

Pinellas County Schools

LAKEVIEW FUNDAMENTAL ELEM.



2026-27 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 8
 - D. Early Warning Systems 9
- II. Needs Assessment/Data Review 12
 - A. ESSA School, District, State Comparison 13
 - B. ESSA School-Level Data Review 14
 - C. ESSA Subgroup Data Review 15
 - D. Accountability Components by Subgroup..... 16
 - E. Grade Level Data Review 19
- III. Planning for Improvement..... 20
- IV. Positive Learning Environment 36
- V. Title I Requirements (optional)..... 40
- VI. ATSI, TSI and CSI Resource Review 43
- VII. Budget to Support Areas of Focus 44

School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Engage, educate, and empower every student every day

Provide the school's vision statement

100% student success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Tekoa Moses

mosest@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Recruits, develops, supports, supervises, evaluates and retains an effective and diverse instructional and support staff with a focus on improving effectiveness and student achievement.

- Models the leadership and follow-through necessary to build collaborative school-based teams that ensure curriculum and instruction initiatives are student-focused, research-based, and aligned with statutes, policies, standards, and improvement plans.
- Cultivates and sustains a culture of high expectations, equity with excellence for all, and continuous improvement by exercising sound judgment and ensuring consistent development, support, and accountability for both self and team.
- Maintains a strong presence within the school and community, actively fostering meaningful

stakeholder engagement across all school activities.

- Develops, implements, and monitors strategies and actions to demonstrate progress toward goals within the School Improvement Plan, in alignment with the District Strategic Plan.

Demonstrates that student learning is a top priority through leadership actions that focus on student achievement and success.

- Structures and monitors the school learning environment to improve learning for a diverse student population while implementing safety protocols to foster the wellbeing of all stakeholders.

- Oversees and monitors disciplinary procedures for all students, in alignment with the Student Code of Conduct.

- Demonstrates research and evidence-based adult learning strategies and facilitates effective professional learning that develops highly-effective staff members through collaboration, planning, design, and the implementation of feedback, coaching, and modeling to improve staff practice.

- Develops clear communication channels and processes to identify, address, and support stakeholder needs while promoting opportunities for growth.

- Brings together diverse groups to build solutions and resolve school-based issues raised by students, parents, staff or the community.

- Uses multiple data sources and performance indicators to guide decision-making, drive improvement efforts, and monitor progress toward school and student achievement goals.

Leadership Team Member #2

Employee's Name

Sara Koch

kochsa@pcsb.org

Position Title

Curriculum Specialist

Job Duties and Responsibilities

Assists stakeholders in the development of shared vision, mission and goals

- Advocates best practices for the classroom

- Supports the School Improvement Plan (SIP) for continual improvement in student achievement

- Models a focus on highest student achievement

- Assists teachers in aligning classroom plans to the School Improvement Plan (SIP), district and state requirements

- Assists in the development and communication of long and short term school plans and goals related to highest student achievement

- Allocates time and resources consistent with the goals and objectives of the School Improvement Plan (SIP)

- Communicates concerns and needs of teachers, parents, students, and district personnel to school

administrators

- Assists with the collection and analysis of input from staff, parents, and students for the development of improvement strategies
- Maintains and monitors an information system that supports the student achievement goals.
- Coordinates assessments at the school site
- Provides staff and other stakeholders with timely access to information, materials, and processes to improve student performance
- Assists teachers in analyzing and using relevant data to systematically review or improve school actions, plans, processes, and systems
- Uses comparison and benchmarking data in the analysis of academic performance
- Stays current on District and school issues, trends, and operations
- Uses information to support/monitor school/district goals
- Promotes teacher access to professional development and information needed for highest student achievement
- Supports a school-wide environment conducive to the wellbeing and growth of all instructional staff

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

Lakeview Fundamental Elementary School values the collaborative involvement of all stakeholders in the development of the School Improvement Plan (SIP). The planning process is ongoing throughout the school year and includes input from the School Advisory Council (SAC), school leadership team, teacher leaders, instructional staff, families, district support staff, and community partners to ensure the plan reflects the needs and priorities of our students.

The **School Leadership Team**, consisting of the principal, assistant principal, curriculum specialist, school psychologist, counselor, and teacher leaders, regularly analyzes schoolwide data including FAST assessment results, progress monitoring data, attendance, discipline, stakeholder survey results, and other student performance indicators. This team identifies trends, celebrates areas of success, and determines instructional priorities that will have the greatest impact on student achievement.

Teacher leaders play an essential role in the SIP development process by facilitating grade-level discussions, reviewing academic and behavioral data during Professional Learning Communities (PLCs), identifying instructional needs, and providing feedback on schoolwide goals, professional learning, and evidence-based instructional strategies. Their input helps ensure the SIP reflects classroom realities and supports effective teaching practices.

The **School Advisory Council (SAC)**, composed of parents, teachers, school staff, and community representatives, reviews school performance data and collaborates with school leadership to identify priorities for continuous improvement. SAC members provide valuable feedback regarding academic achievement, school climate, family engagement, and resource allocation. Their recommendations are incorporated into the development and ongoing monitoring of the School Improvement Plan.

Teachers and school staff contribute through faculty meetings, collaborative planning sessions, data chats, leadership team meetings, and surveys. Staff members help identify barriers to student success, recommend instructional supports, and provide input regarding professional development, school culture, and student interventions.

Parents and families are engaged through SAC meetings, family surveys, Parent Teacher Association (PTA) meetings, Parent University events, conferences, and ongoing school communication. Feedback from families regarding academic expectations, communication, student well-being, and school climate is reviewed and considered when establishing school improvement priorities and family engagement activities.

The school also collaborates with **district instructional specialists, business partners, and community organizations** that support student learning and enrichment opportunities. Their expertise and partnerships help strengthen instructional practices, expand student experiences, and support the successful implementation of school improvement initiatives.

The collective input from all stakeholder groups directly informed the development of Lakeview's 2026–2027 School Improvement Plan. Through this collaborative process, the school identified the following instructional priorities:

- Vocabulary and Language Development
- Collaborative Learning Structures
- Effective Instruction through Academic Discourse, Formative Assessment and Feedback, Cognitive Engagement, Writing to Learn, and Close Reading

These priorities, along with school climate and culture initiatives, were selected based on multiple sources of data and stakeholder feedback to ensure the School Improvement Plan reflects the shared commitment of the Lakeview community to **engage, educate, and empower every student every day** while achieving **100% student success**.

This collaborative process continues throughout the school year as stakeholder groups regularly review progress-monitoring data, evaluate the effectiveness of implemented strategies, and make adjustments as needed to ensure continuous school improvement.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Lakeview Fundamental Elementary School continuously monitors the implementation and effectiveness of the School Improvement Plan (SIP) to ensure that instructional strategies are improving student achievement and increasing the number of students meeting Florida's academic standards. Particular attention is given to students identified in the Lowest 25%, students requiring additional intervention, and other subgroups demonstrating achievement gaps.

The School Leadership Team meets regularly to review implementation fidelity and analyze multiple sources of data, including FAST progress monitoring assessments, district common assessments, classroom formative assessments, attendance, behavior, and intervention data. Student performance is monitored throughout the year to determine whether instructional strategies are producing the desired outcomes and to identify students requiring additional support.

Professional Learning Communities (PLCs) and collaborative planning meetings occur weekly and provide opportunities for teachers to examine student work, review assessment data, discuss instructional practices, and develop targeted intervention plans. Teacher leaders facilitate these conversations, helping teams identify successful strategies, adjust instruction, and share effective practices across grade levels.

School administrators and the curriculum specialist conduct regular classroom walkthroughs, instructional observations, strategy walks, and coaching cycles to monitor implementation of the school's instructional priorities, including:

- Vocabulary and Language Development
- Collaborative Learning Structures
- Academic Discourse
- Formative Assessment and Feedback
- Cognitive Engagement
- Writing to Learn
- Close Reading and Annotation Strategies

Implementation data gathered during walkthroughs is shared with teachers through timely feedback, coaching conversations, and professional learning opportunities designed to strengthen instructional practice.

The school uses a Multi-Tiered System of Supports (MTSS) framework to monitor student progress and ensure that interventions are meeting the needs of students with the greatest achievement gaps. Student intervention plans are reviewed regularly, and instructional adjustments are made based on progress-monitoring data to accelerate learning.

The School Advisory Council (SAC) reviews school performance data throughout the year and receives regular updates on progress toward SIP goals. SAC members provide recommendations regarding school priorities, family engagement, resource allocation, and overall implementation of the School Improvement Plan. Feedback from SAC, faculty, staff, families, and district support personnel is used to evaluate the effectiveness of current strategies and identify areas requiring modification. Parent and family input is collected through surveys, conferences, SAC meetings, PTA meetings, and ongoing communication. This feedback helps the school strengthen family engagement efforts and ensure that school improvement initiatives continue to meet the needs of students and families. The School Improvement Plan is considered a living document. Based on ongoing data analysis and stakeholder feedback, school leadership revises action steps, instructional supports, professional learning, and intervention plans throughout the year to ensure continuous improvement. This continuous monitoring cycle allows Lakeview Fundamental Elementary to respond proactively to student needs, refine instructional practices, and maintain a strong focus on increasing academic achievement for all students while closing achievement gaps.

Through this systematic process of monitoring, collaboration, and continuous refinement, Lakeview remains committed to its mission to Engage, Educate, and Empower Every Student Every Day and its vision of 100% Student Success.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	66.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	BLACK/AFRICAN AMERICAN STUDENTS (BLK) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: A 2022-23: B 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	36	51	44	51	41	41				264
Absent 10% or more school days	0	5	5	7	3	4				24
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	0	0	0	1	0				1
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	0	0	4	6	0	2				12
Level 1 on statewide Math assessment	0	2	6	6	2	2				18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	1	0	0				1
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	4	1	2	0				7

Current Year 2026-27

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	1	3	6	0	1				11

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	2	0	0				2
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	41	52	54	52	47	40				286
Absent 10% or more school days		5	6	6	2	4				23
One or more suspensions		1	1		4	1				7
Course failure in English Language Arts (ELA)					2					2
Course failure in Math					2					2
Level 1 on statewide ELA assessment				3	9					12
Level 1 on statewide Math assessment		6	5	9	6	7				33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

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

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2		1							3
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024				
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†			
ELA Achievement*	75	68	62	64	59	68	61	57	
Grade 3 ELA Achievement	83	70	61	74	67	59	72	63	58
ELA Learning Gains	63	65	63	56	62	60	62	64	60
ELA Lowest 25th Percentile	61	63	58	47	59	56	52	62	57
Math Achievement*	72	72	66	67	69	64	71	66	62
Math Learning Gains	70	69	64	52	67	63	68	68	62
Math Lowest 25th Percentile	50	56	50	16	56	51	40	58	52
Science Achievement	70	72	62	74	70	58	76	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	61

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						68%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						544
Total Components for the FPPI						8
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
68%	56%	64%	61%	53%	46%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	54%	No		
White Students	83%	No		
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	75%	83%	63%	61%	72%	70%	50%	70%					
Black/African American Students	54%	71%	59%	64%	46%	56%	47%	36%					
White Students	91%	96%	65%		89%	77%		79%					
Economically Disadvantaged Students	56%	65%	59%	69%	56%	59%	45%	45%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
										GRAD RATE 2023-24
										C&C ACCEL 2023-24
										ELP PROGRESS
All Students	64%	74%	56%	47%	67%	52%	16%	74%		
Black/African American Students	40%	59%	37%	38%	40%	33%	21%	62%		
Hispanic Students	75%				83%					
White Students	82%	89%	66%		82%	56%		80%		
Economically Disadvantaged Students	50%	60%	55%	43%	53%	50%	21%	67%		

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	68%	72%	62%	52%	71%	68%	40%	76%					
Students With Disabilities	18%				27%								
Black/African American Students	33%	33%	37%	33%	42%	52%	33%	50%					
Hispanic Students	92%				85%								
White Students	86%	90%	74%		86%	76%		87%					
Economically Disadvantaged Students	43%	47%	41%	38%	49%	54%	44%	53%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	81%	68%	13%	60%	21%
ELA	4	67%	66%	1%	60%	7%
ELA	5	73%	66%	7%	61%	12%
Math	3	79%	71%	8%	66%	13%
Math	4	64%	72%	-8%	65%	-1%
Math	5	65%	69%	-4%	62%	3%
Science	5	70%	70%	0%	60%	10%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Data Component with the Greatest Improvement

- Math Lowest 25th Percentile
 - 2025: 16%
 - 2026: 50%
 - Improvement: +34 percentage points

This represents the most significant year-over-year growth among all accountability components and demonstrates that targeted interventions for students requiring the greatest support had a meaningful impact.

New Actions Implemented in This Area

To improve mathematics outcomes for our Lowest 25% students, Lakeview Fundamental Elementary implemented several intentional strategies:

- Strengthened Tier II and Tier III interventions by identifying students early through FAST and district assessment data and providing targeted, skill-based small-group instruction.
- Used progress-monitoring data during weekly Professional Learning Communities (PLCs) and data chats to adjust instruction and intervention groups based on student needs.
- Implemented collaborative planning with teachers, administrators, the curriculum specialist, and the district mathematics instructional specialist to analyze student misconceptions and plan differentiated instruction.
- Focused on standards-based instruction by ensuring teachers prioritized essential benchmarks, mathematical discourse, and purposeful problem-solving aligned to the Florida B.E.S.T. Standards.
- Implemented targeted intervention resources and provided students with additional opportunities for practice through small-group instruction, intervention programs, and differentiated learning tasks.
- Monitored student growth regularly through MTSS meetings and progress-monitoring cycles, allowing instructional teams to quickly respond when students were not making expected progress.

These actions resulted in substantial gains for students in the Lowest 25%, reflecting the school's commitment to providing timely interventions, data-informed instruction, and collaborative support to ensure all students experience academic success.

Lowest Performance

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

The Math Lowest 25th Percentile Learning Gains demonstrated the lowest performance in the 2025 accountability results, with only 16% of students in the Lowest 25% making learning gains. This represented the school's greatest area of need and became a primary focus during the 2025–2026 school year.

Several factors contributed to this low performance. Students in the Lowest 25% entered the school year with significant foundational skill gaps and inconsistent mastery of prerequisite standards. Analysis of classroom and FAST data also indicated a need for more systematic intervention, increased progress monitoring, and greater consistency in differentiated small-group instruction. Additionally, instructional time needed to be more intentionally focused on targeted remediation and mathematical discourse.

Although this component showed the lowest performance in 2025, the trend is encouraging. Through focused intervention, collaborative planning, instructional coaching, and regular data analysis, the school increased Math Lowest 25th Percentile Learning Gains from 16% in 2025 to 50% in 2026, demonstrating significant improvement while identifying continued opportunities for growth.

Greatest Decline

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

The data component showing the greatest decline from the prior year was Science Achievement, which decreased from 76% in 2024 to 74% in 2025, and then to 70% in 2026.

Several factors contributed to this decline. Science instruction competed with increased instructional time devoted to reading and mathematics interventions as the school focused on improving overall school performance and learning gains. Additionally, science is assessed only in Grade 5, making results more susceptible to variations in cohort performance. Analysis also indicated opportunities to strengthen science vocabulary development, hands-on inquiry experiences, and cross-curricular integration of science concepts into literacy instruction.

In response, the school has incorporated science vocabulary into its schoolwide vocabulary initiative, increased opportunities for collaborative learning and academic discourse in science instruction, and emphasized standards-aligned instruction through instructional planning and classroom

walkthroughs.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

In 2026, Math Lowest 25th Percentile Learning Gains reflected the smallest performance margin relative to expectations and remained an important area for continued improvement. While Lakeview matched the state average of 50%, the school continued to trail the district average of 56%, indicating the need for ongoing support for its most academically vulnerable students.

Although this component no longer represents a gap with the state, the historical trend highlights why it remains a priority. In 2025, Lakeview's Lowest 25% Math Learning Gains were 16%, substantially below both the district (56%) and state (51%) averages. This gap was largely attributed to significant foundational learning deficits, inconsistent intervention structures, and the need for more frequent progress monitoring and differentiated instruction.

The school's targeted efforts during the 2025–2026 school year—including strengthening MTSS processes, increasing collaborative planning, implementing regular data chats, expanding small-group intervention, and providing ongoing instructional coaching—resulted in a remarkable 34 percentage-point increase to 50%, eliminating the gap with the state average. Moving forward, Lakeview will continue refining these practices with the goal of exceeding both district and state performance while accelerating learning for students with the greatest academic needs.

EWS Areas of Concern

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

Reflecting on the EWS data from Part I, a potential area of concern is the number of students scoring a level 1 on this year's Spring FAST assessment. There are 6 students in grade 3 with 2 or more early warning indicators.

Highest Priorities

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

1. ELA achievement of the L25
2. Math achievement of the L25
3. Science Proficiency

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Lakeview Fundamental Elementary School will focus on strengthening Effective Instruction across all grade levels (PreK–Grade 5) through the intentional implementation of academic discourse, formative assessment and feedback, cognitive engagement, writing to learn, and close reading and annotation strategies. These high-impact instructional practices will be embedded across all content areas to increase student engagement, deepen conceptual understanding, and improve academic achievement.

Teachers will create student-centered learning environments where students actively construct meaning by discussing complex ideas, justifying their thinking with evidence, writing to demonstrate understanding, and engaging in rigorous learning experiences aligned to the Florida B.E.S.T. Standards. Instruction will emphasize meaningful student talk, strategic questioning, timely feedback, and ongoing checks for understanding to ensure instruction is responsive to student needs.

Across all grade levels, teachers will intentionally:

- Facilitate structured academic discourse using accountable talk and collaborative learning structures.
- Utilize formative assessment strategies to monitor understanding, provide immediate feedback, and adjust instruction.
- Increase cognitive engagement by designing rigorous, standards-based learning experiences that require students to analyze, evaluate, justify, and create.
- Incorporate writing across all content areas to deepen comprehension and strengthen critical thinking.
- Implement close reading and annotation strategies that help students analyze increasingly complex texts, cite evidence, and develop strong comprehension skills.

These instructional practices will be supported through collaborative planning, instructional coaching,

classroom walkthroughs, strategy walks, and professional learning to ensure consistent implementation throughout the school.

Analysis of 2025–2026 school performance data indicates that while Lakeview demonstrated strong overall academic achievement, opportunities remain to increase student learning gains, improve outcomes for the Lowest 25% of students, and sustain high levels of achievement across all content areas. Although ELA Achievement increased to 75% and Math Achievement improved to 72%, ELA Learning Gains (63%) remained below the district average, and Science Achievement declined to 70%, highlighting the need for more rigorous, student-centered instructional practices that promote deeper learning.

Classroom walkthrough data, instructional observations, collaborative planning discussions, and teacher feedback identified a need for greater consistency in implementing instructional strategies that actively engage students in learning. Opportunities were noted to increase purposeful academic discourse, provide timely formative feedback, strengthen writing across the curriculum, and engage students in higher-order thinking through close reading, annotation, and evidence-based discussions.

Additionally, stakeholder feedback from teachers, school leadership, and the School Advisory Council emphasized the importance of strengthening instructional practices that improve student engagement while ensuring all learners—including students in the Lowest 25%, students requiring intervention, and students needing enrichment—receive appropriately rigorous instruction.

By focusing on Effective Instruction, Lakeview will strengthen Tier I core instruction, increase student ownership of learning, improve instructional responsiveness through formative assessment, and provide equitable access to rigorous learning experiences. This work directly supports the school's mission to Engage, Educate, and Empower Every Student Every Day and its vision of 100% Student Success, while building upon the significant academic gains achieved during the previous school year and positioning the school for continued success.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELA proficiency will increase from 74% to 75%

ELA achievement for grade 3 will increase from 83% to 85%

ELA Learning gains will increase from 65% to 75%

ELA L25 achievement will increase from 55% to 65%

Math achievement will increase from 72% to 75%

Math learning gains will increase from 70% to 75%

Math L25 learning gains will increase from 50% to 65%

Science proficiency will increase from 70% to 75%

Monitoring

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

Implementation of the Effective Instruction area of focus will be monitored through a comprehensive cycle of data analysis, classroom observations, collaborative planning, instructional coaching, and student performance monitoring to ensure that instructional practices are implemented with fidelity and positively impact student achievement.

The school leadership team, curriculum specialist, and teacher leaders will conduct regular classroom walkthroughs, instructional observations, strategy walks, and lab classroom visits using a common look-for tool aligned to the school's instructional priorities. Evidence collected during observations will focus on the implementation of academic discourse, formative assessment and feedback, cognitive engagement, writing to learn, and close reading and annotation strategies. Teachers will receive timely feedback, coaching, and opportunities to reflect on and refine their instructional practices.

During weekly Professional Learning Communities (PLCs) and collaborative planning meetings, teachers will analyze formative assessment data, student work samples, and progress-monitoring results to evaluate the effectiveness of instructional strategies. Teams will identify students requiring additional support or enrichment, adjust instructional plans, and share successful practices across grade levels.

Student progress will be monitored through multiple data sources, including:

- FAST Progress Monitoring assessments (PM1, PM2, and PM3)
- District common assessments
- Classroom formative assessments and exit tickets
- Writing samples and performance tasks
- Student work from close reading and annotation activities
- MTSS progress-monitoring data for students receiving interventions

The leadership team will conduct quarterly data chats with grade-level teams to review progress toward School Improvement Plan goals, monitor learning gains, and identify trends among all student groups, with particular attention to the Lowest 25%, students receiving interventions, and other identified subgroups. Instructional adjustments, professional learning, and intervention supports will be modified based on data and implementation evidence.

The impact of this area of focus will be measured by increased student achievement on state and district assessments, improved learning gains, stronger classroom engagement, higher-quality student discourse and writing, and increased proficiency in reading comprehension and mathematical reasoning. Ongoing feedback from teachers, the School Advisory Council (SAC), and district instructional support staff will also be used to refine implementation throughout the year.

This continuous improvement process ensures that instructional practices remain aligned with student needs and supports Lakeview Fundamental Elementary's mission to Engage, Educate, and Empower Every Student Every Day while advancing the school's vision of 100% Student Success.

Person responsible for monitoring outcome

Tekoa Moses

Evidence-based Intervention:

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

Description of Intervention #1:

Facilitate structured academic discourse using accountable talk and collaborative learning structures.

Rationale:

Analysis of 2025–2026 school performance data indicates that while Lakeview demonstrated strong overall academic achievement, opportunities remain to increase student learning gains, improve outcomes for the Lowest 25% of students, and sustain high levels of achievement across all content areas. Although ELA Achievement increased to 75% and Math Achievement improved to 72%, ELA Learning Gains (63%) remained below the district average, and Science Achievement declined to 70%, highlighting the need for more rigorous, student-centered instructional practices that promote deeper learning.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Incorporate writing across all content areas to deepen comprehension and strengthen critical thinking.

Rationale:

Analysis of 2025–2026 school performance data indicates that while Lakeview demonstrated strong overall academic achievement, opportunities remain to increase student learning gains, improve outcomes for the Lowest 25% of students, and sustain high levels of achievement across all content areas. Although ELA Achievement increased to 75% and Math Achievement improved to 72%, ELA Learning Gains (63%) remained below the district average, and Science Achievement declined to 70%, highlighting the need for more rigorous, student-centered instructional practices that promote deeper learning.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Provide PD and feedback loops for teachers on the 5 essentials of effective instruction

Person Monitoring:

Tekoa Moses

By When/Frequency:

August-May

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

These instructional practices shared during the PD sessions will be supported through collaborative planning, instructional coaching, classroom walkthroughs, strategy walks, and professional learning to ensure consistent implementation throughout the school.

Action Step #2

Teachers will consistently implement academic discourse, formative assessment and feedback, cognitive engagement, writing-to-learn, and close reading and annotation strategies during Tier I instruction across all content areas to increase student engagement and achievement.

Person Monitoring:

Tekoa Moses

By When/Frequency:

August-May

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

School leaders (teacher and admin) will conduct regular classroom walkthroughs, strategy walks, and data chats to monitor implementation fidelity, provide feedback to teachers, and use formative and summative data to adjust instruction and interventions to improve student outcomes.

Area of Focus #2

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Lakeview Fundamental Elementary School will focus on strengthening Vocabulary and Language Development while increasing student engagement for Black Students across all grade levels (PreK–Grade 5). Teachers will intentionally develop students' academic language by pre-teaching vocabulary, explicitly teaching morphology, utilizing sentence stems, and incorporating accountable talk strategies that encourage meaningful academic conversations. These language supports will be embedded across all content areas to ensure students can access rigorous grade-level standards and confidently communicate their thinking.

To increase Black student engagement, teachers will provide structured opportunities for students to actively participate in learning through collaborative discussions, partner and group work, questioning strategies, and purposeful academic discourse. Students will be expected to explain their reasoning, use academic vocabulary in speaking and writing, justify responses with evidence, and engage in meaningful conversations that deepen comprehension and critical thinking.

This focus supports equitable access to instruction by providing all students, particularly English Learners, students in the Lowest 25%, and students requiring additional language support, with the vocabulary and communication skills necessary to fully engage in classroom learning.

Analysis of the 2025–2026 school performance data, classroom walkthroughs, instructional observations, and collaborative planning discussions identified vocabulary development and student engagement as critical areas for continued improvement. Although Lakeview earned an A school grade and demonstrated strong academic achievement, analysis of student work and classroom observations revealed opportunities to increase the consistent use of academic language, student discourse, and active participation across all content areas.

Data indicated that students who struggled academically often experienced difficulty accessing complex text, explaining mathematical reasoning, participating in academic discussions, and communicating their understanding using grade-level vocabulary. Classroom observations also demonstrated variability in the level of cognitive engagement and opportunities for productive student talk during instruction.

Stakeholder feedback from teachers, instructional leaders, and the School Advisory Council emphasized the importance of strengthening Tier I instruction through intentional vocabulary development and highly engaging learning experiences. Research supports that students who regularly engage in academic conversations, explicitly learn content-specific vocabulary, and actively participate in collaborative learning demonstrate stronger comprehension, increased confidence, and improved academic achievement.

By prioritizing Vocabulary and Language Development alongside Black Student Engagement, Lakeview will create classrooms where students are active participants in their learning, equipped with the academic language needed to think critically, communicate effectively, and achieve at high levels across all subject areas. This work directly supports the school's mission to Engage, Educate, and Empower Every Student Every Day while advancing its vision of 100% Student Success.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Federal points index for black scholar will increase from 54% to 60%.

Monitoring

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

Implementation of the Student Engagement through vocabulary and language development area of focus will be monitored through a comprehensive cycle of data analysis, classroom observations, collaborative planning, instructional coaching, and student performance monitoring to ensure that instructional practices are implemented with fidelity and positively impact student achievement.

The school leadership team, curriculum specialist, and teacher leaders will conduct regular classroom walkthroughs, instructional observations, strategy walks, and lab classroom visits using a common look-for tool aligned to the school's instructional priorities. Evidence collected during observations will focus on the implementation of academic discourse, formative assessment and feedback, cognitive engagement, writing to learn, and close reading and annotation strategies. Teachers will receive timely feedback and coaching to strengthen instructional practices and ensure consistent implementation across all grade levels.

During weekly Professional Learning Communities (PLCs) and collaborative planning meetings, teachers will analyze formative assessment data, student work samples, and progress-monitoring results to evaluate the effectiveness of instructional strategies. Teams will identify students requiring additional support or enrichment, adjust instructional plans, and share successful practices across grade levels.

Student progress will be monitored through multiple data sources, including:

- FAST Progress Monitoring assessments (PM1, PM2, and PM3)
- District common assessments
- Classroom formative assessments and exit tickets
- Writing samples and performance tasks
- Vocabulary assessments and language-development activities
- Student work from close reading and annotation activities
- MTSS progress-monitoring data for students receiving interventions

The leadership team will conduct quarterly data chats with grade-level teams to review progress toward School Improvement Plan goals, monitor learning gains, and identify trends among all student groups, with particular attention to the Lowest 25%, students receiving interventions, and other

identified subgroups. Instructional adjustments, professional learning, and intervention supports will be modified based on data and implementation evidence.

The impact of this area of focus will be measured by increased student achievement on state and district assessments, improved learning gains, stronger classroom engagement, higher-quality student discourse and writing, and increased proficiency in reading comprehension and mathematical reasoning. Ongoing feedback from teachers, the School Advisory Council (SAC), and district instructional support staff will also be used to refine implementation throughout the year.

This continuous improvement process ensures that instructional practices remain aligned with student needs and supports Lakeview Fundamental Elementary's mission to Engage, Educate, and Empower Every Student Every Day while advancing the school's vision of 100% Student Success.

Person responsible for monitoring outcome

Tekoa Moses

Evidence-based Intervention:

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

Description of Intervention #1:

Explicit Vocabulary Instruction with Morphology Teachers will provide systematic, explicit vocabulary instruction across all content areas by pre-teaching academic vocabulary, teaching Greek and Latin roots, prefixes, and suffixes (morphology), using student-friendly definitions, visual supports, and providing multiple opportunities for students to apply new vocabulary through speaking, reading, and writing.

Rationale:

Research demonstrates that explicit vocabulary instruction significantly improves reading comprehension, content understanding, and overall academic achievement. Teaching morphology enables students to independently determine the meaning of unfamiliar words, increasing both vocabulary acquisition and comprehension of increasingly complex texts. Strengthening students' academic language will improve their ability to access grade-level standards across all content areas.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Structured Academic Discourse Using Accountable Talk and Collaborative Learning Teachers will implement structured academic discourse daily through collaborative learning structures, accountable talk moves, sentence stems, partner discussions, and evidence-based questioning techniques that require every student to actively participate in meaningful academic conversations.

Rationale:

Research indicates that structured academic discourse increases student engagement, strengthens oral language development, improves critical thinking, and deepens conceptual understanding.

Providing students with frequent opportunities to explain their thinking, justify responses using evidence, and engage in purposeful conversations promotes higher levels of learning while increasing participation and confidence, particularly for students who require additional language supports.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Provide Ongoing Professional Learning and Instructional Coaching Leader Action: The principal, curriculum specialist, and teacher leaders will provide ongoing professional learning, model lessons, instructional coaching, and collaborative planning focused on explicit vocabulary instruction, morphology, academic discourse, and student engagement strategies. Teachers will receive regular opportunities to observe model classrooms, participate in lab classrooms, and reflect on instructional practices during PLCs. School leaders will monitor implementation through classroom walkthroughs, lesson plan reviews, coaching logs, and strategy walks using a common look-for tool. Teacher implementation will be discussed during PLCs and leadership meetings, while student impact will be monitored through formative assessments, FAST Progress Monitoring, writing samples, classroom observations, and student use of academic vocabulary during instruction.

Person Monitoring:

Tekoa Moses/Sara Koch

By When/Frequency:

August-May

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

Monitor Instructional Fidelity Through Data and Feedback Cycles

Leader Action:

The principal, curriculum specialist, and teacher leaders will establish a continuous cycle of classroom walkthroughs, data chats, instructional feedback, and collaborative reflection to monitor the implementation of vocabulary development and student engagement strategies. Leadership will provide timely feedback, identify trends, celebrate effective practices, and develop targeted support plans based on teacher and student data.

The leadership team will analyze walkthrough data, PLC documentation, student work, and common assessment results to evaluate implementation and student outcomes. Quarterly data chats will focus on progress toward School Improvement Plan goals, with special attention to the Lowest 25%, English Learners, and students needing additional support. Professional learning and coaching priorities will be adjusted based on implementation evidence and student performance data.

Area of Focus #3

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

Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

Lakeview Fundamental Elementary School will focus on implementing Collaborative Learning Structures across all grade levels (PreK–Grade 5) to increase student engagement, academic discourse, critical thinking, and ownership of learning. Teachers will intentionally design learning experiences that require students to work collaboratively to solve problems, discuss complex ideas, explain their reasoning, and construct knowledge through meaningful interactions.

Collaborative learning structures such as Think-Pair-Share, Turn and Talk, cooperative learning groups, reciprocal teaching, collaborative problem-solving, and peer feedback will be embedded into daily instruction across all content areas. These structures will ensure that every student actively participates in learning, has opportunities to communicate using academic language, and engages in rigorous, standards-based tasks.

Teachers will utilize collaborative planning to design lessons that intentionally incorporate these structures while maintaining high expectations and accountability for all learners. Strategy walks and lab classrooms will provide opportunities for teachers to observe effective implementation, reflect on instructional practices, and share successful strategies across grade levels.

Analysis of the 2025–2026 school performance data, classroom walkthroughs, instructional observations, and stakeholder feedback identified a need to increase consistent student collaboration and active participation during instruction. While Lakeview demonstrated strong academic performance and earned an A school grade, walkthrough data indicated variability in the use of collaborative instructional practices that promote deeper student thinking and engagement.

Data analysis revealed that students demonstrated stronger performance when they were actively engaged in discussing content, solving problems collaboratively, and explaining their thinking. However, classroom observations showed opportunities to increase the frequency and consistency of structured collaborative learning experiences across classrooms and grade levels. Increasing student-to-student interaction is expected to strengthen academic discourse, improve vocabulary acquisition, enhance critical thinking, and increase student confidence and ownership of learning.

Teacher feedback and collaborative planning discussions also identified the need for greater consistency in implementing high-impact collaborative instructional strategies that actively engage all learners. Additionally, the School Advisory Council (SAC) and school leadership emphasized the importance of creating learning environments where students are engaged participants rather than passive recipients of instruction.

By strengthening collaborative learning structures, Lakeview will enhance Tier I instruction, promote

equitable participation, and increase opportunities for students to communicate, problem-solve, and learn from one another. This work will strengthen the implementation of the school's instructional priorities of Effective Instruction and Vocabulary and Language Development while supporting improved academic achievement, increased learning gains, and continued success for all students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELA proficiency will increase from 74% to 75%

ELA achievement for grade 3 will increase from 83% to 85%

ELA Learning gains will increase from 65% to 75%

ELA L25 achievement will increase from 55% to 65%

Math achievement will increase from 72% to 75%

Math learning gains will increase from 70% to 75%

Math L25 learning gains will increase from 50% to 65%

Science proficiency will increase from 70% to 75%

Monitoring

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

Implementation of the Collaborative Learning Structures area of focus will be monitored through a comprehensive cycle of data analysis, classroom observations, collaborative planning, instructional coaching, and student performance monitoring to ensure that instructional practices are implemented with fidelity and positively impact student achievement.

The school leadership team, curriculum specialist, and teacher leaders will conduct regular classroom walkthroughs, instructional observations, strategy walks, and lab classroom visits using a common look-for tool aligned to the school's instructional priorities. Evidence collected during observations will focus on the implementation of academic discourse, formative assessment and feedback, cognitive engagement, writing to learn, and close reading and annotation strategies. Teachers will receive timely feedback and coaching to strengthen instructional practices and ensure consistent implementation across all grade levels.

During weekly Professional Learning Communities (PLCs) and collaborative planning meetings, teachers will analyze formative assessment data, student work samples, and progress-monitoring results to evaluate the effectiveness of instructional strategies. Teams will identify students requiring additional support or enrichment, adjust instructional plans, and share successful practices across grade levels.

Student progress will be monitored through multiple data sources, including:

- Classroom walkthrough and strategy walk data
- PLC agendas and collaborative planning documentation
- Student engagement observations
- Student work samples and collaborative tasks
- FAST Progress Monitoring (PM1, PM2, and PM3)
- District common assessments
- Classroom formative assessments and writing samples
- MTSS progress-monitoring data for students receiving interventions

The leadership team will conduct quarterly data chats with grade-level teams to review progress toward School Improvement Plan goals, monitor learning gains, and identify trends among all student groups, with particular attention to the Lowest 25%, students receiving interventions, and other identified subgroups. Instructional adjustments, professional learning, and intervention supports will be modified based on data and implementation evidence.

The success of this area of focus will be measured by increased student engagement, higher-quality academic discourse, improved collaboration and problem-solving skills, stronger student ownership of learning, and increased proficiency and learning gains on district and state assessments. This continuous improvement cycle will support Lakeview Fundamental Elementary's mission to Engage, Educate, and Empower Every Student Every Day while advancing its vision of 100% Student Success.

Person responsible for monitoring outcome

Evidence-based Intervention:

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

Description of Intervention #1:

Collaborative Learning Structures (Kagan Cooperative Learning/High-Impact Collaborative Learning) Intervention Teachers will intentionally implement structured collaborative learning strategies (e.g., Think-Pair-Share, Rally Coach, Numbered Heads Together, Turn and Talk, Reciprocal Teaching, Jigsaw, and Collaborative Problem Solving) during Tier I instruction to ensure all students actively participate in learning.

Rationale:

Rationale Research by John Hattie, Robert Marzano, and Kagan Cooperative Learning demonstrates that structured collaborative learning increases student engagement, improves academic achievement, strengthens communication skills, and promotes deeper understanding of content. Purposeful student collaboration encourages every learner to explain thinking, justify responses with

evidence, and learn from peers, resulting in higher levels of cognitive engagement and improved learning outcomes.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Instructional Coaching and Professional Learning Communities (PLCs) School leaders will provide ongoing instructional coaching, collaborative planning, lab classrooms, and Professional Learning Communities (PLCs) focused on designing and implementing collaborative learning structures that promote academic discourse and student ownership of learning.

Rationale:

Research indicates that job-embedded professional learning and instructional coaching have one of the greatest impacts on improving instructional practice and student achievement. Regular collaboration allows teachers to refine instructional strategies, analyze student work, share best practices, and ensure consistent implementation of high-quality collaborative learning experiences across classrooms.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Build Teacher Capacity Through Professional Learning

Person Monitoring:

Tekoa Moses/Sara Koch

By When/Frequency:

August-May

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

Build Teacher Capacity Through Professional Learning

Leader Action

The principal, curriculum specialist, and teacher leaders will facilitate professional learning, collaborative planning sessions, and lab classrooms focused on implementing high-impact collaborative learning structures aligned to the Florida B.E.S.T. Standards. Teachers will observe model classrooms, participate in peer learning opportunities, and receive coaching on facilitating effective student collaboration and academic discourse.

Monitoring

PLC agendas

Coaching logs

Lab classroom participation

Walkthrough data

Teacher implementation feedback

Action Step #2

Monitor Implementation Through Walkthroughs and Data Chats

Person Monitoring:

Tekoa Moses/Sara Koch

By When/Frequency:

August-May

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

School leaders will conduct regular classroom walkthroughs, strategy walks, and quarterly data chats using a common instructional "look-for" tool to monitor the implementation of collaborative learning structures. Feedback will be provided to teachers, and professional learning will be adjusted based on implementation trends and student performance data.

Monitoring

Leadership will review:

Walkthrough trends

Student engagement data

Academic discourse observations

Student work products

FAST Progress Monitoring

District common assessments

Formative assessment results

PLC discussions

MTSS data

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Lakeview Fundamental Elementary School will focus on strengthening Positive Culture and Climate through the consistent implementation of a schoolwide Positive Behavioral Interventions and Supports (PBIS) framework across all grade levels (PreK–Grade 5). The school will establish consistent behavioral expectations aligned with the Lakeview Guidelines for Success—Be Respectful, Be Responsible, Be Safe, and Be an Upstanding Citizen—while recognizing and reinforcing positive student behaviors.

Staff will intentionally teach, model, practice, and reinforce expected behaviors in all school settings, including classrooms, hallways, cafeteria, playground, arrival and dismissal, and special areas. Positive behavior recognition systems, restorative practices, relationship-building strategies, and consistent behavioral expectations will promote a safe, respectful, and engaging learning environment where all students feel connected and supported.

The school will continue to strengthen Tier I behavioral supports while using behavior and attendance data to identify students requiring additional interventions through the Multi-Tiered System of Supports (MTSS). Family partnerships and schoolwide celebrations will reinforce positive behaviors and contribute to a culture where every student can thrive academically, socially, and emotionally.

Review of the 2025–2026 school data identified school climate and student behavior as important factors influencing academic success and student engagement. While Lakeview maintained a positive learning environment and reduced office discipline referrals during the previous school year, analysis of behavior data, attendance trends, stakeholder surveys, and classroom walkthroughs indicated opportunities to further strengthen consistency in implementing schoolwide expectations across all learning environments.

Student attendance remained below the school's desired goal, and behavior data demonstrated that increasing consistency in reinforcing positive behaviors and teaching expectations would further maximize instructional time. Stakeholder feedback from teachers, families, and the School Advisory Council emphasized the importance of maintaining a positive school culture where students feel safe, respected, engaged, and connected to their school community.

Research consistently demonstrates that schools implementing PBIS with fidelity experience improved student behavior, increased instructional time, stronger school climate, improved attendance, and higher academic achievement. Strengthening a positive culture and climate through PBIS will support student engagement, increase opportunities for learning, and reinforce the behaviors necessary for academic success.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2027:

- **Decrease office discipline referrals from 52 to 35 or fewer.**
- **Increase average daily attendance from 92% to 95%.**
- **Increase the percentage of classrooms consistently implementing PBIS expectations with fidelity, as measured through classroom walkthroughs and PBIS implementation checklists.**
- **Increase positive behavior recognition opportunities for students across all school settings as evidenced by schoolwide PBIS data and recognition systems.**

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Implementation of the Positive Culture and Climate area of focus will be monitored through ongoing analysis of behavior, attendance, and school climate data, as well as regular observations of PBIS

implementation across the campus.

The principal, curriculum specialist, school counselor, behavior support staff, and teacher leaders will conduct regular walkthroughs using a PBIS implementation checklist to monitor the consistent teaching and reinforcement of the Lakeview Guidelines for Success in classrooms and common areas.

The leadership team will review:

- Office discipline referrals
- Attendance and tardy data
- PBIS recognition data (Dolphin Dollars, Cafeteria Champions, classroom incentives, etc.)
- Classroom walkthrough and behavior observation data
- Student and family survey results
- MTSS behavior intervention data

During monthly leadership meetings and quarterly data reviews, the team will analyze trends by grade level, student subgroup, time of day, and behavior type to identify areas of success and determine additional supports needed. Teachers will receive ongoing coaching, professional learning, and feedback to strengthen consistent implementation of PBIS practices.

Feedback from staff, students, families, the School Advisory Council (SAC), and the PBIS leadership team will be used to refine schoolwide behavior expectations, recognition systems, and intervention supports throughout the school year, ensuring continuous improvement and a positive learning environment for all students.

Person responsible for monitoring outcome

Tekoa Moses

Evidence-based Intervention:

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

Description of Intervention #1:

Schoolwide Positive Behavioral Interventions and Supports (PBIS) Lakeview Fundamental Elementary School will implement a comprehensive Tier I Schoolwide Positive Behavioral Interventions and Supports (PBIS) framework by explicitly teaching, modeling, practicing, and reinforcing the Lakeview Guidelines for Success: Be Respectful, Be Responsible, Be Safe, and Be an Upstanding Citizen. Positive behaviors will be acknowledged through consistent schoolwide recognition systems and reinforced across all learning environments.

Rationale:

Research has consistently demonstrated that schools implementing PBIS with fidelity experience reductions in office discipline referrals, increased instructional time, improved attendance, stronger school climate, and higher levels of student engagement and academic achievement. A consistent schoolwide PBIS framework establishes clear behavioral expectations, creates predictable learning environments, and supports positive relationships between students and staff, allowing students to focus on learning.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Strengthen Staff Capacity to Implement PBIS with Fidelity

Person Monitoring:

Tekoa Moses

By When/Frequency:

August-May

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

Leader Action

The principal, counselor, PBIS leadership team, curriculum specialist, and teacher leaders will provide ongoing professional learning, monthly PBIS refreshers, and coaching to ensure staff consistently teach, model, reinforce, and recognize the Lakeview Guidelines for Success across all school settings. Schoolwide expectation lessons and common behavior response procedures will be reviewed throughout the year.

Monitoring

PBIS implementation checklists

Classroom and common area walkthroughs

Staff feedback

PBIS leadership meeting agendas

Observation of consistent behavior expectations and recognition systems

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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