or more indicators stands at 34. These 34 students must be identified at the onset of the school year for immediate referral to the MTSS process.

### **Highest Priorities**

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

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1. Begin implementation of after-school tutoring immediately following administration of FAST PM1, targeting the skill deficiencies of bubble students and students in the lowest 25-35 percent.

2. Conduct bi-weekly data chats with all teachers from KG-5th grades analyzing the instructional strategies outlined in the lesson plans against the results of Progress Monitoring Assessments and Topic Assessments. Provide consistent feedback.

3. Ensure that ESE teachers follow their schedules in order to provide consistent support to ESE students across all grade levels according the their assigned subjects.

4. Conduct daily classroom walkthroughs with focus on student engagement, instructional support, and monitoring of pacing. Provide teachers the opportunity to attend targeted professional learning sessions outside of Lakeview Elementary School that will enhance their skillset. Offer in-house professional learning for peer support, and create a bank of useful and practical instructional strategies.

## 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 Science

#### 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.

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According to the 2024 FAST PM3 data, 28% of our 5th grade students were proficient in Science as compared to the state and district averages of 53%. Identified factors contributing to these results include limited teacher capacity and the need to develop positive teacher-student relationships. Based on this analysis, we will implement the targeted element of Science focused on immediate regrouping and reteaching based on Topic Assessment 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.

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With implementation of the targeted element of Science, we will focus on flexible/strategic grouping and reteaching following administration of each Topic Assessment. As a result, an additional 22% (for a total of 50%) of our 5th grade students will score at grade level or above in the area of Science on FAST PM3.

#### 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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The leadership team will conduct data chats following administration of each Topic Assessment to identify students from the targeted group who are in need of remediation. School administrators will conduct weekly walkthroughs to monitor teacher implementation of selected resources as he reteaches the targeted students.

#### Person responsible for monitoring outcome

Dr. Marie R. Bleus, Principal; Tequila Clayton, Assistant Principal; and Odilson Ambroise, Science Coach

#### 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:**

Flexible/strategic grouping is a practice that involves informally grouping and regrouping students for a variety of purposes throughout the school day or during an instructional unit and supports the learning of all students. Flexible grouping strategies are used to meet curricular goals, engage students, and respond to individual needs. Flexible grouping helps teachers overcome the disadvantages of ability grouping while still attending to individual performance issues. Both teacher-led and student-led groups will contribute to learning, but grouping decisions should respond to the dynamics inherent in each type of group. Teacher-led groups are the most common configuration—whole-class, small group, and individual instruction—and provide an efficient way of introducing material, summing-up conclusions from individual groups, meeting the common learning needs of a large or small group, and providing individual attention or instruction. Student-led groups take many forms, but share a common feature—that students control the group dynamics and have a voice in setting the agenda. Student-led groups provide opportunities for divergent thinking and encourage students to take responsibility for their own learning.

**Rationale:**

The evidence-based strategy of flexible/strategic grouping was chosen as it ensures that all students' needs will be addressed while holding the teacher accountable for data analysis along with targeted instruction following each Topic Assessment in Science.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

List the action steps that will be taken 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**

Data Analysis

**Person Monitoring:**

Dr. Marie R. Bleus, Tequila Clayton, Odilson Ambroise

**By When/Frequency:**

08/17/2024-09/27/2024

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

Analyze 2024 FAST PM3 ELA data from Grade 4 and identify the top 50%. Focus will be placed on targeting students for proficiency. As a result, teachers will know which students are likely to achieve science proficiency.

**Action Step #2**

Strategic Grouping for Targeted Instruction

**Person Monitoring:**

Dr. Marie R. Bleus, Tequila Clayton, Odilson

**By When/Frequency:**

08/17/2024-09/27/2024

Ambroise

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

Create manageable groups of students for targeted instruction. Focus will be placed on students who perform below 80% on any given Topic Assessment. As a result, teachers will be able to respond to academic deficiencies indicated in Topic Assessment results.

**Action Step #3**

Plan Implementation and Assessment of Student Learning

**Person Monitoring:**

Dr. Marie R. Bleus, Tequila Clayton, Odilson  
Ambroise

**By When/Frequency:**

08/17/2024-09/27/2024

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

Implement the plan, and readminister the Topic Assessment in question to measure students' improvement in learning. As a result, teachers will be able to measure skill mastery and growth.

**Area of Focus #2**

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

**Instructional Practice specifically relating to ELA required by RAISE (specific questions)**

**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.

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According to 2023-2024 FAST PM3: STAR results in reading for grades K-2: 39% of our kindergarten students scored at or above the 50th percentile, 38% in 1st grade, and 30% in 2nd grade. According to 2023-2024 FAST PM3 data in ELA for grades 3-5: 31% of our 3rd grade students demonstrated proficiency as compared to the state average of 55% and the district average of 56%, 48% of our 4th grade students demonstrated proficiency as compared to the state average of 53% and the district average of 55%, and 28% of our 5th grade students demonstrated proficiency as compared to the state average of 55% and the district average of 56%. Identified contributing factors to student performance include wide-spread and significant deficiencies in acquisition of foundational skills and limited opportunities to practice skills taught in all components of reading. Based on this analysis, we will address the targeted element of ELA (required by RAISE).

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

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To ensure student development of strong foundational literacy skills in the appropriate grade levels, we will implement the targeted element of ELA with a focus on providing students ample opportunities to practice, apply, and review foundational skills with peers utilizing the Gradual Release Model (they do) and independently (I do).

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

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To ensure that benchmark-aligned instruction transfers to student learning, we will implement the targeted element of ELA with a focus on providing students ample opportunities to practice, apply, and review with peers utilizing the Gradual Release Model (they do) and independently (I do).

**Grades K-2: Measurable Outcome(s)**

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With implementation of the Gradual Release of Responsibility Model focused on acquisition of foundational skills, 55% or more of our students in Grades K-2 will score at the 50th percentile or above on FAST PM3: STAR Reading/Early Literacy for the 2024-2025 school year.

**Grades 3-5: Measurable Outcome(s)**

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With implementation of the Gradual Release of Responsibility Model focused on grade level benchmark proficiency, 55% of our students in Grades 3-5 will score at grade level or above in the area of ELA on FAST PM3 for the 2024-2025 school year.

**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.

ELA teachers will collaboratively plan with the reading coach weekly. Focus will be on utilizing data to inform instruction with an emphasis on planning to release students for collaborative practice with peers and then independently. Prior to the start of each week, the reading coach will provide school administrators with an outline of collaborative and independent practice activities to be implemented. School administrators will use the outline as a guide when conducting weekly walkthroughs to monitor student involvement throughout the teaching and learning process. Feedback will be provided. Results from Progress Monitoring Assessments, daily end products, and on-going progress monitoring tools will be discussed during collaborative planning and curriculum team meetings to ensure students are demonstrating growth.

**Person responsible for monitoring outcome**

Dr. Marie R. Bleus

**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:**

The Gradual Release of Responsibility Model (GRRM) is a particular style of teaching which is a

structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.

**Rationale:**

The evidence-based strategy of the Gradual Release of Responsibility Model was chosen as it addresses the need for learners to apply, through practice and review, what is taught so that teacher instruction results in student learning. At the same time, this strategy holds teachers accountable for ensuring that students become proficient readers as the teacher can apply this strategy to both whole group instruction for mastery of grade level benchmarks and differentiated small group instruction to address learning gaps.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

List the action steps that will be taken 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**

Data Analysis

**Person Monitoring:**

Marie R. Bleus, Tequila Clayton, Trisha Clark

**By When/Frequency:**

08/15/2024-09/27/2024; Bi-Weekly

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

Collaboratively analyze i-Ready, FAST PM3, and FAST:STAR PM3 results with each grade level (more recent data when it becomes available). Focus will be placed on identifying learning gaps in foundational skills or comprehension and vocabulary benchmarks for those who have demonstrated proficiency in grade level foundational literacy skills. As a result, teachers will make data-driven decisions when planning for the GRRM to ensure that Tier 1 instruction is evident.

**Action Step #2**

Identify Learning Gaps

**Person Monitoring:**

Trisha Clark

**By When/Frequency:**

08/15/2024-09/27/2024; Following Conclusion of Each Lesson

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

Focus will be placed on the GRRM in Tier 1 instruction. As a result, teachers will be able to close learning gaps in literacy during Tier 1 instruction when students are completing the independent practice (You Do).

**Action Step #3**

Plan They Do and I Do Components of GRRM

**Person Monitoring:**

Trisha Clark

**By When/Frequency:**

08/15/2024-09/27/2024; Weekly

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

Collaboratively plan for implementation of the Gradual Release of Responsibility Model. Focus will be placed on planning benchmark aligned instructional activities for student application, practice, and review. As a result, teachers will release students to complete collaborative and independent practice activities to ensure acquisition and retention of learning.

**Action Step #4**

Evaluate Student Learning

**Person Monitoring:**

Trisha Clark

**By When/Frequency:**

08/15/2024-9/27/2024; Weekly

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

Assess student learning of grade level benchmarks taught in whole group and assess students learning during the independent practice (I Do). As a result, teachers will be able to remediate students during small group instruction.

**Area of Focus #3**

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

**ESSA Subgroups specifically relating to Students With Disabilities (SWD)**

**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.

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According to 2024 FAST PM3 data, 24% of our SWD subgroup were proficient in mathematics. Identified factors contributing to these results include limited use of strategies that address various learning styles and inconsistent small group support. Based on this analysis, we will implement the targeted element of Students with Disabilities that is focused on student use of manipulatives and daily push-in support by our ESE support teacher.

**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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With implementation of the targeted element of Students with Disabilities, we will focus on daily delivery of differentiated instruction. As a result, an additional 41% (for a total of 65%) of our SWD subgroup will score at grade level or above on FAST PM3 in mathematics.

**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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The mathematics coach and ESE support teacher, will analyze Topic Assessment performance data for the SWD subgroup following administration of each assessment to gauge student learning. They will plan collaboratively for reteaching. Additionally, student completion of Mathematical Thinking and Reasoning (MTR) problems will be monitored by school administrators through weekly walkthroughs.

**Person responsible for monitoring outcome**

Dr. Marie R. Bleus, Tequila Clayton, Odilson Ambroise

**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:**

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

**Rationale:**

The evidence-based strategy of differentiated instruction was chosen as it addresses the individual needs of students and at the same time, holds the teacher accountable for teaching and learning as it allows the teacher to integrate strategies that best match her students' needs to ensure learning takes place.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

List the action steps that will be taken 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**

Use of Manipulatives

**Person Monitoring:**

Dr. Marie R. Bleus, Tequila Clayton, Odilson Ambroise

**By When/Frequency:**

08/14/2024-09/27/2024

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

General education and ESE support teachers will ensure the use of manipulatives, as needed, during whole and DI mathematics instruction to support the understanding of ESE students struggling with mathematics content.

**Action Step #2**

Data Analysis: SWD Subgroup

**Person Monitoring:**

Dr. Marie R. Bleus, Tequila Clayton, Odilson Ambroise

**By When/Frequency:**

08/14/2024-09/27/2024

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

Dissect and analyze ESE student performance data following each Topic Assessment administration. As a result of this, students will be remediated during DI to address deficiencies.

**Action Step #3**

Develop Plan of Action

**Person Monitoring:**

Dr. Marie R. Bleus, Tequila Clayton, Odilson Ambroise

**By When/Frequency:**

08/14/2024-09/27/2024

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

Plan actionable remedial activities to improve skill deficiencies of our SWD subgroup. Differentiated Instruction will serve as a means to target student instruction for remediating standards while monitoring student progress.

## **IV. Positive Culture and Environment**

### **Area of Focus #1**

Multiple Early Warning Signs

#### **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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According to data retrieved from Power BI, the number of students with 2 or more indicators stands at 34. These 34 students must be identified at the onset of the school year for immediate referral to the MTSS process.

#### **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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With implementation of the targeted element of Multiple Early Warning Signs, we will reduce the number of students with 2 or more indicators to 17 or less.

#### **Monitoring**

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

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how ongoing monitoring will impact student achievement outcomes.

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This area of focus will be monitored by reviewing attendance and performance data of the identified students, meeting as a Leadership Team to plan accurate and appropriate interventions, and involving parents and guardians in the process to ensure compliance. Referral to appropriate agencies or district offices will take place, as necessary.

**Person responsible for monitoring outcome**

Dr. Marie R. Bleus, Tequila Clayton, and Sandra Blemur

**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:**

Response to Early Warning Systems (EWS) involves establishing a system based on student data to identify students who exhibit behavior or academic performance that puts them at risk of dropping out of school. Response to EWS utilizes predictive data, identifies off-track or at-risk students, targets interventions, and reveals patterns and root causes.

**Rationale:**

The evidence-based strategy of Response to Early Warning Systems was chosen as it provides a pathway to address the needs of at-risk students.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

**Action Step #1**

Data Analysis

**Person Monitoring:**

Dr. Marie R. Bleus, Tequila Clayton, Sandra Blemur

**By When/Frequency:**

8/17/2024-9/27/2024

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

Identify students with two or more warning signs.

**Action Step #2**

Problem Identification

**Person Monitoring:**

Dr. Marie R. Bleus, Tequila Clayton, Sandra Blemur

**By When/Frequency:**

8/17/2024-9/27/2024

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

Identify the root cause of the problem.

**Action Step #3**

Intervention Plan

**Person Monitoring:**

Dr. Marie R. Bleus, Tequila Clayton, Sandra Blemur

**By When/Frequency:**

8/17/2024-9/27/2024

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

Create an intervention plan to reduce, if not eliminate, barriers.

## 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.

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The 2024-2025 School Improvement Plan for Lakeview Elementary School, including its added components, will be periodically presented to the school's faculty, the school's EESAC, and the parents of the students enrolled at the school. This document will be further posted on the school's website for availability to all stakeholders. Additionally, each approved version of the SIP will be converted into a link that can be converted into a QR code for easy access.

#### 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))

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Lakeview Elementary School will conduct monthly parent meetings to keep parents informed and abreast of their students' academic progress. Some of these meetings will be organized to develop and improve the technology skills of the parents and/or to engage them alongside their children in activities that foster meaningful parent-child relationships.

#### 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))

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During the 2024-2025 school year, Lakeview Elementary school will engage its parents and the

community in a series of activities to include: Reading Under the Stars, STEM focused activities, Bingo Night with Dad, and Data conversations. It is our plan to continue to engage parents in a more meaningful way.

**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))

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Our efforts have a more in-house focus. Being an elementary school within a community that is largely non-English speaking, we will follow the district set guidelines in our quest to engage parents.

## 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))

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The school conducts quarterly general assemblies to remind students of the Code of Student Conduct (COSC) while identifying students with specific needs related to disorderly conduct, mental health struggles, and serious learning deficiencies. Being aware of these needs allows the school to plan wrap around services for students and their families. Targeted meetings are held with students in groups or individually depending on the identified reasons, just as they are held in large groups or with individual family units to address specific needs or concerns.

#### 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))

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N/A

#### 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)).

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Student behavior problems and Early Intervention Services are addressed in the following manner.

1. A referral is submitted to the Assistant Principal for evaluation, action, and further referral if need be.
2. A meeting is held with the referral to discuss concerns and obtain background information.
3. A phone call is made to the parent or a meeting is scheduled to address the concern.
4. Follow-up action steps are identified and scheduled to address, support or remediate the problem.

#### 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)).

---

The school administration assess the professional development needs of teachers and staff through a survey and coordinate with academic coaches a plan to either offer or guide teachers and staff members to available resources and activities that will improve their skills.

**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))

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At the end of the school year, a transition meeting is held with the parents of preschool children to discuss the transition and share best practices on how to help prepare their children for the next level. At the beginning of the new school year, an orientation meeting is also held to introduce parents and students to their new teachers. At this orientation meeting, parents of every Kindergarten student receive a card that will help school staff match the students to the correct teacher on the first day of school.

## 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.

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The leadership team meets to review student outcomes and goals in English language arts, mathematics, and science. In addition, current resource allocation is evaluated for, not only effectiveness, but also alignment to the identified areas of need. This careful analysis provides the insight needed to ensure that all purchases support school improvement.

### **Specifics to Address the Need**

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

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According to 2023-2024 FAST PM3 data, our students lag behind both state and district achievement in Reading: 36% proficiency, Mathematics: 42% proficiency, and Science: 28% proficiency. Funds will be utilized to implement interventions needed to close learning gaps in all three academic areas.

Reading and math interventionists, instructional resources, professional learning, motivational incentives, and extended learning opportunities, such as, before and after school tutoring are critical to the success of our students and will begin immediately following analysis of 2024-2025 FAST PM1 results.

## 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