Lakeside Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Lakeside Elementary School

900 NW 136 AVE, Pembroke Pines, FL 33028

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

At Lakeside Elementary, we cultivate a growth mindset environment rooted in the principles that all things are possible with GRIT, gumption, resiliency, integrity, and tenacity

Provide the school's vision statement.

"Fostering a growth mindset environment where every scholar achieves their BEST."

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Leal, Zoe	Assistant Principal	The assistant principal executes various leadership phases dedicated to supporting instruction and discipline. One aspect of this role involves cultivating effective communication with teachers, guiding them through professional growth, and facilitating professional learning opportunities. This extends to fostering student behavior in alignment with established standards and objectives as well as actively contributing to the creation of an environment conducive to learning. The assistant principal is also responsible for maintaining a secure and safe atmosphere for all students, staff, and visitors through the management of building facilities and custodial services.
Rodriguez, Riquelme	Principal	Lakeside Elementary's school principal serves as the visionary leader, responsible for shaping the school's direction and fostering a positive and conducive learning environment. He oversees administrative operations, including budgeting, resource allocation, and facilities management. Guiding and supporting teachers in curriculum development and instructional strategies is also a crucial aspect, ensuring that the educational instruction taking place in the classroom is aligned with standards that promotes student growth. He is instrumental in maintaining a safe and respectful school climate by addressing behavior issues and promoting a culture of inclusivity. He is very engaging with parents, families, and the community, with the goal of building partnerships and creating a supportive educational ecosystem.

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

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

The School Improvement Plan (SIP) process at our school is a collaborative effort that involves a diverse range of stakeholders, each contributing their valuable insights to shape the future of our educational community. This comprehensive approach ensures that our SIP truly reflects the collective aspirations and needs of our school. Through active engagement, various stakeholders, including the school leadership team, dedicated teachers and staff, engaged parents, and esteemed business or community leaders, play a pivotal role in the SIP development process. Our commitment to transparency and inclusivity is evident through platforms such as School Advisory Council (SAC), Parent-Teacher Association (PTA), and faculty meetings. During these gatherings, vital school information is shared, providing a comprehensive understanding of our challenges and opportunities. Importantly, these meetings serve as platforms for stakeholders to voice suggestions and concerns, fostering a dynamic exchange of ideas. When it comes to crucial decisions, our commitment to democratic involvement through voting is implemented to determine the final decisions that shape our school's trajectory. This collaborative approach ensures that our SIP not only represents the expertise of our educators but also integrates the diverse perspectives of parents, community members, and leaders, leading to a comprehensive and well-rounded plan for our school's growth and improvement.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) serves as our roadmap for continuous growth and enhancement, and its effective implementation is vital for achieving our goals. To ensure that our efforts are consistently aligned with our objectives, we regularly revisit the SIP plan, monitoring the goals in place to track progress and make necessary adjustments. A significant facet of this monitoring process occurs during the monthly School Advisory Council meetings. During these meetings, a specific component of the SIP is discussed in depth, fostering a comprehensive understanding among all stakeholders. This thorough examination helps us assess how the school is performing in accordance with the component and the larger goals set forth in the SIP. By discussing the plan's components in detail, we enable a unified comprehension of our trajectory and ensure that our efforts remain purposefully directed towards the desired outcomes.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	90%
2022-23 Economically Disadvantaged (FRL) Rate	56%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No

2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	34	44	25	31	19	22	0	0	0	175
One or more suspensions	0	0	0	1	2	4	0	0	0	7
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	12	27	22	25	18	17	0	0	0	121
Level 1 on statewide Math assessment	0	18	25	11	17	27	0	0	0	98
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	15	15	22	15	11	0	0	0	78

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	9	24	24	25	20	24	0	0	0	126

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	11	7	8	5	16	0	0	0	51
Students retained two or more times	0	6	4	0	2	10	0	0	0	22

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	36	37	24	21	28	14	0	0	0	160
One or more suspensions	1	0	0	0	5	4	0	0	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	21	23	12	0	0	0	56
Level 1 on statewide Math assessment	0	0	0	26	35	24	0	0	0	85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	9	6	7	6	0	0	0	29

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	9	3	14	29	19	0	0	0	76

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	16	5	9	12	13	0	0	0	56
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	36	37	24	21	28	14	0	0	0	160
One or more suspensions	1	0	0	0	5	4	0	0	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	21	23	12	0	0	0	56
Level 1 on statewide Math assessment	0	0	0	26	35	24	0	0	0	85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	9	6	7	6	0	0	0	29

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	9	3	14	29	19	0	0	0	76

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	16	5	9	12	13	0	0	0	56
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

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

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	59	56	53	57	58	56	64		
ELA Learning Gains				67			61		
ELA Lowest 25th Percentile				58			37		
Math Achievement*	66	62	59	57	54	50	54		
Math Learning Gains				72			42		
Math Lowest 25th Percentile				48			23		
Science Achievement*	57	48	54	47	59	59	52		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	57	59	59	65			71		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	299
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	471
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	2	2
ELL	62			
AMI				
ASN	85			
BLK	35	Yes	1	
HSP	67			
MUL				
PAC				

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%
WHT	65			
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	1	1
ELL	59			
AMI				
ASN	90			
BLK	46			
HSP	60			
MUL				
PAC				
WHT	64			
FRL	45			

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	59			66			57					57
SWD	30			36			23				5	21
ELL	57			74			64				5	57
AMI												
ASN	73			96							2	
BLK	43			42			18				4	
HSP	64			72			72				5	60

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT	69			62			60				4	
FRL	52			55			46				5	58

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	57	67	58	57	72	48	47					65
SWD	15	39	41	22	42	35	12					30
ELL	55	74	67	59	69	43	41					65
AMI												
ASN	78	91		96	94							
BLK	46	48	46	37	62	40	41					
HSP	56	70	65	57	71	54	45					65
MUL												
PAC												
WHT	61	63		59	72							
FRL	41	55	48	40	59	41	30					45

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	64	61	37	54	42	23	52					71
SWD	26	38		16	14		8					43
ELL	62	68	54	55	58		56					71
AMI												
ASN	87	45		86	58		75					
BLK	52	54		29	24	10	30					
HSP	62	65	38	54	46	24	51					74
MUL	50			60								
PAC												
WHT	79	71		67	40		83					

			2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS									
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
FRL	54	51	20	43	30	14	42					74

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

				ELA		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	64%	56%	8%	54%	10%
04	2023 - Spring	65%	61%	4%	58%	7%
03	2023 - Spring	56%	53%	3%	50%	6%

				MATH		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	54%	*	54%	*
03	2023 - Spring	67%	62%	5%	59%	8%
04	2023 - Spring	59%	65%	-6%	61%	-2%
05	2023 - Spring	66%	58%	8%	55%	11%

				SCIENCE		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	53%	46%	7%	51%	2%

III. Planning for Improvement

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

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

During the 2022-2023 academic year, an analysis of the data component highlighted that the Exceptional Student Education (ESE) subgroup displayed the lowest performance. Within this context, two prominent contributing factors came to light. Firstly, a notable challenge arose from the misalignment between Student Ability, Instruction, and Assessment. This issue stemmed from a disconnect between the instructional and assessment methods employed and the diverse abilities and comprehension levels of the ESE students. Consequently, these misaligned methods could potentially impede the students' advancement, as the content and techniques used might not cater adequately to their individual requirements, potentially hindering their overall academic progress. Secondly, the concern of Limited Support Staff emerged as a significant obstacle. With only one support staff member assigned to a considerable group of students necessitating diverse accommodations such as push-in, pull-out, and small group interventions, the potential for individualized attention and tailored support became constrained. This staffing inadequacy underscores the importance of a sufficiently staffed support team to ensure that each student's distinct needs are sufficiently met, thereby fostering a more inclusive and conducive learning environment for all ESE students.

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

The most significant decline in the English Language Arts (ELA) performance from the previous year was observed within the Free and Reduced Lunch subgroup, which experienced a notable 13% decrease, shifting from 54% to 41%. In the domain of Mathematics, a comparable decline was witnessed within the White subgroup, with a decrease of 8% from 67% to 59%. These declines in performance were attributed to several factors. Firstly, there was an upsurge in interim substitute teachers due to an acute shortage of regular teachers. This frequent rotation of interim substitutes created a sense of instability within the classroom environment, thereby impacting the quality of instruction and the overall learning experience. Moreover, the intervention curriculum in place, particularly Direct Instruction, did not yield the anticipated positive outcomes. This indicated a need for a more effective approach to intervention strategies. Addressing these challenges and refining our instructional methods are imperative to ensure a more conducive learning environment and to facilitate the academic growth of our students.

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.

When evaluating the school's performance in comparison to the state average, the most substantial gap emerged within the Lowest 25% in mathematics, resulting in a 7% disparity. The state learning gains stood at 55%, while the school's performance was recorded at 48%. A major factor contributing to this gap was the challenge faced by support facilitators in maintaining the fidelity of small group interventions. These facilitators were frequently diverted from their primary responsibilities due to their involvement in meetings, small group testing, and other urgent school needs. As a consequence, the delivery of effective and targeted interventions to students with disabilities was hindered, ultimately impacting their learning outcomes. Addressing this issue is paramount in narrowing the achievement gap and ensuring that all students receive the support and interventions they require to succeed academically.

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

Analyzing the 2022 data, a remarkable improvement was evident in the Math performance of the lowest 25% group, showcasing a substantial leap from 23% in 2021 to an impressive 48% in 2022, signifying a remarkable 22% increase. This improvement can be attributed to several strategic actions undertaken in this area. One notable step was the transition from online instruction to in-person teaching. This shift allowed teachers to engage with students more directly, fostering a deeper level of interaction and understanding. Notably, teachers leveraged this opportunity to provide focused small group instruction

enriched with manipulatives, which played a pivotal role in enhancing students' grasp of mathematical applications. This dynamic teaching approach facilitated a more comprehensive understanding of mathematical concepts, directly contributing to the substantial improvement observed in the learning gains of the lowest 25% in Math.

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

There are two areas of concern that warrant attention within EWS. The first area highlights that a total of 175 students were absent for 10% or more of the school days. This consistent absenteeism could potentially hinder students' academic progress and overall engagement with the learning process. The second concern pertains to 78 students who exhibit a substantial reading deficiency as outlined by Rule 6A-6.0531, F.A.C. This deficiency in reading skills could have far-reaching implications for these students' academic achievement, including state testing.

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

Our utmost priority lies in elevating achievement levels and learning gains among our students with disabilities (SWD). We are committed to implementing strategies that cater to their unique needs, ensuring they receive the necessary support to thrive academically. Equally important is the assurance that our support staff delivers small group interventions to SWD students with unwavering fidelity. This personalized approach is key to addressing individual learning gaps and facilitating meaningful progress. Furthermore, we emphasize the imperative for all teachers to offer small group instruction and create effective learning centers. The integration of iReady as a differentiated instructional and learning tool is central to our approach, promoting tailored learning experiences for every student. Lastly, as part of our ongoing professional development initiatives, we will provide focused training centered on the Science of reading. By equipping our teachers with the latest insights and methodologies, we are poised to enhance the literacy skills of all our students, empowering them for a successful academic journey and beyond.

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

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Identifying our low-performing subgroup as students with disabilities (SWD) stems from a careful analysis of the data we reviewed. The scores pertaining to this subgroup consistently demonstrated a need for targeted intervention and support. By closely examining academic performance and learning gains, we recognized that SWD students faced distinct challenges that required immediate attention. This subgroup's performance highlighted the significance of addressing their unique needs to ensure an inclusive and equitable learning environment for all. Moving forward, a vital Area of Focus will be cultivating a positive culture and environment that celebrates diversity and fosters a sense of belonging. By promoting an atmosphere of inclusivity, understanding, and support, we can create an environment where SWD students feel valued, motivated, and empowered to excel. This holistic approach aligns with our commitment to addressing their academic needs while also nurturing their overall well-being within the school community.

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

By May 2024, 45% of students in grades 4 and 5 identified as students with disabilities will show learning gains in ELA and Math measured by the Florida Assessment of Student Thinking. Guided by data analysis and informed instructional strategies tailored to the needs of SWD students, teachers and support facilitators will provide learning opportunities through small group interventions and differentiated instruction in both ELA and Math.

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

To ensure the continuous progress of our students with disabilities (SWD) in both English Language Arts (ELA) and Mathematics, a monitoring strategy will be implemented. Administrative walk-throughs will play a pivotal role in this process, guided by several key objectives. Firstly, instructional time will be closely observed to ensure its maximization, guaranteeing that valuable learning moments are optimized. Secondly, the presence of small group instruction within the classroom will be monitored, a crucial element for catering to individualized needs. Moreover, evident implementation of differentiated instruction through learning centers will be expected during walk-throughs. Lastly, the execution of small group interventions by support facilitators will be monitored, contributing to targeted support. Periodic data chats will be held with grade-level teams and individual teachers. These discussions will serve as platforms to collectively recognize areas of progress and areas requiring additional instructional focus.

Person responsible for monitoring outcome:

Zoe Leal (zoe.leal@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Small-group instruction in reading is a widely employed method for tailoring education to diverse student needs; however, traditional ability-based small group instruction, while commonly utilized, doesn't consistently provide optimal results. The effectiveness of these groups depends significantly on their structure, influencing both students' reading achievements and their sense of connection. According to National Assessment of Educational Progress in 2019, the 4th grade reading results reveal educators who embraced differentiated groups and allowed students to choose their peers experienced fewer instances of students performing below the basic proficiency level in reading. As a result, our intervention strategy

aims not only to utilize ability-based small groups but to prioritize differentiated instruction and center-based activities.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This approach seeks to maximize reading and math proficiency while fostering a stronger sense of engagement and achievement among students.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Teachers will be encouraged to engage in professional development workshops centered around the Science of Reading. This approach focuses on the process by which children learn to read, emphasizing elements such as phonemic awareness, phonics, vocabulary, fluency, and comprehension. By acquiring a deep understanding of these principles, educators can develop lessons, instructional strategies, and build a classroom environment that embraces the Science of Reading. This aims to enhance students' reading abilities and overall comprehension.

Furthermore, teachers will be motivated to participate in professional development sessions focused on Differentiating Math Instruction. This training will empower teachers with the tools and strategies needed to address the diverse needs of their students in Math. By implementing differentiation techniques, educators will cater to each student's unique learning style and pace, fostering a more inclusive and effective learning environment.

To ensure the successful implementation of both these action steps, classroom walkthroughs and progress monitoring assessments will be conducted. These will provide a glimpse into the impact of the Science of Reading and differentiated math instruction on students' learning, engagement, and progress. Additionally, data chats will be organized with teachers and grade levels to analyze student results in depth and collaboratively devise further action plans to assist with student progress.

Person Responsible: Zoe Leal (zoe.leal@browardschools.com)

By When: May 30, 2023

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The issue of declining attendance has been recognized as a crucial early warning system at our school, prompting us to take proactive measures. An alarming 175 students have been absent for more than 10% of the school year, underscoring the significance of addressing this concern. Our objective is to cultivate an academic environment that is not only enriching but also captivating, compelling students to eagerly anticipate attending school.

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

By May 30, 2024, Lakeside Elementary plans to achieve reducing the number of students absent more than 10% of the school year by 10%. To achieve this goal, the leadership team, faculty and staff will commit itself to reshaping the campus and learning environment by infusing it with elements of engagement, enthusiasm, and relevance through interactive lessons that cater to diverse learning styles, events and activities that will foster a passion for attending school and learning.

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

Periodically, reports will be pulled to identify students struggling with attendance. Parents will be contacted to discuss absences and determine how the student can be supported to ensure absences are minimized.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

As part of our strategy to address attendance concerns, we will establish a systematic approach to monitoring and supporting students who are facing attendance challenges. Regular reports will be generated to identify students who are experiencing difficulties with attendance, allowing us to promptly intervene and provide the necessary support. We will communicate with the parent/guardian, share our observations, express our concern, and work together to understand the underlying reasons for the absences.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This collaborative effort will enable us to gather insights into any potential barriers the student might be facing, whether they are academic, personal, or logistical in nature.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

The attendance manager will generate weekly reports to identify students with excessive tardies or absences. When a student accumulates three tardies or five absences, the teacher will take the initiative to contact the parent or guardian, clearly communicating the impact of their child's attendance pattern on their instructional learning time. If tardiness or nonattendance persists, reaching five tardies within a quarter or ten absences within a semester, the assistant principal will step in, issuing a formal referral and contacting the parent once more. During this communication, the assistant principal will address the habitual tardy or absence pattern and emphasize the possibility of involving a social worker for intervention assistance if the problematic pattern continues. This proactive approach to addressing attendance issues ensures that students receive the support they need to thrive academically.

Person Responsible: Zoe Leal (zoe.leal@browardschools.com)

By When: The goal will be met by end of 2023-2024 school year.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Our school employs a structured approach to fund allocation through the School Advisory Council (SAC). Under this framework, the SAC chair articulates the school's requirements for instructional improvement and overarching goals. This transparency involves presenting these needs to the SAC, where members engage in discussions and deliberate on the allocation of funds. Through a systematic voting process, the SAC decides whether to allocate the available funds toward the presented needs.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

Every month, the SAC chair and school administration will collaboratively lead the process of monitoring the annual SIP. This plan will be presented in sections at our SAC meetings, ensuring that each stakeholder fully understands the information of every component. This approach promotes transparency, comprehension, and engagement. During these meetings, stakeholders will be actively encouraged to share their valuable suggestions, innovative ideas, and legitimate concerns. Additionally, when key decisions require input, SAC committee members will have the opportunity to vote, ensuring that our direction is collectively shaped by the voices of our school community. Furthermore, to ensure transparency and accessibility, the SIP is accessible to all stakeholders. The SIP is available in the front office, offering easy access for parents, visitors, and anyone interested in the school's improvement strategies. Moreover, the SIP is also published on the school's official website, making it readily available for online viewing and download.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school has the commitment to fostering partnerships with parents, dedicated to the success of each and every student. Leveraging the dedication of our devoted PTA board and members, a range of events have been scheduled to enhance family engagement and promote connections within our school community. These events, including Parent Night, Family Dinner Nights, Trunk or Treat, and Color Runs, offer diverse avenues for families to interact, collaborate, and network. Moreover, communication channels will remain open through a parent newsletter and Parent Links, ensuring that vital information continues to flow. By cultivating these meaningful relationships and providing opportunities for shared experiences, we are creating an environment where collaboration, understanding, and support converge to benefit our students and elevate our school as a thriving hub of shared aspirations.

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

Lakeside Elementary is dedicated to enhancing the academic program by implementing a series of strategic initiatives. Central to these efforts is the prioritization of maximizing instructional time, a cornerstone in fostering comprehensive student learning and achievement. The leadership team collaborates to construct a schedule that caters to each teacher's expertise. The process of student placement is thoughtful and meticulous, accounting for diverse abilities such as ASD, Gifted, ELL, and Dual Language. Additionally, the faculty has been well-informed about the classroom expectations, including the integration of small group instruction, interactive learning centers, and activities, all focused on a commitment to differentiation.

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

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

Our school counselor ensures to keep consistent communication with teachers to identify students that may need counseling services. The counselor schedules time to meet with students and provides support for teachers, student, and parents as well as provides resources to assist each student needing counseling services. In addition, the counselor works closely with the school's social worker and psychologist, referring those student's needing more than school counseling services.

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. (ESSA 1114(b)(7)(iii)(II))

N/A

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 ESSA 1114(b)(7)(iii)(III).

The schoolwide tiered model to prevent and address problem behavior is carried to provide various levels of intervention strategies in an effort to assist each individual student. Plans are developed to provide a problem-solving process that caters to the student's behavioral need. Data is collected by the student's teacher(s) to help with the decision making of the problem solving process. This tiered process focuses on defining the behavior problem, determining what is causing the problem, implementing a targeted intervention strategy to help resolve the problem, and evaluating to determine the strategy process is exuding the desired behavior. If the targeted intervention is no providing the desired behavior, the student is moved to the next tier for more intensive strategy process, followed by a possible evaluation referral.

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. (ESSA 1114(b)(7)(iii)(IV))

Professional Learning Communities (PLCs) at Lakeside Elementary are thoughtfully aligned with the school's overarching goals, reflecting a strategic approach to collaborative learning and improvement. Currently, our emphasis is on vital areas such as the Science of Reading, targeted interventions, small group instruction, and differentiated teaching methods. To facilitate this, engaging discussions around data analysis occur during grade level meetings and specialized data chats. These discussions provide a comprehensive view of student performance and needs, enabling teachers to identify the most relevant areas for growth. Based on these insights, teachers can then select professional learning sessions that best align with their unique requirements, fostering a customized approach to their development. This iterative process ensures that our educators are equipped with the latest strategies and insights to continually enhance their instruction, ultimately driving positive outcomes for our students.

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

In our early childhood program, students are immersed in a unique school environment that fosters interaction with peers of various ages. This inclusive setting is not confined to the classroom but extends to shared spaces like hallways and lunch areas, promoting socialization and building a sense of community among students. Through our approach to academic and life skills development, our program empowers the preschoolers with valuable tools for independence and growth. As they embark on their educational journey, they are equipped with not only foundational academics but also essential life skills that lay the groundwork for a seamless transition to kindergarten.