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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

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

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Lakewood Elementary school (LES) is to provide each student with a diverse, rigorous, and standards-based education to reach their academic goals for college, career and life.

Provide the school's vision statement

Lakewood Elementary's vision is 100% student success.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Renee Nellenbach

Position Title

Principal

Job Duties and Responsibilities

The Principal performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation. Position is responsible for the total operational management of the school and instructional monitoring.

Leadership Team Member #2

Employee's Name

Nicole Ketchem

Position Title

Assistant Principal

Job Duties and Responsibilities

This position is second only to the Principal in the administration of the school and serves as liaison

between principal and other school personnel. This administrator assumes any duties assigned by the Principal and is fully responsible for the school program in the absence of the Principal.

Leadership Team Member #3

Employee's Name

Lisa Metts

Position Title

Science Coach

Job Duties and Responsibilities

To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.

Leadership Team Member #4

Employee's Name

Michelle Summers

Position Title

Intermediate Reading Coach

Job Duties and Responsibilities

Reading & Writing 3-5: To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.

Leadership Team Member #5

Employee's Name

Melissa Olsen

Position Title

Primary Reading Coach

Job Duties and Responsibilities

Reading & Writing PreK-2: To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.

Leadership Team Member #6

Employee's Name

Ashley Richardson

Position Title

MTSS Coach

Job Duties and Responsibilities

MTSS/RTI: Student Achievement: To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement. Response to Intervention: To facilitate the implementation of the problem solving process with the school-based team and all school staff

Leadership Team Member #7

Employee's Name

Lynn Price

Position Title

Intermediate Math Coach

Job Duties and Responsibilities

Math3-5: To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.

Leadership Team Member #8

Employee's Name

Jennifer Husvar

Position Title

Primary Math Coach

Job Duties and Responsibilities

MathPrek-2: To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.

Leadership Team Member #9

Employee's Name

Joel Hornes

Position Title

Behavior Specialist

Job Duties and Responsibilities

Behavior: Establishes principles of behavior change procedures with basic understanding of applied behavior analysis. Conducts and facilitates Functional Behavior Assessments and implements Positive Behavior Intervention Plans. Establishes specific behavior management programs for students as needed. Consults with school personnel, parents, and others regarding behavior strategies. Functions in the areas of behavior management and crisis intervention and is responsible to the school principal.

Leadership Team Member #10

Employee's Name

George Wells

Position Title

PBIS Coach

Job Duties and Responsibilities

PBIS : Establishes principles of behavior change procedures with basic understanding of applied behavior analysis. Conducts and facilitates Functional Behavior Assessments and implements Positive Behavior Intervention Plans. Establishes specific behavior management programs for students as needed. Consults with school personnel, parents, and others regarding behavior strategies. Functions in the areas of behavior management and crisis intervention and is responsible to the school principal.

Leadership Team Member #11

Employee's Name

Tom Muirhead

Position Title

Magnet Coordinator

Job Duties and Responsibilities

Magnet: Establishes principles of and creates curriculum for the Magnet Program. Conducts and facilitates magnet plans and programs as well as application processes. Implements guidelines for continued participation and coordinates with coaches, admin, and parents to engage all stakeholders in the magnet program success. Is responsible to the school principal and District DAP supervisor.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

In developing the school improvement plan as mandated by ESEA 1114(b)(2), stakeholders—comprising the school leadership team, teachers, staff, parents, families, and community or business leaders—are crucially involved through a structured process. Initially, stakeholders are identified via the School Advisory Council (consisting of the stakeholders mentioned above and designated as a reflection of the school demographic) and engaged through meetings, surveys, and workshops to gather diverse perspectives and expertise. Clear communication about the plan's purpose ensures stakeholders understand their role in shaping instructional strategies, support services, community partnerships, and overall school improvement goals. Feedback is systematically analyzed to identify common themes and priorities, which inform the drafting of the plan. Stakeholders review and refine the draft at the first SAC meeting of the year, leading to a finalized plan that integrates their input.

SIP Monitoring

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

Post-approval, implementation is rigorously monitored with continuous communication to stakeholders, facilitated through SAC meetings and school events, ensuring transparency and accountability in achieving measurable improvements in both school performance and community engagement. These meetings are scheduled after each testing cycle, during which data undergoes a problem-solving process to inform adjustments and refinements to the plan based on student growth and proficiency performance. The revised plan is subsequently implemented, and progress is monitored throughout each cycle to ensure ongoing alignment with established goals and objectives.

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	86.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) 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>	2023-24: B 2022-23: C* 2021-22: B 2020-21: 2019-20: F

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	30	29	43	24	35	23				184
One or more suspensions	2	5	8	6	10	11				42
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				9	14	10				33
Level 1 on statewide Math assessment				14	20	10				44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	3	5	10	9						27
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	11	12	19	14	11					67

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	6	10	7	4	6				38

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	4	2	2						11
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
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

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	57			37	54	53	26	55	56
ELA Grade 3 Achievement **	63			43	54	53			
ELA Learning Gains	65						46		
ELA Learning Gains Lowest 25%	65						84		
Math Achievement *	41			36	61	59	45	51	50
Math Learning Gains	63						63		
Math Learning Gains Lowest 25%	71						79		
Science Achievement *	57			45	62	54	50	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress				64		59			

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	482
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	40%	56%	70%		30%	23%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
Black/African American Students	59%	No		
White Students	55%	No		
Economically Disadvantaged Students	62%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	64%	No		
Black/African American Students	40%	Yes	1	
Economically Disadvantaged Students	41%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	41%	No		
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	58%	No		
Hispanic Students				
Multiracial Students	45%	No		
Pacific Islander Students				
White Students	44%	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. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	57%	63%	65%	65%	41%	63%	71%	57%					
Students With Disabilities	41%	64%	44%		31%	61%							
Black/African American Students	56%	56%	66%	65%	40%	66%	68%	55%					
White Students	60%		64%		50%	45%							
Economically Disadvantaged Students	59%	63%	69%	71%	40%	67%	70%	59%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	37%	43%			36%			45%					
Students With Disabilities	64%				64%								
Black/African American Students	35%	44%			35%			44%					
Economically Disadvantaged Students	38%	43%			35%			46%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	26%		46%	84%	45%	63%	79%	50%					
Students With Disabilities	30%		47%		40%	47%							
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	26%		48%	88%	41%	63%	83%	55%					
Hispanic Students													
Multiracial Students	20%				70%								
Pacific Islander Students													
White Students	27%				60%								
Economically Disadvantaged Students	24%		45%	87%	45%	63%	81%	52%					

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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

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?

While we achieved notable increases across all categories, we observed nearly equal growth (1-point difference) in both Science and Reading. Research indicates a direct correlation between reading proficiency and science achievement, supporting the coherence of our growth in these areas. With an 18-point improvement in Science and a 17-point increase in ELA, our targeted efforts in core development and intervention support have proven effective. In ELA, our strategic focus began three years ago with foundational work in primary grades, ensuring students in grades 3-5 develop proficiency in reading and critical analysis, which has enhanced their ability to navigate state assessments.

To bolster progress in ELA, we differentiated interventions for primary and intermediate grades, providing targeted coaching aligned with standards to address learning gaps. As reading skills improved, students also demonstrated increased proficiency in Science, equipped to tackle science-related questions with greater confidence. In Science, we refined content delivery using Match Coach resources to enhance lab activities focusing on challenging standards. Moving forward, we will sustain these gains in ELA and Science through continued coaching and tailored interventions, ensuring ongoing improvement and student 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.

Mathematics exhibited the lowest overall performance, despite a modest 4-point improvement from the previous year, with only 40% of our students meeting grade-level expectations. This year, we faced instructional challenges with a new Math Coach who was simultaneously learning the coaching role while teaching full-time in 5th grade due to staffing shortages. Looking ahead, we are prioritizing a focused approach to coaching and enhancing professional development in mathematics to foster proficiency growth across all grade levels.

To strengthen our support structure, we have adopted a similar model as with ELA by dividing our math coaching responsibilities into two positions. One coach will concentrate on content development, enrichment, and intervention for grades K-3, while the other will maintain a sustainable focus on grades 3-5. This strategic division aims to provide tailored support that addresses the

specific needs of students at different stages of mathematical development, ensuring comprehensive and effective instruction across all elementary grade levels.

Greatest Decline

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

While our overall performance remained stable or increased compared to the previous year, we acknowledge that the learning gains for our lowest quartile (L25) students did not meet our expectations from previous years. Our focus has been on strengthening core instruction, resulting in significant improvements in overall proficiency. Moving forward, we are committed to intensifying our support for students in the lowest quartile across all achievement categories. This year, we will prioritize targeted interventions and personalized attention to ensure these students achieve substantial growth and maintain high percentages of improvement across the board.

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.

The data component with the greatest gap compared to the state average was mathematics. This significant gap can be attributed to several key factors:

1. **New Teachers:** The presence of new teachers in both 3rd and 5th grades contributed to the gap. Our teachers, while highly qualified were still adapting to the curriculum and teaching methods, which impacted the consistency and quality of instruction.
2. **New Math Coach:** The introduction of a new math coach (who also had to teach part time due to a change in staffing, temporarily disrupted the continuity of support and professional development for teachers. It was also a growing year for the coach as she took the time needed to effectively align with the existing team and address specific instructional needs while navigating her role outside the classroom.
3. **Need for Enhanced Professional Development (PD):** There was a clear need for stronger professional development in both pedagogy and content. Effective PD is crucial for equipping teachers with the skills and knowledge required to teach foundational mathematics effectively. Without robust PD, teachers struggled to deliver rigorous and engaging lessons.
4. **Foundation in Mathematics Instruction:** The gap indicates that there were challenges in ensuring that teachers had a strong foundation in teaching foundational mathematics skills from Kindergarten through 5th grade. This foundational gap affects the ability to deliver lessons that meet the required rigor and standards for student success as students move up through the grade levels.

Trends: The combined impact of these factors suggest a need to for continued investment in a strong, stable teaching team and an emphasis on targeted professional development to improve

mathematics instruction. Addressing these areas will help reduce the performance gap by ensuring that teachers are well-prepared to deliver high-quality, rigorous, and engaging mathematics lessons.

EWS Areas of Concern

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

Reflecting on the Early Warning Systems (EWS) data, two potential areas of concern are:

1. **Greater than 10% Absences and a High Number of Tardies:** A significant percentage of students with absences exceeding 10% and frequent tardies indicate a serious issue with attendance. High absenteeism and tardiness disrupt students' learning continuity, affect their academic performance, and lead to disengagement. Addressing these attendance issues is crucial for ensuring that students have consistent learning experiences and can successfully attain the growth and proficiency goals they are capable of achieving.
2. **Students Performing at Level 1 in Math and Reading:** The data shows a concerning number of students performing at Level 1 in both math and reading. Scoring at a foundational level of understanding and skills acquisition demonstrates that these students are significantly underperforming and struggling with essential academic content. This level of performance can often impact student behavior and engagement in the classroom leading to even larger learning gaps. The data indicates a need for targeted interventions and support to address gaps in foundational skills (while maintaining grade level instruction) and improve overall student achievement.

Both areas highlight critical issues that need to be addressed to improve student outcomes and ensure that all students have the support and resources they need to succeed academically.

Highest Priorities

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

1. School Climate Conditions for Learning
2. Math Achievement
3. L25 gains in Math and ELA
4. Learning Gains in ELA and Math
4. Student Attendance/Tardies

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 Math

Area of Focus Description and Rationale

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

Our primary area of focus for instructional practice in mathematics stems from a comprehensive review of historical data. Despite an improvement from 36% in 2023 to 41% in 2024, there was a decrease from 45% the previous year. Notably, while growth data for 2023 is unavailable due to it being a baseline year, comparisons with 2022 data reveal no significant increase in learning gains and an 8% decrease in learning gains for the lowest quartile of students. This suggests a persistent issue in effectively advancing student learning in mathematics, particularly for those who are already struggling.

Mathematics instruction is crucial as it directly impacts a range of critical skills and overall student learning. Mastery in math supports critical thinking, attention to detail, and problem-solving abilities. Additionally, proficiency in math is essential for analyzing text in story problems and is linked to several benchmarks in science. Therefore, improving math instruction not only enhances mathematical skills but also contributes to better performance across other content areas, including science.

Rationale for Identifying the Need: The decision to focus on improving instructional practice in mathematics was driven by the following factors:

1. **Historical Data Analysis:** The data highlighted a trend of decreased performance in mathematics, with a notable drop from 45% to 41%. Despite gains in 2023, the overall trend reflects a persistent challenge in math instruction.
2. **Lack of Growth in the Lowest Quartile:** The absence of growth data from 2023 and the observed 8% decrease in learning gains for the lowest quartile from 2022 underscore a significant concern. Addressing the needs of this group is essential to bridge the gap and improve overall achievement.
3. **Comparative Strength in ELA:** Historically, we have demonstrated consistent strength and growth in English Language Arts (ELA) compared to math. This discrepancy highlights the need for targeted improvements in mathematics to ensure balanced academic progress.
4. **Impact on Broader Skills:** Enhancing math instruction will build additional soft skills such as endurance, attention to task, and teamwork, which are beneficial for solving complex problems

and collaborating effectively.

By focusing on these areas, we aim to address the identified gaps and enhance student performance in mathematics, which will have a positive ripple effect across other academic disciplines and essential life skills.

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 of 2025 we expect a 5% increase in 3-5 Math achievement.

A 2% increase in 4th[5th math learning gains and an 8% increase in the growth of our 3-5 L25 student gains.

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.

The focus on enhancing instructional practice in mathematics will be closely monitored through three critical approaches to ensure desired outcomes in student achievement:

1. **Professional Development and PLCs:** Monitoring will begin with coach-led professional development and planning sessions within Professional Learning Communities (PLCs), which will be attended by administration. These PLCs will be held weekly and each session will conclude with clearly defined, actionable, and measurable outcomes. These outcomes will be tracked through regular observations using the school walkthrough tool.
2. **Data Review from Intervention Resources:** We will continuously review data from our intervention programs, including iReady, FEV tutoring, and DreamBox. This ongoing data collection will inform and drive both core instruction and intervention planning, ensuring that our approaches are responsive and effective.
3. **FAST Testing Data:** The impact of our focus on mathematics instruction will also be assessed through data collected from the FAST testing cycles conducted throughout the year. This will provide additional insights into student progress and the effectiveness of our instructional strategies.

By integrating these monitoring strategies, we aim to closely track progress and make informed adjustments to improve student outcomes in mathematics.

Person responsible for monitoring outcome

Renee Nellenbach and Lynn Price

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring:

By When/Frequency:

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

Area of Focus #2

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

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

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

Our 2nd grade students did not meet the necessary requirement of greater than 50% proficiency in ELA. While we will continue to focus on all grade levels VPK-2, our PELI team will focus intently on 2nd grade to provide professional development on Flamingo, analyzing ELFAC data, and providing quality small group instruction for PELI intervention strategies. Our PELI coach will provide embedded coaching and modeling of best practices as well as provide weekly after school professional development to improve instructional practice for our veteran and novice teachers as it relates to the Pinellas Early Learning Initiative.

Area of Focus Description and Rationale

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

In the 23-24 school year Lakewood earned 57% achievement for 3-5 ELA and 63% achievement for 3rd grade. A contributing factor to this data was our work with the Pinellas Early Learning Initiative (PELI). While we made significant achievement schoolwide, our 2nd grade students did not meet the necessary proficiency greater than 50%. This year we will strategically focus on fully implementing the Pinellas Early Literacy Initiative by focusing on VPK-2 classrooms ensuring equitable use of

resources including instructional supports, school-based professional development, cycles of coaching, and feedback. Continually building a strong early literacy program will ensure that students moving to grades 3-5 will consistently be more prepared as readers and will be better able to succeed with more rigorous tasks and deeper levels of comprehension.

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

No Answer Entered

Grades K-2: Measurable Outcome(s)

By December of 2024 we will see a 5% increase in our 2nd grade scores and by May of 2025 we will see a 15% increase in our 2nd grade ELA data.

By May of 2024 we will see a 20% increase in our K-2 reading proficiency.

Grades 3-5: Measurable Outcome(s)

By May of 2024 we will:

- achieve 40% proficiency of our 3rd grade students in ELA
- Increase ELA proficiency to 60%
- Increase ELA Learning Gains to 70%
- Increase ELA L25 Learning Gains to 75%

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.

The focus on enhancing instructional practice in RAISE ELA will be closely monitored through three critical approaches to ensure desired outcomes in student achievement:

1. **Professional Development and PLCs:** Monitoring will begin with coach-led professional development and planning sessions within Professional Learning Communities (PLCs), which will be attended by administration. These PLCs will be held weekly and each session will conclude with clearly defined, actionable, and measurable outcomes. These outcomes will be tracked through regular observations using the school walkthrough tool.
2. **Data Review from Intervention Resources:** We will continuously review data from our intervention programs, including ELFAC, Flamingo, and iReady. This ongoing data collection will inform and drive both core instruction and intervention planning, ensuring that our approaches are responsive and effective.

3. **STAR/FAST Testing Data:** The impact of our focus on Early Literacy will also be assessed through data collected from the 3 FAST/STAR Testing cycles conducted throughout the year. This will provide additional insights into student progress and the effectiveness of our instructional strategies.

By integrating these monitoring strategies, we aim to closely track progress and make informed adjustments to improve student outcomes in Early Literacy

Person responsible for monitoring outcome

Renee Nellenbach

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

- o Provides print rich, explicit, systematic, and scaffolded instruction
- o Teach students to decode words, analyze word parts, and recognize words
- o Reinforce the effectiveness of instruction in alphabets, fluency, and vocabulary
- o Provide instruction in broad oral language skills
- o Teach students how to use reading comprehension strategies
- o Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Rationale:

To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing evidence-based strategies and action steps will enable students to read words (alphabets), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Literacy Leadership

Person Monitoring:

Renee Nellenbach

By When/Frequency:

Monthly

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

- ◇ School Literacy Leadership Teams are meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading.
- ◇ School Literacy Leadership teams support the full implementation of the Pinellas Early Literacy Initiative in grades VPK-2.
- ◇ Build capacity by identifying teachers, coaches, and

district staff who can support training in understanding how high-quality instructional materials connect to evidence-based practices and the B.E.S.T standards. ♦ School Literacy Leadership Team plan family reading nights grounded in family-friendly evidence-based practices to support the homeschool connection.

Action Step #2

Literacy Coaching

Person Monitoring:

Melissa Olsen and Deanna Tisdale

By When/Frequency:

Weekly

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

♦ Literacy coaches work with school principals to plan and implement consistent professional learning outlined by the Pinellas Early Literacy Initiative around evidence-based practices grounded in the science of reading as well as the UFLC Flamingo Small group model to demonstrate a significant effect on improving student outcomes. ♦ Literacy coaches prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily. ♦ Literacy coaches support and train teachers to administer assessments, analyze data and use data to differentiate instruction.

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

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

When evaluating our data overall, we have made great strides as a school to continuously make improvements to both student achievement and learning gains. However, with overall proficiency of 57% in ELA, 41% in Math, and 58% in Science we have a long way to go towards improving student achievement. Our Area of Focus on Collaborative Planning for increased instructional practices that will impact student achievement aims to address all content areas, improve student engagement, and ensure all lessons are aligned to the benchmarks.

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 of 2024 we will:

- achieve 40% proficiency of our 3rd grade students in ELA
- Increase ELA proficiency to 60%
- Increase ELA Learning Gains to 70%
- Increase ELA L25 Learning Gains to 75%
- Increase Math proficiency to 45%

- Increase Math Learning Gains to 65%
- Increase Math L25 Learning Gains to 75%
- Increase Science Proficiency to 60%

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.

The focus on enhancing instructional practice in mathematics will be closely monitored through three critical approaches to ensure desired outcomes in student achievement:

1. **Professional Development and PLCs:** Monitoring will begin with coach-led professional development and planning sessions within Professional Learning Communities (PLCs), which will be attended by administration. These PLCs will be held weekly and each session will conclude with clearly defined, actionable, and measurable outcomes. These outcomes will be tracked through regular observations using the school walkthrough tool.
2. **Data Review from Intervention Resources:** We will continuously review data from our intervention programs, including iReady, FEV tutoring, ELFAC, Science Diagnostic, DreamBox,, etc. This ongoing data collection will inform and drive both core instruction and intervention planning, ensuring that our approaches are responsive and effective.
3. **FAST Testing Data:** The impact of our focus on core instruction will also be assessed through data collected from the FAST/STAR testing cycles conducted throughout the year. This will provide additional insights into student progress and the effectiveness of our instructional strategies.
4. **Lesson Rehearsal Feedback:** Rehearsals can help teachers refine their curriculum, receive feedback, and anticipate student thinking. Additionally, the rehearsals allow for error analysis and actionable/timely opportunities for implementation improvements.

By integrating these monitoring strategies, we aim to closely track progress and make informed adjustments to improve student outcomes across core content areas.

Person responsible for monitoring outcome

Renee Nellenbach

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Lesson rehearsals for teachers are a collaborative opportunity to practice leading an instructional activity before teaching it to students. Rehearsals can help teachers refine their curriculum, receive feedback, and anticipate student thinking. They can also help teachers build relationships with their

students as learners. During a rehearsal, one or more teachers practice leading the activity while their colleagues take on the role of students. Rehearsals usually take place outside the classroom, so teachers can pause, rewind, or redo the lesson as needed. After rehearsing, teachers can enact the activity with students and debrief their experiences.

Rationale:

A lesson rehearsal is a live simulation of an episode of teaching led by a more expert guide. One teacher at a time acts as the teacher while the teacher educator facilitates and coaches. Other teachers may play roles as students or act as observers. Coaching involves not only offering directive feedback, but also surfacing decision points and problems of practice as they arise, inviting the group to collaboratively consider them. Lesson rehearsals entail: *cycles of repetition that offer repeated opportunities to try out different instructional moves; *feedback and coaching from some more expert guide; and opportunities for teachers to work on critical components of real problems of practice without becoming overwhelmed. (Kazemi et al., 2016; Lampert et al., 2013; Teacher Education by Design). Coached lesson rehearsals are a pedagogy of “approximation” (see Grossman et al, 2009; Grossman, Hammerness & McDonald, 2009). They typically take place inside the teacher education classroom or a similar space (e.g., debrief session with field instructor). They are designed to enable teachers to repeatedly try out aspects of teaching, confront difficulties, and make improvements. This is an especially useful pedagogy for developing skill with the interactive, relational work of teaching without putting children and their learning at risk

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Lesson Rehearsal PD

Person Monitoring:

Renee Nellenbach

By When/Frequency:

August/Weekly

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

We will be paired with another elementary school with an experienced principal in lesson rehearsals. We will offer 3 trainings prior to the start of lesson rehearsals for our Team Leaders, Leadership Team, and academic coaches.

Action Step #2

Lesson Rehearsal Implementation

Person Monitoring:

Renee Nellenbach, Nicole Ketchem

By When/Frequency:

Thursdays Weekly Sept-April

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

Prior to each rehearsal: Identify a specific focus for the lesson rehearsal. • Identify a portion of an upcoming lesson that could be challenging to implement and determine which key aspect of practice educators will investigate and refine together (this could include recurring lesson elements within the HQIR). ○ The focus is typically decided collaboratively with PLC members, an instructional coach

and/or school administrator based on student performance and goals for classroom instruction. Prepare for lesson rehearsal.

- Determine what educators will need to prepare before the session (i.e., reading and annotating a specific lesson, working through specific tasks or texts associated with a lesson).
- Determine who will be in the role of “facilitator,” “teacher” and “student(s).” Roles rotate for each session.
- Establish norms/expectations for both the practice and feedback portions of the meeting. Possible norms include:
 - Everyone participates in their assigned roles.
 - No stopping, redoing, or adding commentary or explanations. Keep teaching.
 - Mistakes are part of the learning process. Embrace them.
 - Awkwardness is normal and to be expected. Embrace it.
 - Feedback stays targeted and actionable.

During Rehearsal Set clear expectations (led by the facilitator): 5-7 Minutes.

- Remind participants of the lesson rehearsal focus and what effective execution of the instructional moves should look like, including what the teacher should say or do and expected student actions.
- Provide time for educators to review and ask clarifying questions about the lesson.
- Review norms for the practice and feedback portions. Engage in lesson rehearsal: 15-20 minutes.

The designated “teacher” practices specific instructional moves for the identified portion of the lesson while the other educators participate as “students.”

- The facilitator keeps track of time and monitors norms. Debrief the lesson rehearsal (led by the facilitator): 10-15 minutes.
- Begin by having the “teacher” share their immediate reflections with the team.
- Open team discussion for participants to provide feedback related to the lesson focus to the “teacher.”
- Identify and record key takeaways and determine next steps.
- Decide what student data to collect to determine potential impacts of the session

After Rehearsal

- Each teacher implements their next steps for the upcoming lesson.
- Consider inviting a coach or administrator to observe the lesson and provide targeted feedback.
- Collect data from the lesson and collaboratively analyze to determine impact.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

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.

Our area of focus is improving student attendance and reducing tardies. Attendance and punctuality are critical factors that significantly affect student learning and academic achievement. When students miss 10% or more of school it leads to considerable disruptions in their learning experiences. Chronic absenteeism and frequent tardiness hinder students' ability to engage consistently with the curriculum, participate in class activities, and benefit from instructional continuity. These disruptions can result in gaps in knowledge, lower academic performance, and decreased overall student engagement.

Our data analysis of attendance and tardies as a crucial area of focus stems from our analysis of prior year data, which revealed that 17% of students were missing 10% or more of school. This high rate of absenteeism indicates a significant issue that impacts a substantial portion of our student body. The

data highlights the need for targeted interventions to address the underlying causes of absences and tardiness. By focusing on this area, we aim to improve attendance rates, ensure students are present and punctual, and consequently enhance their learning outcomes and academic performance.

Addressing attendance and tardies is essential for providing students with the full educational experience and supporting their academic success. Improved attendance will foster better learning environments, promote higher achievement, and contribute to overall student well-being.

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 of 2025 we expect to see a 10% reduction in student absences and a 5% reduction in student tardies/early releases.

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.

Throughout the year we will meet with administration and student services for our Weekly CST (Child Study Team) to discuss individual students as well as apparent trends in data demonstrating areas of needs and focus for improving student attendance. We will provide attendance and tardy incentives and monitor student participation at the events. Additionally we will monitor attendance concerns through parent survey data and adjust supports to meet our goal.

Person responsible for monitoring outcome

Noel Israel and Nicole Ketchem

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The school will implement Positive Behavior Intervention Supports (PBIS) and School Wide Incentives for Attendance on a daily, weekly, and monthly schedule. Students will receive Tier 1 Supports built in to the day to day expectations and additional plans for Tier2 and 3 students will be implemented and monitored throughout the year.

Rationale:

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate and

student attendance. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

PBIS PD for all Staff

Person Monitoring:

George Wells and Renee Nellenbach

By When/Frequency:

August/Monthly

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

Teachers will be provided with training on the processes and procedures for classroom management, restorative practices, Trauma Informed Instructional Strategies, and the individual roles of the student services personnel available on the campus.

Action Step #2

PBIS PLC's

Person Monitoring:

George Wells

By When/Frequency:

Weekly

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

Student data will be discussed and coaching cycles will be implemented to support teachers.

Action Step #3

School Wide Incentives

Person Monitoring:

Ashley Snock

By When/Frequency:

Daily, Weekly, Monthly

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

Individual Student plans will be monitored and celebrated as students meet their attendance goals, monthly celebrations for students meeting goals or improving attendance will be celebrated. Additionally, monthly parents will be contacted to update student/family progress for attendance. Daily students will check in with mentors to discuss their attendance and tardies and discuss strategies for support.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

Disseminating the School Improvement Plan (SIP), Unified School Improvement Grant (UniSIG) budget, and Schoolwide Program (SWP) progress to stakeholders is crucial for transparency and collaboration, as required by ESEA 1114(b)(4). Listed below is our structured plan for how this information is effectively shared:

1. School Website - <https://www.pcsb.org/lakewood-es>
2. Binder in the front office
3. Shared at our Title I Annual Meeting
4. Shared during SAC meetings 3 times a year.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Building positive relationships with parents, families, and community stakeholders is crucial for achieving the school's mission, supporting student needs, and keeping parents informed of their child's progress. Listed below is our approach to achieve our goals.

1. Regular School Messenger Calls, Newsletters, emails, and flyers for school events, academic achievements, and important announcements.
 - Utilization of FOCUS where parents can access real-time updates on their child's academic progress, attendance, and behavior.

- Conducting parent-teacher conferences at regular intervals to discuss student progress and set academic goals collaboratively.
 - Conducting Admin Data Chats with students and their parents to discuss learning goals and student growth needs.
2. Organize family engagement events and workshops throughout the school year, focusing on topics relevant to parenting, academics, and student well-being.
 - Family literacy, math and science nights where parents and children participate in learning activities and receive content resources.
 - Students Performance and Celebrations to promote diversity awareness, performing arts, STEM, and academic accomplishments.
 3. Forge partnerships with local businesses, organizations, and community leaders to enhance educational opportunities and support services for students.
 - Mentoring programs where community members volunteer their time to support students academically and socially.
 - Volunteer programs where community members donate their time to assist with classroom needs, fieldtrips, and learning initiatives.
 4. Establish a school advisory committee, a PTA, and digital input forum that provides a forum for parents to voice their concerns, ideas, and suggestions for improving school policies and programs.
 5. Implement regular surveys to solicit input from parents and families about their experiences with the school, areas for improvement, and suggestions for enhancing communication and engagement efforts.
 6. Maintaining the school website and marquee <https://www.pcsb.org/lakewood-es>

By implementing these strategies, our school cultivates strong partnerships with parents, families, and community stakeholders, ensuring they feel valued, informed, and actively involved in supporting student success and fulfilling the school's mission.

Plans to Strengthen the Academic Program

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

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 ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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. (ESEA 1114(b)(7)(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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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. (ESEA section 11149b)(7)(iii)(V)).

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. (ESEA 1114(b)(7)(iii)(V))

The school employs several strategies to facilitate the transition of preschool children from early childhood education programs to local elementary school programs. First, it establishes a strong collaboration between preschool and elementary school staff to ensure continuity in curriculum and teaching practices through the Pinellas Early Literacy Initiative (PELI). Professional development is aligned to the educational standards and expectations. Additionally, the school implements orientation programs and transition activities for preschoolers and their families, such as school visits, classroom tours, and meetings with kindergarten teachers. The school also provides resources and

support for parents, including workshops and informational sessions on what to expect in elementary school and how to support their child's learning at home. Individualized transition plans are created for children with special needs to ensure they receive appropriate support and accommodations. Through these comprehensive strategies, the school aims to create a seamless and positive transition experience for all preschool children entering elementary school.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.

No

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