Lakeview Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Lakeview Elementary School

1290 NW 115TH ST, Miami, FL 33167

http://lve.dadeschools.net

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

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.

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.

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.

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
Bleus, Marie R	Principal	As the primary leader in the building, the principal's primary goal is to create and align systems to support learning and social-emotional development for all students, as well as observing and evaluating teachers based on the district and state guidelines. In addition, the principal implements and monitors the overall school policies and safety protocols as well as managing the day-to-day logistics and budget.
	Assistant Principal	The role of the assistant principal is to assist the principal with the overall operations of the school. As a curriculum leader, some of the roles include communicating effectively with parents, teachers, students and the community. In addition, this professional also addresses disciplinary concerns when necessary.
Ambroise, Odilson	Math Coach	The instructional coach provides support to teachers in the development of rigorous standards-based lessons. He also analyzes data after weekly and biweekly assessments and assists teachers in regrouping students for small group instruction. He utilizes the coaching model with the implementation of evidence-based instructional strategies to improve students academic success.
Clark, Trisha A.	Reading Coach	The instructional coach provides support to teachers in the development of rigorous standards-based lessons. She also analyzes data after weekly and biweekly assessments and assists teachers in regrouping students for small group instruction. She utilizes the coaching model with the implementation of evidence-based instructional strategies to improve students academic success.

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.

Lakeview Elementary School's leadership team meets to analyze data that drives the development of the school improvement process. The plan is then shared with faculty and staff to gather input and revisions are made. Finally, the plan is presented to the school EESAC for 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'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 Leadership Team meets each week to monitor the goals and action steps outlined in the SIP. All identified stakeholders play an integral part in making efforts to implement all initiatives as well as share ideas through grade level meetings. The SIP is discussed with the faculty and staff during faculty meetings. Afterwards, it is presented at the EESAC meeting. During this time, we review the action steps

and the impact on student and school improvement, and provide suggestions for revisions. After each quarter, the Leadership Team reconvene to discuss how the students and school are progressing towards the action steps and meeting state academic standards. New action steps are developed, shared with all faculty and staff, as well as the EESAC and school community.

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	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
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) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
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	0	9	8	7	3	1	0	0	0	28
One or more suspensions	0	0	0	0	1	0	0	0	0	1
Course failure in English Language Arts (ELA)	0	2	8	9	3	7	0	0	0	29
Course failure in Math	0	2	6	7	2	11	0	0	0	28
Level 1 on statewide ELA assessment	0	0	0	10	14	10	0	0	0	34
Level 1 on statewide Math assessment	0	0	0	6	13	13	0	0	0	32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	13	29	35	19	17	0	0	0	113

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	2	6	15	12	11	0	0	0	46

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	0	2	2	10	1	0	0	0	0	15
Students retained two or more times	0	0	0	3	0	1	0	0	0	4

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	7	13	6	5	7	9	0	0	0	47
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	18	15	4	14	0	0	0	55
Course failure in Math	0	3	8	7	8	17	0	0	0	43
Level 1 on statewide ELA assessment	0	0	0	10	13	23	0	0	0	46
Level 1 on statewide Math assessment	0	0	0	3	17	18	0	0	0	38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	18	25	17	37	0	0	0	101

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	0	17	24	30	24	46	0	0	0	141

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	9	13	0	0	0	0	0	23
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	9	5	5	3	5	0	0	0	37
One or more suspensions	0	0	0	1	0	0	0	0	0	1
Course failure in ELA	0	8	9	5	8	1	0	0	0	31
Course failure in Math	0	7	9	2	15	2	0	0	0	35
Level 1 on statewide ELA assessment	0	0	0	24	16	24	0	0	0	64
Level 1 on statewide Math assessment	0	0	0	22	20	30	0	0	0	72
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	17	36	29	31	24	32	0	0	0	169

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	0	6	6	22	18	21	0	0	0	73

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	2	9	1	0	0	0	0	14
Students retained two or more times	0	0	0	3	1	0	0	0	0	4

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*	44	60	53	35	62	56	31		
ELA Learning Gains				54			39		
ELA Lowest 25th Percentile				52			43		
Math Achievement*	48	66	59	39	58	50	33		
Math Learning Gains				61			29		
Math Lowest 25th Percentile				63			53		
Science Achievement*	41	58	54	30	64	59	20		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	64	63	59	59			55		

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	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	245
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	49

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	393
Total Components for the Federal Index	8
Percent Tested	100
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	33	Yes	4	
ELL	48			
AMI				
ASN				
BLK	48			
HSP	52			
MUL				
PAC				
WHT				
FRL	49			

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	38	Yes	3	
ELL	46			
AMI				
ASN				
BLK	50			
HSP	47			

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%
MUL				
PAC				
WHT				
FRL	49			

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	44			48			41					64
SWD	41			24							2	
ELL	43			49			28				5	64
AMI												
ASN												
BLK	44			46			44				5	58
HSP	41			56			35				4	77
MUL												
PAC												
WHT												
FRL	41			48			40				5	66

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	35	54	52	39	61	63	30					59
SWD	10	33		27	74		31					50
ELL	30	47	47	43	55	57	30					59
AMI												
ASN												

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
BLK	36	56	50	39	62	67	31					61
HSP	32	50		40	58							54
MUL												
PAC												
WHT												
FRL	35	54	52	39	61	63	30					58

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	31	39	43	33	29	53	20					55
SWD	7	27		17	45							53
ELL	27	45		38	39		22					55
AMI												
ASN												
BLK	34	43	46	33	25	46	21					55
HSP	18	10		30	50		20					56
MUL												
PAC												
WHT												
FRL	31	39	43	33	29	53	20					55

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	43%	56%	-13%	54%	-11%
04	2023 - Spring	35%	58%	-23%	58%	-23%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2023 - Spring	39%	52%	-13%	50%	-11%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2023 - Spring	43%	63%	-20%	59%	-16%
04	2023 - Spring	47%	64%	-17%	61%	-14%
05	2023 - Spring	38%	58%	-20%	55%	-17%

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2023 - Spring	36%	50%	-14%	51%	-15%

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.

The lowest performance, according to the 2023 F.A.S.T PM3, resides in 4th grade ELA. The 4th grade students lacked sufficient preparation in 3rd grade to be highly successful in 4th. This is due to a lack of planning and preparation which resulted in deficiencies in pre-requisite skills.

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

This school year's data reflect positive trends rather than declines when compared to the prior school year. The number of students decreased in each category of the Early Warning Indicators (EWI) from the 2021-2022 school year to the 2022-2023 school year. Additionally, student proficiency increased in all academic areas: ELA, Math, and Science.

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.

According to 2023 District Comparison data in ELA, Grade 4 ELA shows the greatest gap with a 16 percentage point deficiency when compared to the state: Lakeview Elementary Grade 4 ELA: 42% and State of Florida Grade 4 ELA: 58%. The achievement gap in Grade 4 ELA is a direct result of a lack of quality instruction their 3rd grade year.

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

Based on F.A.S.T. PM3 results, our Gifted ELA subgroup showed the greatest improvement with 29 out of 31, or 94% of students performing at or above grade level. Notably, Grade 5 Gifted ELA students demonstrated 100% proficiency. Both Gifted ELA teachers and our Reading Transformation Coach worked closely together throughout the school year to analyze data, identify benchmarks of deficiency, and provide small group instruction aligned with data findings. Additionally, both Gifted ELA teachers provided enrichment through the use of the B.E.S.T. Literature Library books and lessons.

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

Reflecting on the Early Warning Indicators (EWI) pinpointed during the 2022-2023 school year, two areas of concern stand out: 1) 90 of our 365 enrolled students are identified as demonstrating substantial reading deficiency. 2) 70 of them are flagged as having two or more indicators. Since early warning indicators are potential hurdles that can ultimately contribute to hindering students' academic success, it is imperative that they are identified and addressed in the primary grades to pave the way for a more accomplished academic experience for our students.

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

1. Grade 5 ELA
2. Tier 3 Reading Intervention
3. Differentiated Small Group Instruction (ELA & Mathematics)
4. Moving Students Across Tiers (ELA & Mathematics)

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

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

According to 2023 District Comparison data in ELA, Grade 4 ELA shows the greatest gap with a 16 percentage point deficiency when compared to the state: Lakeview Elementary Grade 4 ELA: 42% and State of Florida Grade 4 ELA: 58%. Within 4th Grade, the ELL subgroup is of greatest concern with only 17% of students scoring at or above proficiency. Based on the data reviewed and the contributing factors: surface level understanding of the demand of each BEST Standards and weak alignment of instruction to benchmarks, we will implement the targeted element of benchmark aligned instruction.

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

With the implementation of targeted benchmark-aligned instruction, an additional 8% of 5th grade students, for a total of 50%, will score at or above proficiency in ELA on F.A.S.T. PM3 in May of 2024.

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

Benchmark-Aligned Instruction will be monitored through weekly walkthroughs conducted by administration, Dr. Bleus and Dr. Hallman. During these walkthroughs, they will look for evidence of Goal Oriented Learning: teacher instruction that includes setting a purpose for learning and referring back to it throughout the lesson, anchor charts and other visuals aligned with benchmark/s of focus, and students monitoring their own learning by asking clarifying questions, setting goals, and monitoring their progress toward learning targets/goals.

Person responsible for monitoring outcome:

Marie R Bleus (pr2821@dadeschools.net)

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.)

Within the targeted element of benchmark-aligned instruction, our school will focus on the evidence-based intervention of Goal Oriented Learning. Goal Oriented Learning refers to ensuring that students have a clear understanding of the learning goal/target and a clear focus of what they will be able to accomplish or produce as a result of the lesson. Students invested in learning goals, both short term and long term, are more invested in learning outcomes (Moss & Brookhart, 2009).

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

Implementation of Goal Oriented Learning will ensure that a clear purpose for learning is set at the beginning of each lesson. This process will ensure that instruction is intentional and purposeful and will additionally enable students to take ownership of their own learning.

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.

During collaborative planning, the reading coach and reading teachers will study the benchmarks of instructional focus using Florida's BEST Standards Handbook. As a result, teachers will gain a clear understanding of the demand of the benchmarks he/she will be teaching.

Person Responsible: Trisha A. Clark (306536@dadeschools.net)

By When: This recurring action step will occur, at least, every two weeks during collaborative planning sessions beginning the week of September 11, 2023 through September 29, 2023.

During collaborative planning, the reading coach and reading teachers will plan for goal-oriented learning to ensure that students have a clear understanding of the learning goal/target and a clear focus of what they will be able to accomplish or produce by the end of the lesson. As a result, students will be able to monitor their own learning toward the specified goal throughout instruction.

Person Responsible: Trisha A. Clark (306536@dadeschools.net)

By When: This recurring action step will occur, at least, every two weeks during collaborative planning sessions beginning the week of September 11, 2023 through September 29, 2023.

During collaborative planning, the reading coach and reading teachers will create and/or gather any resources (anchor charts/visuals, oral explanation...) needed to clearly communicate the learning goal/target to students. As a result, teachers will be prepared to set a clear purpose for learning.

Person Responsible: Trisha A. Clark (306536@dadeschools.net)

By When: This recurring action step will occur, at least, every two weeks during collaborative planning sessions beginning the week of September 11, 2023 through September 29, 2023.

Benchmark-Aligned Instruction will be monitored through weekly walkthroughs conducted by administration, Dr. Bleus and Dr. Hallman. During these walkthroughs, they will look for evidence of Goal Oriented Learning: teacher instruction that includes setting a purpose for learning and referring back to it throughout the lesson, anchor charts and other visuals aligned with benchmark/s of focus.

Person Responsible: Marie R Bleus (pr2821@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

No description entered

Person Responsible: [no one identified]

By When:

#2. Positive Culture and Environment specifically relating to Teacher Attendance

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.

This year, our culture focus will be on improving teacher attendance. 41% of our teachers accumulated 10 or more days of absences during the 2022-2023 school year. Although many of these absences were health related, several staff members took days off for other reasons. Teacher absences are one of the many factors that negatively impact student learning and achievement.

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

With the implementation of teacher recognition and incentives, an additional 39% (for a total of 80%) of the teachers will be absent less than 10 days during the 2023-2024 school year.

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

School administration, Dr. Bleus and Dr. Hallman, will monitor the daily attendance of each teacher at the end of each month. Teachers with perfect attendance will be recognized and receive incentives during monthly faculty meetings. Teachers' names will be added to the Never Been Absent (NBA) bulletin board.

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.)

Rewards and Incentives is an external method of motivation which is used to encourage teachers to come to
school because their presence is valuable.

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

Rewards and Incentives will encourage teachers to be present at school daily. This process will ensure that students receive quality instruction on a daily basis.

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.

A Never Been Absent (NBA) bulletin board will be prepared and displayed in the main hallway. As a result, the administrative team will be able to add the names of teachers with perfect attendance on a monthly basis. August 14, 2023

Person Responsible: Marie R Bleus (pr2821@dadeschools.net)

By When: August 14, 2023

The administrative team will purchase a basketball goal (hoop) and ball. As a result, teachers with perfect attendance will be able to "Shoot for a Prize" during the faculty meeting each month they have perfect attendance.

Person Responsible: Marie R Bleus (pr2821@dadeschools.net)

By When: September 30, 2023

The administrative team, Dr. Bleus and Dr. Hallman, will keep track of teachers' daily attendance utilizing the attendance tracking report from SAP. As a result, the administrative team will have an accurate count of teachers with perfect attendance to be rewarded at each faculty meeting.

Person Responsible: Marie R Bleus (pr2821@dadeschools.net)

By When: August 14 - September 29, 2023.

#3. 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.

According to the 2021-2022 ESSA Subgroup Data Summary located in CIMS, our SWD subgroup has a Federal Index of 38 and has fallen below 41% on the Federal Index for 3 consecutive years. Underperformance for our SWD subgroup is also reflected in 2022-2023 F.A.S.T. PM3 Mathematics results with overall proficiency being 24%.

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

By meeting the needs of our SWD subgroup, an additional 10% of ESE students, for a total of 57% in ELA, and an additional 16% of ESE students, for a total of 40% in mathematics, will score at or above proficiency on F.A.S.T. PM3 during the Spring 2024 test administration window.

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

School administration, Dr. Bleus and Dr. Hallman, will conduct weekly walkthroughs to ensure that SWD accommodations and supporting resources/strategies discussed during collaborative planning are incorporated into instruction by classroom teachers and ESE support personnel. Data for the SWD subgroup will be analyzed following each topic assessment in mathematics and Progress Monitoring assessments for ELA to monitor effectiveness of instruction.

Person responsible for monitoring outcome:

Marie R Bleus (pr2821@dadeschools.net)

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.)

Within the targeted element of Students with Disabilities, we will focus on collaborative data chats as our evidenced-based intervention. During collaborative data chats, teachers, support staff, and administration make informed instructional decisions based on current data. Students identified as fragile will be discussed to ensure they are receiving proper support. Participants will discuss activities and strategies that have yielded positive results and any additional assistance needed in the classroom.

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

When teachers participate in collaborative data chats, they will be able to collectively make well-informed decisions about future instruction. This process will ensure that student progress for our SWD subgroup is monitored regularly, and individual needs are identified and addressed in a timely manner.

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.

School administration, Dr. Bleus and Dr. Hallman, will create a schedule for our ESE teachers that includes allotted instructional time for all qualifying ESE students in grades K-5. As a result, support will be provided to all identified students.

Person Responsible: Marie R Bleus (pr2821@dadeschools.net)

By When: The schedule will be created by Monday, 8/14/23 to ensure implementation begins no later than Monday, 8/21/23.

School administration, Dr. Bleus and Dr. Hallman, in collaboration with instructional coaches, Mr. Ambroise and Ms. Clark, will create a schedule for monthly collaborative data chats. During these data chats, ESE teachers and classroom teachers will make data-driven decisions for future instruction. As a result, ESE teachers will be able to collaborate with teachers of the students they support to ensure instruction is meeting the needs of the identified students.

Person Responsible: Marie R Bleus (pr2821@dadeschools.net)

By When: The schedule will be created no later than Thursday, 8/31/23 to ensure implementation begins in September.

School administration, Dr. Bleus and Dr. Hallman, instructional coaches, and ESE teachers will prepare for our first ESE focused collaborative data chat by planning for the September meeting: gathering and analyzing data, celebrating success, discussing areas of concern, and next steps. As a result, the data chat will be meaningful, purposeful, and productive.

Person Responsible: Marie R Bleus (pr2821@dadeschools.net)

By When: This recurring action step will occur, at least, two weeks prior to each monthly ESE focused collaborative data chat.

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).

The Administrative Leadership team will meet and analyze data from all available data points in Reading, Math, and Science. After careful analysis, additional resources are funded in the core areas that are identified as needing additional support. Additional funds will be allocated for an interventionist in the area of reading and math. This will afford Lakeview ES the opportunity to assist students who are in need of additional support acquiring basic skills to meet state standards.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

According to the Renaissance: Consolidated State Performance report for reading, 123, K-2 students completed the STAR assessment during the Spring 2023 testing window. Of the students tested, 32% are considered proficient, scoring Level 3, Level 4 or Level 5. Sixty-eight percent of students in grades K-2 scored "Less than Proficient": Grade 1: 66%, Grade 2: 68%, and Grade 3: 75%. In addition, 19 Grade 1 students completed STAR Early Literacy due their inability to correctly answer the STAR Reading practice questions.

According to the Renaissance: State Benchmarks Mastery report for reading, 69 through 76% of Grade 1 students performed significantly below grade level, within the "Beginning" level, on each assessed benchmark. Benchmark performance is ranked Beginning (red), Developing (yellow), and Secure (green). Grade 2 students performed slightly better than Grade 1 students on the STAR Reading assessment with 48% of students scoring within the "Beginning" level on test items assessing Foundational Skills: Fluency, Phonics, and Word Analysis.

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

According to 2023 F.A.S.T. PM3 results in ELA, overall ELA proficiency is 47%: Grade 3: 47%, Grade 4: 42% and Grade 5: 51%. In Grades 3 and 4, 50 percent or more students scored below Level 3 on the statewide assessment. Fifty-three percent of Grade 3 students scored below the expectation and 58 percent of Grade 4 students performed below the expectation. Grade 5 marginally met the expectation with 49% of its students performing below Level 3.

Through analysis of subgroup data, we pinpointed performance of ELL students as an area of concern. When comparing ELA subgroup performance on F.A.S.T. PM3, ELL students performed the lowest with 7 of 35 students, or 20%, performing at or above proficiency. This trend spans across grades 3-5 without one grade level performing significantly greater than another. Building teacher capacity as it relates to supporting our ELL students in becoming fluent speakers and readers of a second language is critical.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Skilled utilization of Reading Horizons for Tier 2 and Tier 3 intervention will increase the likelihood of primary students acquiring grade appropriate phonics and word analysis skills prior to being promoted to the next grade level. At a minimum, an additional 19% of students, for a total of 51% in grades K-2, will score at or above proficiency on STAR Reading/STAR Early Literacy during the Spring 2024 test administration window.

Grades 3-5 Measurable Outcomes

Meeting the needs of our ELL subgroup will improve student performance for each grade level and in turn positively impact overall performance. At least 51% of 3rd grade students will perform at or above Level 3 on the 2024 statewide assessment. At a minimum, an additional 4% of 4th grade students, for a total of 51%, and an additional 9% of 5th grade students, for a total of 51%, will score at or above proficiency in ELA on F.A.S.T. PM3 during the Spring 2024 test administration window.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

School administration, Dr. Bleus and Dr. Hallman, will conduct weekly walkthroughs to ensure that the ELL strategies and resources discussed during collaborative planning are incorporated into ELA instruction. Imagine Learning usage will also be monitored Dr. Bleus and Dr. Hallman to ensure that ESOL students, Levels 1 and 2 (less than 2 years) are completing at least 60 minutes/week of Imagine Learning Language & Literacy.

Dr. Bleus and Dr. Hallman will also conduct weekly walkthroughs to ensure that intervention (Tier 2 and Tier 3) is implemented with fidelity in grades K-5. Student progress will be monitored following each scheduled assessment to determine effectiveness of instruction.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Bleus, Marie, mbleus@dadeschools.net

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Within the targeted element of English Language Learners, our school will focus on the evidence-based intervention of ELL strategies. Incorporating ELL strategies into instruction will guide us in implementation of processes and actions that will aid our students in using the English language more effectively as they interact with texts, their teachers and peers during benchmark-aligned instruction.

We will additionally focus on Tier 2 and Tier 3 intervention. Within the targeted element of intervention, our school will focus on the evidence-based intervention of Instructional Support/Coaching. Impact cycles and/or coaching support will increase the achievement and engagement of every student by bringing out the best performance of every teacher.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

When students are continually exposed to ELL strategies, they will be able to consciously choose methods that will assist them in carrying out a variety of tasks from the very onset of language acquisition. Manipulation of the English language through speaking, reading, and writing will first become accessible and eventually an ingrained practice, closing the achievement gap between our ELL subgroup and the remainder of our student population.

When teachers are confident in their ability to teach intervention, they will teach it with fidelity. In turn, students will acquire the phonemic awareness, phonological awareness, phonics and decoding skills taught at the grade level in which those specific skill sets should be acquired.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
School-based professional learning focused on supporting our ELL students will be provided to all reading teachers. The goals for these sessions are as follows: 1) Participants will become acquainted with the available ELL resources from McGraw-Hill Reading Wonders. 2) Participants will develop an understanding of how to purposefully integrate ELL resources into instruction. The first professional learning session will be offered on Tuesday, 8/15/23. Teachers not in attendance on 8/15/23, will receive the information shared at that professional learning session during collaborative planning no later than Friday, 9/15/23.	Clark, Trisha A., 306536@dadeschools.net
1. The reading coach, Mrs. Clark, will collaboratively plan with intervention teachers, biweekly, at a minimum. 2. Follow up will be provided through impact cycles and coaching support. 3. Weekly walkthroughs during Tier 2 and Tier 3 intervention will be conducted to monitor fidelity of implementation (Dr. Bleus and Dr. Hallman). This ongoing process will begin Tuesday, August 15, 2023 through September 29, 2023.	Bleus, Marie, mbleus@dadeschools.net
Follow up will be embedded in weekly collaborative planning sessions. During collaborative planning, the reading coach and reading teachers will determine which ELL strategies and McGraw-Hill Reading Wonders ELL resources will be integrated into benchmark-aligned instruction for the upcoming instructional weeks.	Clark, Trisha A., 306536@dadeschools.net

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.

Each quarter at the EESAC meeting, the assistant principal presents the SIP to all stakeholders. An update is provided of the action steps, progress made, and next steps. In addition, a copy of the SIP is made available in the main office in multiple languages.

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 works alongside the parents during the Title I meeting. Information is solicited from the parents and the community, and used to complete the Parent and Family Engagement Plan. In addition, the school plans to conduct monthly meetings on topics that will strengthen our parents and the school community.

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)

The school plans to strengthen the academic program by emphasizing continuous improvement in all areas. Our goal is to enhance the curriculum by providing enrichment opportunities through course offerings such as Accelerated Math, extended learning time, and implementing the STEM program, which focuses on Math and Science. We have converted one of our classrooms to a Science Lab, which will provide students with an opportunity to engage in hands-on activities in a lab setting. In addition, we will enhance curriculum in the area of reading by offering a Reading Club with our Media Specialist.

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))

The development of this plan includes the involvement in the coordination and integration with Federal, State, and local services, which includes aligning the goals and requirements of ESSA, violence prevention programs, nutrition programs, housing programs, and Head Start programs.

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))

Optional

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).

N/A

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))

N/A

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))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance	$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00

Budget Approval

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

No