Lakeview Fundamental Elementary

2022-23 Schoolwide Improvement Plan

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Lakeview Fundamental Elementary

2229 25TH ST S, St Petersburg, FL 33712

http://www.lakeview-es.pinellas.k12.fl.us

Demographics

Principal: Tijuana Baker

Start Date for this Principal: 7/1/2019

2019-20 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	40%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students Hispanic Students Students With Disabilities White Students
School Grades History	2021-22: C (53%) 2020-21: (46%) 2018-19: B (57%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

100% Student Success

School Leadership Team

Membership
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.**:**

Name	Position Title	Job Duties and Responsibilities
Baker, Tijuana	Principal	Instructional and operational leadership within the school community with an emphasis on improving student outcomes, through hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, I create a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florid Principal Standards, I lead the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety and policy responsibilities of a school-building leader.
Massie, Meghan	Curriculum Resource Teacher	To support the district's curriculum, instruction, assessment, and improvement system for the Lakeview Fundamental Elementary school community through effective communication and appropriate training.

Demographic Information

Principal start date
Monday 7/1/2019, Tijuana Baker

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

302

Identify the number of instructional staff who left the school during the 2021-22 school year.

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	32	53	48	50	52	55	0	0	0	0	0	0	0	290
Attendance below 90 percent	0	6	10	7	5	7	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	1	14	9	0	0	0	0	0	0	0	24
Course failure in Math	0	0	0	1	14	9	0	0	0	0	0	0	0	24
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	9	9	0	0	0	0	0	0	0	25
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	16	20	0	0	0	0	0	0	0	42
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	2	3	0	0	0	0	0	0	0	5

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 7/14/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	53	51	51	54	57	64	0	0	0	0	0	0	0	330
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	53	51	51	54	57	64	0	0	0	0	0	0	0	330
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	68%			63%			67%	54%	57%
ELA Learning Gains	67%			52%			59%	59%	58%
ELA Lowest 25th Percentile	44%			25%			32%	54%	53%
Math Achievement	63%			61%			66%	61%	63%
Math Learning Gains	52%			46%			67%	61%	62%
Math Lowest 25th Percentile	23%			9%			33%	48%	51%
Science Achievement	55%			67%			72%	53%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	67%	56%	11%	58%	9%
Cohort Comparison		0%				
04	2022					
	2019	67%	56%	11%	58%	9%
Cohort Comparison		-67%				
05	2022					
	2019	66%	54%	12%	56%	10%
Cohort Comparison		-67%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	54%	62%	-8%	62%	-8%
Cohort Comparison		0%				
04	2022					
	2019	72%	64%	8%	64%	8%
Cohort Comparison		-54%				
05	2022					
	2019	72%	60%	12%	60%	12%
Cohort Comparison		-72%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	72%	54%	18%	53%	19%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE 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

2021 SCHOOL GRADE 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
SWD	30			10							
ASN	88			94							
BLK	37	25		39	6		33				
HSP	60			60							
WHT	81	64		70	64		87				
FRL	43	22		41	17		32				

2019 SCHOOL GRADE 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 2017-18	C & C Accel 2017-18
SWD	25	18		20	64						
ASN	85			100							
BLK	47	59	47	45	52	33	57				
HSP	75			67							
WHT	80	67		80	80		81				
FRL	48	48	32	52	54	33	62				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	372
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	92
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	75
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Post-Covid, our 2021 proficiency data in both ELA and Math decreased, as well as our overall learning gains. The gains among our lowest 25 percent of students were impacted the most especially in Mathematics where only 9% demonstrated gains. As a result of targeting these deficiencies, our 2022 trend data shows improvement across all content except 5th grade SSA and overall math learning gains . Our gains and proficiency levels are now approaching or meeting our pre-Covid data in all areas except Math L25, overall math gains and 5th grade SSA. 2022 ELA L25 gains increased from 25% to 44%. 2022 ELA overall gains has increased from 52% to 67%.
Our L25 gains in Math have more than doubled from 9% to 23% which is still lower than the district and state average.
Past SSA performance at Lakeview has been consistently aligned with
district expectations and trending higher pre-covid. Recent trend data Post covid is showing downward trend as compared to pas performance. Our data is downward for the second consecutive year. We went from 67% proficient in 2021 to 55% proficient in 2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

While our 2022 Math and ELA FSA data demonstrates a increase from 2021, it is the under the district and state performance averages. Historic school trend data across show that low performing students rapidly decline in 4th and 5th grade with overall proficency and learning gains.
It also appear that maintaining high levels of proficiency in current 2nd Grade math proficiency that appear to be declining which is leading to advanced declines leading up to intermediate grades.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students at Lakeview trend data show a decline in intermediate grades 4-5 which is a contrast from how they progress academically in primary grades K-3. Specifically the L25 ELA and Math growth data show rapid declining trend data. Teachers engaging in ways to provide targeted intervention consistently with our most struggling students is a new action that need to be taken to address this need for improvement. Additionally student awareness and taking ownership for their data and ability to set goals is an action that can address this need for improvement.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Overall 4th and 5th Grade Math learning gains went to 67% in 2019 from 48% in 2018 and currently back up to 55% .

Math L25 learning gains for 4th and 5th grade is currently at 12% slightly higher than 2019 at 9%.
New actions?
Math coaching was implemented at the school, grade level teachers had collaborative and harmonious approach.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Embedded Professional Development virtually when available.
Increased Collaborative Planning among teams outside of the PLC's Virtually
Supporting teachers new to grade levels with curriculum supports.

What strategies will need to be implemented in order to accelerate learning?

ELA -
-Strategically focus on K-2 teachers and small group instruction, where consistent acceleration can occur more
rapidly, by ensuring equitable use of resources including instructional supports, school-based
professional development, cycles of coaching, feedback, etc. The staff resources will be more accessible
for staff use to accelerate and provide interventions.
-Ensure that students have active data walls or systems in the classroom and around the campus to
increase accountability and ownership of data
MATH -
-Math block will include rigorous, grade-level content, purposeful practice, intentional consistent
interventions and
enrichment to accelerate learning.
-Planned questioning to deepen student thinking and understanding of math concepts.
-Provide many more opportunities for preview, review, corrective feedback, and practice in ELA and
Math.
Lessons intentionally planned and developed collaboratively to focus on the most essential learning
needs of the students in ELA and Math.
SCIENCE -
-Monitor science pacing and scheduling to ensure that time management accountability measures are
occurring to maintain the integrity of the allotting teaching minutes for science and lab time.
-Monitor science academic gaming based on data, with a priority focus
on the 60 Power Words and other related vocabulary based on grade level standards.
-Data chats with a focus on L25 (Grades 4-5) students.
-Differentiation/Clustering Model for all learners through adapting content, thinking
skills, question strategies, resources, and/or objectives.
-Vertical articulation among grade levels,
-Targeted Extended Learning Programs (ELP) and Enrichment Clubs to meet the needs in all content
areas. (STEM, Mad Science, Art of Science)

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Design and monitor a support system for teachers to sustain a culture of collaborative unit planning,
ongoing embedded professional development engagement and implementation, coaching, and targeted
learning walks in model classrooms. Additionally the addition of active student data wall in each class to
increase student accountability and ownership of their data and progress.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

-Extended Learning Program (ELP) including remediation and enrichment offerings
-Coaching provided by Curriculum Specialist
-Ongoing data chats (every 4-6 weeks)
-One on one data chats with each 4-5 teacher before the first week of school and before second semester.
-Monitoring formative assessments
-Ongoing teacher data mining using formative assessments with fidelity
-Increasing staff capacity in Micro-Credential Gifted Certification
-Encourage new teachers to complete Kognito/SEL training
-All staff members will continue to obtain additional mental health and SEL training.
-Ongoing professional development by teacher leaders with a focus on questioning strategies for increased depth and complexity
-Ongoing professional development of district equity initiatives
-Consistent minutes and notes will be recorded to ensure that improvement measure can be replicated.
- Inclusive planning with grade level teacher leaders during School Based Leadership Team before or after school.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Standards-based data (FSA, common assessments, walkthrough data, etc.) collected from the 2021-2022 school year showed L25 students performing below grade level in Math, and with a lack of consistency in tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning during small group and during the math intervention block.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	L25 math learning gains will increase 30% (from 23% to 53%), as measured by FAST.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Math Small Group and Intervention Block Walk-throughs, Lesson Plans, District Assessments, Dreambox usage, Formative Assessments, Fall/Winter Diagnostic Assessment, Professional Learning Network training participation, PLC and Collaborative Planning documentation
Person responsible for monitoring outcome:	Tijuana Baker (bakerti@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Develop a professional learning plan that results in improved practice and better student outcomes. 2. Monitor whole-group, intervention time and small-group instruction to ensure instruction is rigorous and implemented according to evidence-based principles.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	If we effectively develop a professional learning plan that results in improved practice and better student outcome and monitor math whole-group and small-group instruction to ensure instruction is rigorous and implemented according to evidence-based principles, the growth percentage of L25 students will increase from 23% to 53%% in math.

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 and administrators engage in the just-in-time training they need to support implementation of the curriculum and other instructional initiatives already underway.
• Ensure that the 20 minute math intervention scheduled time is delivered with integrity and to the maximum extent on a consistent daily basis.
Ensure professional development is content-focused, teacher and student-focused, instructionally relevant, and
actionable.
• Provide regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as
intellectual prep & lesson rehearsal for upcoming lessons, including scaffolds that address gaps in student

learning.
• Regularly collaborate as a leadership team to engage in meaningful discussions and collective goal-setting around
improving student outcomes including, but not limited to teacher support, community outreach, and strengthening a
culture of high expectations for all students.
• Engage in professional development on various aspects of differentiation (provided by Advanced Studies, Gifted,
ESOL, and ESE)

Person Responsible   Tijuana Baker (bakerti@pcsb.org)

No description entered

Person Responsible   [no one identified]

#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Standards- based data (FSA, MAP assessments, walkthrough data and formative unit assessments) collected from the 2021 - 2022 school year showed L25 students performing below grade level in Math with 23% proficiency. The gap is occurring because of inconsistency with planning, schedule time management and instructional intervention strategies aligned to the Florida Standards at the appropriate taxonomy level. We expect our performance level our our Math L25 students to be 53% by 2023. If the inconsistency with planning, schedule time management and instructional intervention strategies aligned to the Florida Standards at the appropriate taxonomy level would occur, student proficiency and learning gains will occur.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percentage of L25 math learning gains will increase by 30% from 23% to 53%, as measured by Florida's Assessment of Student Thinking (FAST)
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Utilize administrator walkthrough tools to provide weekly feedback to individual teachers during small group instruction. Administrator will monitor small group planning through the use of lesson plans.
Person responsible for monitoring outcome:	Meghan Massie (massieme@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Monitor whole-group and small-group instruction to ensure instruction is rigorous and implemented according to evidence-based principles
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	If we effectively implement high-leverage strategies which support standards-based planning and instruction, rigorous student-centered instruction, differentiated instruction, culturally relevant strategies, and ongoing professional development, the percentage of L25 students achieving learning gains in math will increase from 23% to 53%.

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.

Ensure that rigorous, student- centered instruciton occurs daily using FL Reveal Math, Deambox learning, number routines, and other standards - aligned resources (task cards, math gaming, etc.).

Person Responsible	Meghan Massie (massieme@pcsb.org)

Employ instructional practices and routines that promote student- centered learning (Higher- Order Questioning, Pinellas Problem Solving Routine, PEI Routine, Number Routine, Collaborative structures, High- quality feedback and opportunities to use that feedback).

Person Responsible	Meghan Massie (massieme@pcsb.org)

#3. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Lakeview Fundamental black student subgroup as specified in the Every Student Succeeds Act (ESSA) fall below the 41% threshold according to the Federal Index. Our current level of performance among Black students is 46% proficiency in Grades 3-5, as evidenced by 2022 FSA ELA scores. Our current level of performance among Black students is 40% proficiency in Grades 3-5, as evidenced by the 2022 FSA Math scores. Our current level of performance among Black students was 45% in Grade 5, as evidences by the 2022 SSA assessment. The problem/gap is occurring because of our Black students in Grades 3-5 are lacking foundational skills required by the demands of the standards/benchmarks at their current level
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Black student proficiency in ELA will increase 10% (from 46% to 56%), Math will increase 10% (from 40% to 50%) and Science will increase 10% (from 45% to 55%) as measured by FAST, SSA and progress monitoring assessment tools.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Walk-throughs, Lesson Plans, District Assessments, Running Records, ISIP/Istation, Dreambox usage, Formative Assessments, Fall/Winter Diagnostic Assessment, PBIS Walkthroughs
Person responsible for monitoring outcome:	Tijuana Baker (bakerti@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	-Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth. -Ensure Black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources.
Rationale for Evidence-based Strategy: Explain the rationale for	This strategy was selected because of the strong parent school connection already embedded as a practice. Parents, students and teachers are required to engage with and communicate student progress daily and attend monthly meeting in addition to conferences.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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.

-Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.
- Each classroom will include student data tracking systems aligned to standards and skills mastery.
-Implement school wide student-led conferences in grade 3-5 in October and January to allow students to share their academic goals and their progress using a standards based script and rubric as a guide for students.

Person Responsible   Tijuana Baker (bakerti@pcsb.org)

#4. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Standards-based data (FSA and SSA) from the 21/22 school year shows students performing at 68% proficiency in ELA, 63% proficiency in Math, and 55% proficiency in Science, respectively. The gap is occurring because of inconsistency of rigorous instructional strategies aligned to the Florida Standards at the appropriate taxonomy level. We expect our performance level to be 75% by 2023. If the level of rigor and frequency of cognitively complex tasks would occur, student proficiency will occur. Our current levels of performance for the gifted learners at Lakeview Fundamental are: 71% of our gifted learners scored a level 4 or 5 in ELA as evidenced by FSA 2022. 80% of our gifted learners scored a level 4 or 5 in Math as evidenced by FSA 2022.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percentage of students achieving proficiency in ELA will increase 7% from 68% to 75% as measured by Florida's Assessment of Student Thinking (FAST). The percentage of students achieving proficiency in Math will increase 13% from 63% to 75% as measured by Florida's Assessment of Student Thinking (FAST). The percentage of students achieving proficiency in Science will increase 20% from 55% to 75% as measured by the SSA. We expect out performance levels will increase by 5% (from 71% to 76% in ELA and by 5%(from 80% to 85%) in MATH by June 2023 for our gifted learning as measured by Florida's Assessment of Student Thinking (FAST)
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Utilize administrator walkthrough tools to provide weekly feedback to individual teachers during small group instruction. Administrator will monitor small group planning through the use of lesson plans.
Person responsible for monitoring outcome:	Tijuana Baker (bakerti@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We believe these gaps will decrease if we monitor whole-group and small-group instruction to ensure instruction is rigorous and implemented according to evidence-based principles. We believe these gaps with our gifted learner would decrease if we focused on improving our Differentiation.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	If we effectively implement high-leverage strategies which support standards-based planning and instruction, rigorous student-centered instruction, differentiated instruction, culturally relevant strategies, and ongoing professional development, the percentage of students achieving proficiency will increase from 68% to 75% in ELA, 63% to 75% in Math,55% to 75% in Science.

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.

1.Gain a deep understanding of the B.E.S.T. Standards/NGSSS as a non?negotiable for improving student outcomes.
2. Utilize curricular materials to create a common foundations of standards-aligned rigorous expectations for all students.
3. Monitor whole-group and small-group instruction to ensure instruction is rigorous and implemented according to evidence-based principles.
4. Develop a Professional Learning Plan that results in improved practice and better student outcomes.
5. Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.
6. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies and practices.

Person Responsible   Tijuana Baker (bakerti@pcsb.org)

To support our gifted learner strategies, our school would like to include the following action steps:
- clustering group gifted talented students in gen ed classes so that the process of engaging students in complex, differentiated tasks occurs easily and frequently expecting teachers to intentionally plan for differentiation (using testing data) for gifted talented learners questioning gifted students by starting with the most difficult questions first and other high-yield questioning strategies

Person Responsible   [no one identified]

Positive Culture & Environment
A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Lakeview Fundamental strives to establish and maintain a school culture of acceptance, tolerance and respect. We use staff meetings, assemblies, class and parent meetings, newsletters to families, the school website, and the student handbook to establish a positive climate at school. We reinforce positive social interactions and inclusiveness through our School-Wide Behavior Plan (SWBP) and Guidelines for Success (GFS). Additionally, this year we will continue to implement the Responsive Classroom model which is an evidence-based approach to teaching and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness
Guidelines for Success:
Fins UP
F-Follow Directions
IN-INsist on Responsibility
S-Be SAFE

UP-Be an UPstanding Citizen
Lakeview Fundamental administration maintains high visibility within the school and in the community and works to build high levels of stakeholder engagement across all aspects of the school activities. Additionally Lakeview will maintain and align extracurricular and academic extended learning opportunities to the maximum extent possible to school improvement goals and areas of focus. Lakeview will continue efforts to beautify and maintain the school campus with landscaping engaging murals.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Family and community involvement are highly valued at Lakeview Fundamental. Through high family involvement in PTA and SAC, the school is aware of the student make up and culture. We host a Meet the Teacher annually, prior to school starting, where students and families get to meet the teachers and staff. This
meeting is also used to communicate goals and solicit support for school initiatives. We will continue these efforts this year. This year Lakeview will host a Fundamental Guidelines meeting to empower parents to be confident in their impact and stakeholder role in the success of our school progress overall.
It is an expectation that staff will:
• know school Guidelines for Success or FinsUP
• be fair, positive, and, consistent
• keep classrooms orderly
• build positive relationships and get to know student needs and motivators
• treat students with the same respect that is expected from them
School Advisory Council (SAC) meet monthly to inform, update and address school academic data trends and progress, safety and other relevant information related to the progress of the the school.
Collaborate with Parent Teacher Association(PTA) board and members monthly to plan and coordinate supports and resources for students and teachers that aligned to school improvement goals and district initiatives.
Grade level teacher leaders and parents and administration collaborate and plan activities and opportunities to improve school culture and environment using formal and informal systems.