

Pinellas County Schools

# LAKEWOOD ELEMENTARY SCHOOL



## 2025-26 Schoolwide Improvement Plan

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## 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

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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)

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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

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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

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## A. School Mission and Vision

### Provide the school's mission statement

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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

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Lakewood Elementary's vision is 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

Renee Nellenbach

nellenbachr@pcsb.org

##### Position Title

Principal

##### Job Duties and Responsibilities

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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

Thomas Muirhead

muirheadt@pcsb.org

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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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**

Michelle Summers

SummersMI@pcsb.org

**Position Title**

Intermediate Reading Coach

**Job Duties and Responsibilities**

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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 #4**

**Employee's Name**

Ashley Snock

SnockA@pcsb.org

**Position Title**

Primary Reading Coach

**Job Duties and Responsibilities**

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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 #5**

**Employee's Name**

Melissa Olsen

Olsenme@pcsb.org

**Position Title**

MTSS Coach

**Job Duties and Responsibilities**

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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 #6****Employee's Name**

Lynn Price

PriceLy@pcsb.org

**Position Title**

Intermediate Math Coach

**Job Duties and Responsibilities**

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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 #7****Employee's Name**

Lisa Metts

MettsL@pcsb.org

**Position Title**

Science Coach

**Job Duties and Responsibilities**

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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**

Joel Hornes

hornesj@pcsb.org

**Position Title**

Behavior Specialist

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**Job Duties and Responsibilities**

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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 #9****Employee's Name**

Thomas Muirhead

muirheadt@pcsb.org

**Position Title**

Magnet Coordinator

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**Job Duties and Responsibilities**

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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.

**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.*

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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

### **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)).

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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.



## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: B 2023-24: B 2022-23: C 2021-22: B 2020-21: A</b>

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 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	40	78	68	83	65	66				400
Absent 10% or more school days		28	29	33	21	26				137
One or more suspensions		4	6	5	9	12				36
Course failure in English Language Arts (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-6.053, 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

#### Current Year 2025-26

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

#### Current Year 2025-26

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	5	7						12
Students retained two or more times										0

**Prior Year (2024-25) 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	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-6.053, 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

**Prior Year (2024-25) 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	5	6	10	7	4	6				38

**Prior Year (2024-25) 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	3	4	2	2						11
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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	53	64	59	57	61	57	37	54	53
Grade 3 ELA Achievement	62	67	59	63	63	58	43	54	53
ELA Learning Gains	50	62	60	65	64	60			
ELA Lowest 25th Percentile	69	59	56	65	62	57			
Math Achievement*	45	69	64	41	66	62	36	61	59
Math Learning Gains	58	67	63	63	68	62			
Math Lowest 25th Percentile	65	56	51	71	58	52			
Science Achievement	43	70	58	57	69	57	45	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	80	67	63		65	61		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 (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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	525
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
58%	60%	40%	56%	70%		30%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	51%	No		
English Language Learners	80%	No		
Black/African American Students	54%	No		
White Students	73%	No		
Economically Disadvantaged Students	55%	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.

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	53%	62%	50%	69%	45%	58%	65%	43%					80%
Students With Disabilities	50%		55%		42%	55%							
English Language Learners													80%
Black/African American Students	50%	62%	49%	71%	42%	55%	67%	38%					
White Students	73%		60%		67%	90%							
Economically Disadvantaged Students	51%	59%	50%	69%	43%	59%	68%	40%					

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%					

## 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	60%	65%	-5%	57%	3%
ELA	4	50%	62%	-12%	56%	-6%
ELA	5	38%	61%	-23%	56%	-18%
Math	3	42%	68%	-26%	63%	-21%
Math	4	50%	68%	-18%	62%	-12%
Math	5	33%	65%	-32%	57%	-24%
Science	5	41%	67%	-26%	55%	-14%

### III. Planning for Improvement

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#### 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?

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Students with disabilities improved in achievement by over 10% in each category, ELA, ELA Gains, and Math. A new ESE support teacher was hired, and additional support was provided by the district with an additional half time person to help support services for our ESE students. Additionally, these students benefited from targeted small group pullout for intervention and support with their work.

##### **Lowest Performance**

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

---

Student achievement in 5th grade Science was the lowest performing category in 2024-2025. Lakewood experienced a turnover in the 5th grade Science position from the previous year. Reading achievement scores in 5th grade also dropped and may have contributed to the decline in science scores. Foundational science skills, particularly in 3rd and 4th grades, also impacted achievement.

##### **Greatest Decline**

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

---

Student learning gains in ELA decreased 15 percentage points. Improved performance from 3rd grade and 4th grade students in 2023-2024 school year brought higher scores to achieve learning gains. Only 7 of 24 students that achieved a 4 or a 5 in 2023-2024 ELA (3rd and 4th grade) managed to achieve a learning gain in 2024-2025. Teachers must be better prepared to challenge students entering the next grade level scoring above proficiency to improve learning gains.

Student achievement in 5th grade Science dropped 14 percentage points from 2023-2024 to 2024-2025. Lakewood experienced a turnover in the 5th grade Science position from the previous year. Reading achievement scores in 5th grade also dropped and may have contributed to the decline in science scores. Foundational science skills, particularly in 3rd and 4th grades, also impacted achievement.

**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.

---

Mathematics Achievement showed the largest gap between school score (45) and the state average (64) of 19 percentage points. Students entering 3rd grade with less foundational skills contributed to the gap. A focus on ELA interventions and allocation of resources to improve reading achievement meant less resources to focus on support for mathematics. Lakewood did not have a math interventionist to support with small groups in the second half of the year.

**EWS Areas of Concern**

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

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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.

**Highest Priorities**

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

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1. Science Achievement
2. Math achievement
3. ELA learning gains of high performing students

## 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 Science

#### 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.

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The primary area of focus is improving student achievement in 5th grade science through standards-aligned instruction, intentional planning, and formative assessment practices that reflect the depth of knowledge required on the Florida Statewide Science Assessment. Instruction will include embedded literacy strategies to support comprehension standards to the depth required of the FAST Science exam.

Improving science instruction will directly impact student performance by providing more rigorous and engaging learning experiences. Integrating reading and writing into science will improve comprehension skills needed to improve performance on state exam.

This focus was identified as a crucial need based on 2024–2025 end-of-year data, which showed a **15 percentage point decline in 5th grade science proficiency**. Data analysis also revealed instructional inconsistencies, and a lack of alignment between classroom instruction and the rigor of tested standards. This targeted focus is necessary to reverse the downward trend and ensure students are equipped to meet proficiency expectations in science.

#### 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.

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2024-2025 5th grade science achievement dropped to 43%. Our end of the year goal is 60% proficiency for the 2025-2026 5th grade FAST Science exam.

#### Monitoring

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

---

Benchmark exams will be used monitor student progress and inform instructional practices

throughout the year. Mock FAST Science exam scores will be used to inform science instruction, remediation and small group pullout supports.

**Person responsible for monitoring outcome**

Science Coach: Ms. Metts AP: Muirhead Principal: Nellenbach

**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:**

Standards-Aligned Instructional Planning Teacher will engage in weekly collaborative planning sessions focused on unpacking 5th grade science standards, aligning instruction to tested benchmarks, and designing assessments that reflect the cognitive complexity of the Florida Statewide Science Assessment. This will be supported by monthly professional development focused on science for K-5. Targeted Small Group Instruction and Academic Vocabulary Intervention Students identified as below proficiency will receive supplemental small group instruction targeting science concepts and vocabulary, informed by ongoing formative assessment data.

**Rationale:**

Standards-aligned instructional planning ensures that teachers intentionally design instruction that targets grade-level expectations and addresses identified learning gaps. By unpacking standards collaboratively and aligning instruction to the testable content and format, teachers can more effectively deliver lessons that build conceptual understanding, scientific reasoning, and academic vocabulary. Targeted small group instruction allows teachers to address students' specific needs in real time, particularly around science vocabulary, academic language structures, and foundational content gaps. Grouping students by skill need and using focused, research-based interventions can accelerate progress for struggling learners.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

**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**

Standards-Aligned Instructional Planning

**Person Monitoring:**

Science Coach: Ms. Metts AP Muirhead Principal: Nellenbach

**By When/Frequency:**

Weekly PLCs

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

Teachers will participate in weekly collaborative planning sessions facilitated by instructional coaches and administration. During these sessions, teams will unpack the 5th grade science standards,



identify the level of rigor required, and co-create aligned lessons and formative assessments. A focus will be placed on instructional strategies that promote higher-order thinking, scientific inquiry, and integration of science academic vocabulary.

### **Action Step #2**

Small group support for students below proficiency based on benchmark, mock FAST questions and Mock Exam

#### **Person Monitoring:**

Ms. Metts / AP Muirhead / Principal Nellenbach

#### **By When/Frequency:**

Monthly

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

Students identified as below proficiency in science will receive small group science instruction 2–3 times per week. Instruction will focus on academic vocabulary, science-specific terms, and concept reinforcement using visuals, sentence frames, and structured academic talk. Groups will be flexible and data-driven, adjusting as students demonstrate progress.

### **Area of Focus #2**

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

### **Instructional Practice specifically relating to Small-group 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.

Lakewood Elementary will prioritize increasing student achievement in mathematics and improving ELA learning gains for high-performing students in grades 3–5. The instructional leadership team, academic coaches, and support staff will implement small group acceleration strategies starting at the beginning of the school year. These groups will focus on deepening conceptual understanding, extending content knowledge, and strengthening critical thinking and application skills in both ELA and math. Groups will be fluid, data-driven, and adjusted regularly based on PM2, Benchmark, and formative assessment data.

#### **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 Achievement:**

3rd Grade ELA Achievement will increase 3% from 62%-65% by May 2026.

3-5 ELA Achievement will increase 2% from 53%-55% by May 2026

3-5 ELA Learning Gains will increase 10% from 50% - 60% by May 2026

3-5 ELA L25 Learning Gains will increase 6% from 69%-75% by May 2026

**Math Achievement:**

3-5 Math achievement will increase 5% from 45%-50% by May 2026

3-5 Math Learning Gains will increase 2% from 58%-60% by May 2026

3-5 Math L25 Learning Gains will increase 10% from 65%-75% by May 2026

**Monitoring**

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

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Groups will be discussed weekly by leadership team at leadership meeting. PM2, Benchmark, and formative assessment data will be used throughout the year to inform instruction and to construct and adjust groups as needed throughout the year.

**Person responsible for monitoring outcome**

Math coach: Ms. Price ELA Coach Ms. Summer AP Muirhead Principal Nellenbach MTSS Olsen

**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:**

Academic coaches, support staff, and members of the leadership team will lead weekly, targeted small groups for high-performing students in both ELA and math. Instruction will focus on extending beyond grade-level content, critical thinking, open-ended problem solving, and text analysis. These groups will meet consistently beginning in the first quarter and will evolve based on student data from FAST PM1, PM2, and classroom benchmarks.

**Rationale:**

Math: Small group pullout provides tailored supports need to grow students to proficiency. Small group instruction will be focused on the needs of students based on formative data collected throughout the year. ELA: high-performing students require more than standard grade-level instruction to sustain engagement and demonstrate growth. Small group pullout provides tailored support that challenges students beyond basic proficiency while developing critical thinking and application skills.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

**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**

Leadership team organize small group pullout for student in Math and ELA based on data

**Person Monitoring:**

**By When/Frequency:**

Ela Coach: Ms. Summers / Math Coach: Ms. Price Weekly

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

Instructional coaches and members of the leadership team will organize, lead, and monitor weekly small group sessions for 3rd grade bubble kids and high-performing students in grades 4–5, focusing on remediation in math and acceleration in ELA.

**Action Step #2**

Data based adjustments

**Person Monitoring:**

**By When/Frequency:**

Leadership Team

Monthly

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

The leadership team will meet monthly to review PM1, PM2, and Benchmark data to monitor student progress, adjust groupings, and refine instructional strategies to ensure ongoing growth

**Area of Focus #3**

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**

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.

Despite an improvement from 41% in 2024 to 45% in 2025, Math achievement is still 19% behind the state average.

While scores improved 4% points year over year, there remains a large gap with both the district and state results. 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 (which was 43% proficient in 2024-2025).

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

1. The 15% gap between school math achievement and the state achievement.
2. Decline in learning gains and in the Lowest Quartile

3. Decline in Science Achievement and its relationship to foundational math skills and the 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

### **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.

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By May of 2026 we expect a 10% increase in 3-5 Math achievement. 10% increase in learning gains (4th and 5th grade). A 10% increase in the lowest quartile learning gains.

### **Monitoring**

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

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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 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**

Ms. Price / AP Muirhead / Principal Nellenbach

### **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:**

Teachers engage in weekly PLCs to collaboratively plan math instruction aligned to the Florida B.E.S.T. Standards with their math coach. These sessions focus on analyzing student data, and

designing high-quality, differentiated lessons. Instructional coaches and administrators provide support to ensure that planning is intentional and aligned to student needs.

**Rationale:**

Effective, standards-aligned planning within Professional Learning Communities (PLCs) ensures that instruction is intentional, consistent, and focused on grade-level expectations. At Lakewood Elementary, PLCs serve as a collaborative structure where teachers unpack the Florida B.E.S.T. Standards, analyze student data, and co-develop high-quality, differentiated lessons that address the diverse needs of learners with a coach. This practice is grounded in research demonstrating that collaborative teacher planning, when focused on student learning outcomes and instructional alignment, leads to improved instructional quality and student achievement.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Small Group Instruction with Scaffolded Tasks: Teachers/Coach will provide small group instruction using formative assessment data to address learning gaps, reinforce core concepts, and provide targeted reteaching.

**Rationale:**

These interventions ensure that instruction is standards-driven, data-informed, and responsive to all levels of learner need, with an emphasis on measurable growth and improved student outcomes.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**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**

Facilitate Weekly, Data-Driven PLCs Focused on Standards-Aligned Math Planning

**Person Monitoring:**

Ms. Price AP Muirhead Principal Nellenbach

**By When/Frequency:**

Weekly

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

Establish and maintain a weekly PLC schedule where grade-level teams engage in collaborative planning that includes unpacking B.E.S.T. Standards, analyzing student work and data, and co-developing lessons aligned to identified instructional priorities. School administrators will attend PLCs regularly to monitor participation, provide guidance, and ensure discussions are focused on rigorous instruction, use of data, and alignment to grade-level standards.

**Action Step #2**

Identify Students for Targeted Small Group Instruction Using Formative Data

**Person Monitoring:**

Ms. Price AP Muirhead Principal Nellenbach

**By When/Frequency:**

Monthly

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

Use FAST data, DreamBox reports, and formative classroom assessments to identify students performing in the lowest quartile and those needing additional support. Group students based on specific skill deficits. Develop scaffolded, hands-on learning tasks using manipulatives, visual models, and leveled questioning to address foundational math concepts during small group instruction. Tasks should be responsive to ongoing progress monitoring. Conduct monthly reviews of student progress and adjust small group composition and instructional strategies accordingly. Use data to determine when students need intensified support or are ready to return to core instruction.

**Area of Focus #4**

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.

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The area of focus is to improve reading proficiency among Black students across all grade levels, with targeted supports and instructional strategies implemented in grades K–5. This includes strengthening foundational literacy skills in the primary grades (K–2) and building reading comprehension, vocabulary, and academic language skills in the intermediate grades (3–5). Teachers will Implementing high-yield strategies such as cooperative learning, academic discussion, writing across content areas, and explicit vocabulary instruction to strengthen comprehension and academic language.

In 3rd-5th teachers and coaches will establish a data-driven structure to identify and support Level 2 Black students through targeted instruction to guide planning, scaffolding, and progress monitoring. Level 2 Black students will also be supported with small group pullout support.

**Rationale:**

2024–2025 assessment data revealed that only 50% of Black students met reading proficiency benchmarks compared to 73% of White students, exposing a 23-percentage point gap. This persistent disparity was identified through school-wide data reviews and subgroup performance analysis. Improving reading outcomes for Black students was prioritized as a crucial need to ensure equity, align with district initiatives such as the Bridging the Gap Plan, and accelerate progress toward closing longstanding achievement gaps. The goal is to increase Black student reading proficiency to 60% by the end of the 2025–2026 school year.

**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.

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During the 2024–2025 school year, 50% of Black students demonstrated proficiency in reading, compared to 73% of White students, revealing a 23-percentage point achievement gap. This action plan focuses on improving reading outcomes for Black students by addressing instructional equity, engagement, and targeted support. The goal is to increase Black student reading proficiency to 60% by the end of the 2025–2026 school year, effectively reducing the achievement gap by 10 percentage points.

### **Monitoring**

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

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Implementation of this Area of Focus will be monitored through a combination of classroom walkthroughs, lesson plan reviews, and data analysis protocols. School leadership team will conduct weekly classroom walkthroughs with monthly look fors (identified during leadership meeting and shared with teachers during weekly PLCs) to ensure consistent use of high-yield strategies such as cooperative learning, academic discussion, writing across content areas, and explicit vocabulary instruction. Lesson plans will be reviewed regularly to confirm alignment with these practices and the intentional planning of small-group instruction for Level 2 students.

To monitor impact, student progress will be reviewed through formative assessments, running records, and Istation data. Once a month during PLC data chats will be conducted with teachers to analyze subgroup performance, track growth among Black students, and adjust instruction and interventions as needed. Progress toward the proficiency goal will also be measured using progress monitoring (PM) data, to ensure students are on track to reach the targeted 10-percentage point gain in reading achievement by the end of the 2025–2026 school year.

School leadership will document trends, provide targeted feedback, and support teachers to strengthen implementation.

### **Person responsible for monitoring outcome**

ELA Coach Summers / ELA Coach Snock/ MTSS Olsen / Leadership Team

### **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:**

To improve reading proficiency among Black students in grades K–5, the school is implementing high-yield strategies such as cooperative learning, academic discussion, writing across content areas, and explicit vocabulary instruction are embedded in daily teaching. In the primary grades (K–2), the focus is on developing oral language, vocabulary, and early reading skills through interactive read-alouds

and shared writing experiences. For students in intermediate grades (3–5), emphasis shifts to reading comprehension, academic writing, and contextual vocabulary development. In addition, the school uses a targeted small-group instruction model informed by Achievement Level Descriptors (ALDs) to support Black students performing at Level 2 on assessments. Teachers use diagnostic and formative data to identify specific skill gaps and deliver scaffolded instruction tailored to meet those needs. This approach is implemented consistently across 3rd-5th grade through regularly scheduled small-group sessions focusing on fluency, comprehension, or vocabulary, depending on individual student data.

**Rationale:**

Cooperative learning, academic discussion, writing across content areas, and explicit vocabulary instruction significantly improves literacy outcomes. These methods actively engage students in constructing meaning and developing academic language, which is essential for closing achievement gaps. Research also indicates targeted interventions addressing specific skill deficits lead to accelerated growth, especially for students near proficiency.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**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**

Weekly PLCs to ensure implementation of high-yield strategies.

**Person Monitoring:**

ELA Coach Summers/ ELA Coach Snock

**By When/Frequency:**

Weekly

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

Coach supported PLCs focused on implementing high-yield strategies such as cooperative learning, academic discussion, writing across content areas, and explicit vocabulary embedded in daily teaching through lesson planning.

**Action Step #2**

Small group Interventions for Level 2 Black Students to support growth to proficiency

**Person Monitoring:**

Ela Coach Ms. Summers/ Leadership Team

**By When/Frequency:**

Monthly

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

Develop and implement a system to identify Level 2 Black students using assessment data, and plan targeted small-group interventions aligned with Achievement Level. Progress monitoring be used to adjust instruction as needed.

**Area of Focus #5**

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

**Instructional Practice specifically relating to ELA required by RAISE (specific**



questions)

### **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.

No Answer Entered

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

No Answer Entered

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

No Answer Entered

### **Grades K-2: Measurable Outcome(s)**

No Answer Entered

### **Grades 3-5: Measurable Outcome(s)**

No Answer Entered

### **Monitoring**

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

No Answer Entered

### **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:**

#### **Rationale:**

#### **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**

**Person Monitoring:****By When/Frequency:**

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

## **IV. Positive Learning Environment**

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### **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.

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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 into the day-to-day expectations and additional plans for Tier 2 and 3 students will be implemented and monitored throughout the year. Plans for Tier 2 and 3 students will be provided to teachers at the beginning of the year and followed up on throughout.

#### **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.

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Reduction of student suspensions from previous year. Reduction of student referrals month over month starting in September.

#### **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.

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The implementation of PBIS and attendance incentives will be monitored regularly through a multi-tiered data collection and review process. Daily and weekly behavior data, including referrals and suspension incidents, will be tracked using the school's behavior management system. Monthly data reviews will be conducted by the leadership team and PBIS committee to identify trends, assess the effectiveness of Tier 1 supports, and evaluate the progress of students receiving Tier 2 and Tier 3 interventions.

Ongoing monitoring allows for timely identification of students who need additional behavioral support, ensuring interventions are adjusted promptly to meet their needs. This proactive approach helps reduce the frequency of negative behaviors, thereby decreasing suspensions and referrals. As student behavior improves, a more positive and focused learning environment is fostered, directly

contributing to increased instructional time and higher student achievement outcomes. Regular communication with teachers and staff about behavior trends and intervention effectiveness will also promote shared responsibility and continuous improvement school-wide.

**Person responsible for monitoring outcome**

Leadership Team/ Student Services/ Behavior Team

**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:**

To achieve the desired reduction in suspensions and referrals, the school will implement the following evidence-based interventions across all grade levels: Positive Behavior Interventions and Supports (PBIS): PBIS is a well-established, research-based framework that promotes positive student behavior through proactive teaching of expectations, consistent reinforcement, and data-driven decision making. It incorporates tiered supports: Tier 1: Universal supports for all students focused on teaching and reinforcing expected behaviors school-wide. -This will include weekly and monthly incentive programs for students. Tier 2: Targeted interventions such as small group social skills training or check-in/check-out systems for students at risk with the support of student services. Tier 3: Intensive, individualized behavior support plans for students with significant behavioral challenges. Restorative Practices: When applicable, restorative circles and conflict resolution strategies will be used to address behavioral incidents, promote accountability, and rebuild relationships, reducing repeat offenses.

**Rationale:**

By implementing and monitoring these evidence-based practices, the school aims to create a positive and supportive environment that reduces disciplinary incidents and supports improved academic achievement for all students.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

**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**

School Behavior PLCS with teachers, behavior team and student services

**Person Monitoring:**

Joel Hornes/ AP Muirhead

**By When/Frequency:**

Bi-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.

## V. Title I Requirements (optional)

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### 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.

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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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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1. Regular Focus 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 "Tiger Tracks Conferences" 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. Update the School Advisory Committee (SAC), establish a PTA, and utilize the QR code input form 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

To strengthen the academic program at Lakewood Elementary and support the needs of all learners—including high-performing students—our school is implementing a multi-tiered approach that increases both the quality and quantity of instructional time while emphasizing enrichment, acceleration, and rigorous learning experiences.

#### **1. Strengthening the Academic Program through Targeted Differentiation**

Lakewood Elementary is committed to ensuring every student receives instruction aligned to their individual academic needs. In alignment with our **Area of Focus on increasing ELA and Math learning gains among high-performing students**, instructional coaches, support staff, and school leaders will provide **weekly enrichment-based small group instruction** beginning in the first quarter of the school year. These groups are designed to deepen critical thinking, enhance content

mastery, and push beyond basic proficiency. Title I funds support this plan by providing for additional instructional intervention staff and paraprofessionals to provide targeted highly qualified instruction to students in addition to the core instruction they receive from classroom teachers.

## **2. Increasing the Amount and Quality of Learning Time**

Lakewood will maximize instructional time by embedding intervention and enrichment opportunities within the school day. Students will engage in daily differentiated instruction during designated ELA and Math blocks, and identified high-performing students will receive **additional instructional time through leadership-led enrichment groups**.

To further enhance the quality of instruction, professional learning communities (PLCs) will meet weekly to review student data, adjust instructional plans, and collaborate on differentiated strategies. These structures ensure instructional time is purposeful, standards-aligned, and data-informed. Title I Funds support this initiative through the funding of instructional coaches, additional curriculum, and technology programs that enhance the core.

## **3. Ongoing Professional Development**

To strengthen the academic program and increase the quality of learning time, the school provides **ongoing professional development focused on standards-aligned instruction, data-driven decision-making, and differentiated small group instruction**. Title I funds support this plan by funding instructional coaches, professional learning communities (PLCs), and evidence-based training opportunities for teachers. These initiatives align with the SIP Area of Focus on improving student achievement in ELA and Math through targeted small group instruction and scaffolding strategies. This professional development enhances instructional effectiveness and helps deliver an enriched and accelerated curriculum tailored to student needs.

## **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)).

The development and implementation of Lakewood Elementary School's School Improvement Plan (SIP) is intentionally aligned with and supported by multiple **federal, state, and local resources and services**, ensuring a cohesive approach to addressing both academic and non-academic barriers to student success. This includes coordination with programs focused on academics, student wellness, community support, and whole-child development.

Lakewood Elementary receives Title I funding, which is used to:

- Support intervention teachers and instructional coaches who help lead targeted small group instruction and enrichment for both struggling and high-performing students.

- Fund parent engagement events and workshops that empower families to support learning at home and understand state academic expectations.

### **Title II, Part A – Professional Development**

Our instructional staff receives job-embedded professional development funded through Title II, with a focus on:

- Differentiated instruction for advanced learners
- Data analysis and instructional planning
- Implementing standards-based instruction with rigor and fidelity

Additional professional development is also supported outside of school hours:

- Leadership and Coaching enrichment through Conferences
- Weekly After School Content Focused PD led by Coaches for K-5 and Specialists

This ensures that teachers are equipped to meet the diverse needs of students and deliver enriched, accelerated instruction as outlined in the SIP.

### **Community-Based Partnerships**

Lakewood partners with local organizations, including:

- The Florida Orchestra
- The 'University of Florida Family Nutrition Program
- The Morean Art Center
- Mindful Movement
- Student Experiences for off campus enrichment and background building for all students.



## 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)).

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Lakewood Elementary School is committed to educating the whole child by providing a range of counseling, mental health, and mentoring supports designed to strengthen students' skills beyond the academic core. These supports are integral to student well-being, school readiness, and long-term success.

#### Counseling and School-Based Mental Health Services

Lakewood has a **full-time school counselor** and access to **district mental health professionals**, who provide:

- Individual and small group counseling sessions focused on emotional regulation, grief, anxiety, peer relationships, and conflict resolution
- Crisis response services and trauma-informed care plans in collaboration with families and staff
- Referrals to community-based mental health providers for long-term therapeutic support

These services are coordinated through the **Multi-Tiered System of Supports (MTSS)** and monitored using district referral and progress monitoring protocols.

#### Behavioral and Emotional Support Services

The school employs a **full-time behavior interventionist** who works proactively with students to develop skills in:

- Positive behavior choices
- De-escalation strategies
- Social problem-solving and empathy

Students are supported with behavior plans, regular check-ins, and SEL lessons using restorative practices.

#### Mentoring and Positive Adult Connections

Lakewood fosters strong adult-student relationships through:

- **Mentoring programs** such as "Check-In/Check-Out" and "Lunch Bunch" groups with trusted staff members

#### Family and Community Coordination

The school's family liaison and support team work directly with families to:



- Identify needs for food, housing, or medical resources
- Coordinate wraparound services with local agencies
- Ensure that non-academic barriers are addressed through consistent communication and partnerships

### **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)).

Lakewood Elementary School uses a **schoolwide Multi-Tiered System of Supports (MTSS)** to proactively address student behavior, social-emotional needs, and early intervention services. This approach is aligned and coordinated with services provided under the **Individuals with Disabilities Education Act (IDEA)** to ensure all students, including those with or at risk for disabilities, receive timely and appropriate support.

#### **Tier 1 – Universal Supports for All Students**

- Implementation of a **schoolwide behavior program Positive Behavior Interventions and Supports (PBIS)**
- Explicit teaching of behavioral expectations across campus, reinforced by consistent routines and visual supports
- Use of **schoolwide behavior incentives**, recognition systems
- Regular data review to identify trends in referrals and adjust universal supports accordingly

#### **Tier 2 – Targeted Group Interventions**

- Identification of students needing additional behavioral support through behavior tracking systems and early warning indicators
- Small group interventions such as social skills groups, anger management, or friendship groups led by the **school counselor, behavior interventionist, or school social worker**
- **Check-In/Check-Out (CICO)** systems with daily feedback and mentorship from staff
- Weekly monitoring of progress and responsiveness to interventions within MTSS team meetings

#### **Tier 3 – Intensive, Individualized Interventions**

- Functional Behavior Assessments (FBA) and development of Behavior Intervention Plans

(BIP) for students with persistent or severe behavior challenges

- One-on-one support from the behavior interventionist, and coordination with the **IDEA team** for students with IEPs or those under evaluation for Exceptional Student Education (ESE) services
- Collaboration with families and outside agencies to create wraparound support and progress monitoring

### **Coordination with IDEA Services**

- The MTSS process is closely coordinated with the **Exceptional Student Education (ESE)** team to ensure students suspected of having a disability receive appropriate interventions prior to formal evaluation
- Students who are already identified under IDEA have behavior goals written into their **IEPs**, and staff receive training to implement accommodations with fidelity
- Behavioral data and intervention documentation are used as part of **Child Study Team (CST)** meetings to guide eligibility discussions and tailor supports

### **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)).

Lakewood Elementary School is committed to building teacher capacity and improving student outcomes through focused professional learning, coaching, and strategic recruitment and retention practices—especially in high-need subject areas such as science, math, and reading intervention.

#### **1. Ongoing Professional Learning to Improve Instruction**

- **Weekly Collaborative Planning:** Teachers, instructional coaches, and paraprofessionals meet weekly by grade level to plan rigorous, standards-aligned lessons using district-provided pacing guides and resources.
- **Instructional Coaching Cycles:** Coaches provide targeted, job-embedded support through coaching cycles that include modeling lessons, observation, and feedback based on classroom needs.
- **District and School PD:** Staff participate in district-led training in evidence-based instructional strategies, equity-focused teaching, culturally responsive pedagogy, and inclusive practices.

#### **2. Use of Data from Academic Assessments**

- **Data-Driven Instruction:** Teachers and support staff use data from Progress Monitoring (PM1–PM3), FAST Benchmarks, Istation, and common formative assessments to group students and adjust instruction in real time.
- **Data Chats:** Teachers engage in regular data chats with administration and instructional coaches to review student growth, identify trends, and set measurable goals for intervention

and enrichment.

- **Early Warning Systems:** Leadership and MTSS teams meet bi-weekly to analyze academic and behavioral indicators for early intervention and personalized support.

### 3. Recruitment and Retention of Effective Educators

- **Mentor Support for New Teachers:** Beginning teachers are paired with mentors and receive additional release time for classroom visits, planning, and reflection.

### 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)).

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#### Parent Engagement and Communication

- Families receive a **welcome packet** that includes kindergarten readiness checklists, tips for preparing children socially and academically, and information on registration, meals, transportation, and uniforms.
- School staff hosts meet the teacher during the first week of school to build trust and provide support.

#### Ongoing Support and Monitoring

- Kindergarten students are closely monitored through the school's **MTSS (Multi-Tiered System of Supports)** process to identify needs in academic and behavioral areas early.
- Family liaisons and school counselors check in with new kindergarten families to provide ongoing support and connect them to school resources.

## VI. ATSI, TSI and CSI Resource Review

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This section must be completed if the school is identified as ATSI 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.

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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).

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No Answer Entered

## VII. Budget to Support Areas of Focus

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Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**

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