

Pinellas County Schools

LAKEWOOD ELEMENTARY SCHOOL



2026-27 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

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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, 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

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

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

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

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

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**

Kelsey Fiedgal

FIEGELK@pcsb.org

Position Title

Math Coach

Job Duties and Responsibilities

Math K-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**

Kelly Stroemich

@pcsb.org

Position Title

Science / Magnet

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.

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.

Leadership Team Member #8

Employee's Name

Tiffany Comitalo

@pcsb.org

Position Title

Science/ Magnet Coordinator

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.

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

Leadership Team Member #9

Employee's Name

Sheba Walker

WALKERSHEB@pcsb.org

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

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.

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)).

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

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: B 2022-23: C 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	30	55	71	67	68	58				349
Absent 10% or more school days		21	27	25	29	27				129
One or more suspensions		3	11	15	8	18				55
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment		2	14	21	4	7				48
Level 1 on statewide Math assessment	1	10	21	32	7	18				89
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	2	3	6	0	0				11
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	6	15	14	5	0				41

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	8	21	30	11	24				94

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2	3	4	0	0				10
Students retained two or more times										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	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

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

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

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

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			5	7						12
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	65	68	62	53	64	59	57	61	57
Grade 3 ELA Achievement	74	70	61	62	67	59	63	63	58
ELA Learning Gains	64	65	63	50	62	60	65	64	60
ELA Lowest 25th Percentile	78	63	58	69	59	56	65	62	57
Math Achievement*	53	72	66	45	69	64	41	66	62
Math Learning Gains	65	69	64	58	67	63	63	68	62
Math Lowest 25th Percentile	85	56	50	65	56	51	71	58	52
Science Achievement	51	72	62	43	70	58	57	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	61

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	535
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
67%	58%	60%	40%	56%	70%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	56%	No		
Black/African American Students	62%	No		
Hispanic Students	79%	No		
Multiracial Students	80%	No		
White Students	70%	No		
Economically Disadvantaged Students	66%	No		

D. Accountability Components by Subgroup

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

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	65%	74%	64%	78%	53%	65%	85%	51%					
Students With Disabilities	68%	86%	48%		42%	40%		54%					
Black/African American Students	59%	67%	61%	78%	49%	62%	81%	42%					
Hispanic Students	86%				71%								
Multiracial Students	80%												
White Students	80%		67%		65%	67%							
Economically Disadvantaged Students	63%	73%	65%	79%	52%	63%	88%	47%					

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%		

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	71%	68%	3%	60%	11%
ELA	4	67%	66%	1%	60%	7%
ELA	5	52%	66%	-14%	61%	-9%
Math	3	51%	71%	-20%	66%	-15%
Math	4	47%	72%	-25%	65%	-18%
Math	5	59%	69%	-10%	62%	-3%
Science	5	52%	70%	-18%	60%	-8%

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?

ELA Achievement demonstrated the greatest improvement during the 2025-26 school year, increasing from 53% to 65%. This improvement was driven by a focused effort to strengthen core literacy instruction through data-driven decision making, targeted small-group intervention, collaborative planning, and progress monitoring. Teachers consistently used student performance data to tailor instruction and provide timely support, resulting in increased proficiency in English Language Arts.

The school strengthened literacy instruction through:

- Implementation of data-driven small-group reading instruction.
- Regular analysis of FAST and classroom assessment data to identify student needs.
- Increased focus on standards-based instruction and differentiated reading support.
- Collaborative planning and data chats to monitor student progress and adjust instruction.
- Targeted intervention for students performing below grade level.
- School-wide emphasis on vocabulary development, comprehension strategies, and close reading of complex texts.

While ELA Achievement demonstrated the greatest increase, the school experienced growth across all tested content areas. Math Achievement increased by 11 percentage points and Science Achievement increased by 8 percentage points. Student growth indicators also improved, including ELA and Math Learning Gains and performance among the Lowest 25% subgroup. These results suggest that the school's focus on data-driven instruction, targeted intervention, collaborative planning, and progress monitoring positively impacted student achievement across multiple accountability components.

Lowest Performance

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

Although student achievement improved across all content areas during the 2025-26 school year, Mathematics and Science remain areas of significant attention. Schoolwide Math Achievement

increased from 45% to 53%, while Science Achievement increased from 43% to 51%; however, both areas continue to perform below ELA Achievement at 65%. District and state comparison data indicate persistent performance gaps in mathematics, particularly in Grades 3 and 4, where achievement levels were substantially below both district and state averages. Science achievement also lagged behind district and state performance, with Grade 5 Science scoring 52% compared to 70% for the district and 60% for the state. Additionally, second-grade reading proficiency was 28%, signaling a need to strengthen foundational literacy skills that support success across all academic areas. While positive trends were evident across student subgroups and overall achievement measures, continued emphasis on high-quality Tier I instruction, targeted intervention, progress monitoring, and vertical alignment of mathematics and science instruction will be essential to accelerating student achievement and reducing performance gaps.

Greatest Decline

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

While the school demonstrated overall growth across most accountability measures, several areas warrant continued attention. Students with Disabilities experienced a decline in Math Learning Gains from 55% to 40%, indicating a need for additional support to accelerate mathematical growth. White students also showed decreases in Math Achievement and Math Learning Gains, although performance remained above school averages. Additionally, growth in Science Achievement for Black/African American students was modest compared to gains seen in ELA and Mathematics. These trends suggest that, while schoolwide instructional improvements have had a positive impact, targeted strategies are needed to strengthen mathematics growth and ensure that all student groups continue to make progress at high levels.

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 greatest gap between school performance and the state average was in Grade 4 Mathematics. The school earned 47% proficiency compared to the state average of 65%, resulting in an 18-point gap. Similar performance gaps were evident in Grade 3 Mathematics and Grade 5 Science, indicating that Mathematics and Science remain areas requiring continued attention. Contributing factors may include ongoing challenges with foundational skills, mathematical problem-solving, and academic vocabulary, as well as the impact of lower early literacy proficiency, with second-grade reading proficiency at 28%. Despite these challenges, positive trends were evident across the school. Math Achievement increased from 45% to 53%, Math Learning Gains increased from 58% to 65%, and key student subgroups demonstrated measurable improvement. These results indicate that current interventions and instructional supports are having a positive impact; however, continued emphasis on mathematics rigor, science instruction, targeted intervention, and foundational literacy

development will be necessary to further close achievement gaps and increase student performance relative to state expectations.

EWS Areas of Concern

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

The EWS data indicate that chronic absenteeism and mathematics performance are the school's most pressing concerns. More than one-third of students have excessive absences, and over one-quarter of students demonstrate significant mathematics deficits or multiple early warning indicators. The school will focus on improving attendance, strengthening early intervention systems, and implementing targeted mathematics supports to increase student achievement and reduce the number of students identified as at risk.

Area of Concern #1: Chronic Absenteeism

Chronic absenteeism is the most prevalent early warning indicator, with 129 of 349 students (37%) absent 10% or more of school days. The concern spans all grade levels and is particularly pronounced in grades 2 through 5, where between 35% and 50% of students are chronically absent. High rates of absenteeism may negatively impact academic achievement, student engagement, and overall school performance. Addressing attendance barriers and strengthening family engagement should be a priority.

Area of Concern #2: Mathematics Achievement and Multiple Risk Indicators

Mathematics achievement data reveal that 89 students (26%) scored at Level 1 on the statewide Mathematics assessment, compared to 48 students in ELA. Additionally, 41 students in grades K-4 demonstrate a substantial mathematics deficiency. This concern is amplified by the finding that 94 students (27%) have two or more early warning indicators, with grades 3 and 5 showing the highest numbers. These data suggest a strong need for targeted mathematics intervention, progress monitoring, and supports for students exhibiting multiple risk factors.

Area of Concern #3: Suspensions for 5th Grade Scholars and 3rd Grade Scholars (Behavior, Climate, Culture and Conditions)

3rd Grade (Last year 2nd Grade) and 5th grade (Last year 4th grade) accounted for 33 of 55 school wide suspensions. Scholars in these grades currently account for over 60% of schoolwide suspensions. This reflects a need for improvement in supports for Tier 2 and Tier 3 students, as well as making our Tier 1 more meaningful to all scholars.

Highest Priorities

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

1. Increase Mathematics Achievement Across All Grade Levels

- Mathematics should remain the highest priority due to persistent gaps between school performance and both district and state averages. Grade 3 Math (51%), Grade 4 Math (47%), and Grade 5 Math (59%) all performed below district and state benchmarks, with Grade 4 Math showing the largest gap at 18 percentage points below the state average. Although schoolwide Math Achievement improved from 45% to 53%, significant growth is still needed to close achievement gaps and increase overall proficiency.
2. Improve Science Achievement and Student Readiness for Grade 5 Science
 - Science Achievement increased from 43% to 51%, demonstrating positive momentum; however, Grade 5 Science remained 18 percentage points below the district average and 8 points below the state average. Strengthening science instruction, vocabulary development, inquiry-based learning, and standards alignment should be a major focus for the upcoming school year.
 3. Strengthen Early Literacy and Primary Reading Proficiency
 - Second-grade reading proficiency was only 28%, indicating a significant need to strengthen foundational reading skills before students enter intermediate grades. Increasing early literacy outcomes will support future success in ELA, Mathematics, and Science by improving students' ability to read, comprehend, and apply grade-level content. Despite strong overall ELA Achievement growth from 53% to 65%, addressing early literacy gaps should remain a critical priority.
 4. Accelerate Achievement for Students With Disabilities and Other Targeted Subgroups
 - While Students with Disabilities demonstrated impressive gains in ELA Achievement (50% to 68%), Math Learning Gains declined from 55% to 40%. Additionally, Black/African American students and Economically Disadvantaged students continue to perform below school averages in several areas despite notable improvement. Strengthening MTSS supports, differentiated instruction, and targeted interventions will be essential to ensure continued subgroup growth and reduce achievement gaps.

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 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.

Grades K-2: Instructional Practice Related to Reading/ELA

Our area of focus is to continue the full implementation of the Pinellas Early Literacy Initiative (PELI) to strengthen early literacy outcomes through evidence-based instructional practices grounded in the science of reading. During the first semester, all new K-2 ELA teachers and any returning teachers needing additional support will participate in a district-led PELI training series consisting of six sessions totaling 18 hours of professional learning. In the second semester, teachers will deepen their understanding and application of PELI practices through a 20-hour professional book study focused on evidence-based literacy instruction and implementation.

School administrators will actively participate in all PELI trainings alongside teachers to develop a shared understanding of instructional expectations and strengthen their ability to provide meaningful feedback and support. Following training sessions, administrators, the PELI team, MTSS team, and the Primary Reading Coach will provide ongoing job-embedded support through weekly classroom walkthroughs, Professional Learning Community (PLC) meetings, coaching cycles, modeling, data analysis discussions, and instructional feedback. This collaborative approach will ensure fidelity of implementation and continuous improvement of literacy instruction across all K-2 classrooms.

This focus directly impacts student learning by ensuring that all students receive high-quality, explicit, systematic instruction in phonemic awareness, phonics, fluency, vocabulary, oral language, comprehension, and writing. Consistent implementation of evidence-based literacy practices will strengthen foundational reading skills, accelerate student growth, and increase the number of students reading on or above grade level.

This area of focus was identified through the review of prior-year FAST, specifically a deficiency in 2nd grade reading scores (28% proficiency), PM3, progress-monitoring, and literacy achievement data, which indicated a need to increase proficiency and learning gains in early literacy. Data analysis revealed opportunities to strengthen foundational reading instruction, reduce achievement gaps among student subgroups, and improve consistency in the implementation of evidence-based literacy

practices across classrooms. By investing in comprehensive teacher training, ongoing coaching, and continuous monitoring of instructional practices and student outcomes, the school will build instructional capacity and improve reading achievement for all K-2 students.

Measurable Outcome

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

During the 2024-2025 school year, **50% of K-2 students achieved or exceeded benchmark expectations on the FAST Star Early Literacy and/or FAST Reading assessments**. Based on the implementation of the Pinellas Early Literacy Initiative (PELI), targeted professional development, coaching support, and data-driven instruction, the school will increase this percentage to **65% of K-2 students achieving or exceeding benchmark expectations by the Spring 2026 FAST assessment window**. This will also target to address 2nd grade reading proficiency from the prior year of 27% with a target goal of 70% proficiency (incoming second grade has 63% proficiency)

Monitoring

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

Implementation and impact of this Area of Focus will be monitored through a systematic process of professional learning, classroom observation, data analysis, and coaching support. All new K-2 ELA teachers and identified returning teachers will participate in the six-session (18-hour) district-led PELI training during the first semester and the 20-hour PELI book study during the second semester. Attendance, participation, and completion records will be maintained to ensure full engagement in the professional learning process.

School administrators will attend all PELI training sessions to build their instructional leadership capacity and ensure a shared understanding of evidence-based literacy practices and implementation expectations. Administrators, the PELI team, MTSS team, and Primary Reading Coach will provide ongoing support through weekly classroom walkthroughs, coaching conversations, PLC meetings, and data discussions. Walkthrough data will be used to monitor the fidelity of PELI implementation and identify trends, strengths, and areas requiring additional support.

Student progress will be monitored through FAST assessments, district assessments, progress-monitoring data, classroom formative assessments, and MTSS review processes. Teachers will regularly analyze student performance data during PLCs and data chats to identify instructional adjustments, intervention needs, and enrichment opportunities. The Literacy Leadership Team will review both implementation and student achievement data throughout the year to evaluate the effectiveness of instructional practices and determine additional professional learning or support needed.

The impact of this Area of Focus will be measured by increased teacher implementation of PELI

instructional practices, improved student performance on literacy assessments, reductions in the number of students demonstrating a substantial reading deficiency, and growth in the percentage of students meeting or exceeding grade-level reading expectations. Continuous monitoring and data-driven decision-making will ensure that instructional practices remain aligned to student needs and support the achievement of the school's literacy goals.

Person responsible for monitoring outcome

AP Muirhead, Principal Nellenbach, Coach Snock, PELI Coach Shivers

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:

The school will implement the Pinellas Early Literacy Initiative (PELI) as the primary evidence-based intervention to improve early literacy outcomes. PELI is grounded in the science of reading and focuses on explicit, systematic, and scaffolded instruction in phonemic awareness, phonics, fluency, vocabulary, oral language, reading comprehension, and writing. Teachers will utilize high-quality instructional materials, differentiated small-group instruction, ongoing progress monitoring, and targeted interventions to address individual student needs. To strengthen implementation, all new K-2 ELA teachers and identified returning teachers will participate in a district-led six-session, 18-hour PELI training during the first semester. During the second semester, teachers will engage in a 20-hour professional book study designed to deepen understanding and application of evidence-based literacy practices. School administrators will participate in all training sessions to build a shared understanding of instructional expectations and to increase their capacity to support implementation. Ongoing support for teachers will be provided by administrators, the PELI team, MTSS team, and Primary Reading Coach through weekly classroom walkthroughs, coaching cycles, PLC discussions, and data review meetings. These supports will ensure consistent implementation of evidence-based literacy practices across all K-2 classrooms.

Rationale:

The Pinellas Early Literacy Initiative was selected because it is grounded in evidence-based practices aligned to the science of reading and addresses the foundational literacy skills necessary for long-term academic success. Research demonstrates that explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, oral language, comprehension, and writing significantly improves early reading outcomes and helps prevent future reading difficulties. A review of prior-year FAST, PM3, progress-monitoring, and literacy achievement data identified a need to strengthen foundational reading instruction and increase the percentage of students performing at or above grade level in reading. Data also revealed the need for greater consistency in instructional practices across K-2 classrooms and additional support for teachers implementing evidence-based literacy strategies. By investing in comprehensive professional learning, ongoing coaching, frequent monitoring, and collaborative data analysis, the school will increase instructional capacity and ensure all students receive high-quality literacy instruction. This intervention is expected to improve teacher effectiveness, accelerate student reading growth, reduce the number of students with substantial reading deficiencies, and increase overall reading proficiency in grades K-2.

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

PELI Professional Learning and Instructional Capacity Building

Person Monitoring:

Principal, Assistant Principal, Primary Reading Coach, PELI Support Team

By When/Frequency:

Bi-Weekly

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

All new K-2 ELA teachers and identified returning teachers will participate in a district-led Pinellas Early Literacy Initiative (PELI) professional learning series consisting of six sessions totaling 18 hours during the first semester. During the second semester, participating teachers will engage in a 20-hour professional book study focused on evidence-based literacy practices aligned with the science of reading. School administrators will attend all training sessions to develop a shared understanding of instructional expectations and effective literacy practices.

The impact of this action step will be monitored through training attendance records, completion logs, teacher reflections, and implementation data collected during classroom walkthroughs. School leaders and the Primary Reading Coach will review evidence of PELI instructional practices during observations and provide feedback to support continuous improvement. Student literacy data from FAST progress monitoring assessments and classroom assessments will be reviewed to determine the effectiveness of instructional implementation and identify additional support needs.

Action Step #2

Classroom Coaching, PLCs, and Data-Driven Monitoring

Person Monitoring:

Principal, Assistant Principal, Primary Reading Coach, MTSS Team

By When/Frequency:

Weekly

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

Administrators, the Primary Reading Coach, and the MTSS team will provide ongoing job-embedded support to teachers through weekly classroom walkthroughs, coaching cycles, PLC discussions, and data review meetings. Teachers will receive regular feedback focused on implementing evidence-based literacy practices, including explicit instruction in foundational reading skills, differentiated small-group instruction, oral language development, comprehension, and writing.

Professional Learning Communities will use student assessment data to analyze instructional effectiveness, identify trends, plan interventions, and adjust instruction to meet student needs. The MTSS team will monitor student progress and ensure appropriate supports are provided for students demonstrating reading deficiencies.

The impact of this action step will be monitored through walkthrough data, coaching logs, PLC meeting artifacts, MTSS progress-monitoring reports, and FAST assessment results. School leadership will analyze implementation and student achievement data to determine the fidelity of PELI

practices and make timely decisions regarding professional learning, intervention support, and instructional adjustments to increase literacy achievement for all K-2 students.

Area of Focus #2

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.

The school's Area of Focus is to increase mathematics achievement across grades K-5 through strengthening Tier I instruction, building teacher capacity through coaching and collaboration, and utilizing student data to drive instructional decisions. To support this work, Lakewood Elementary has hired a new Mathematics Coach with a renewed focus on supporting mathematics instruction, particularly in grades K-2, while facilitating weekly Professional Learning Communities (PLCs) for teachers across grades K-5. Through coaching cycles, collaborative planning, data analysis, and classroom support, teachers will strengthen their implementation of standards-based instruction that promotes conceptual understanding, mathematical reasoning, procedural fluency, and problem-solving.

This focus directly impacts student learning by ensuring that teachers are equipped to identify and address learning gaps, differentiate instruction, and provide targeted support to students based on individual needs. Weekly PLCs will provide opportunities for teachers to analyze assessment data, plan rigorous instruction aligned to the B.E.S.T. Mathematics Standards, and develop intervention and enrichment strategies that support student growth and achievement.

This area of focus was identified through a review of prior-year mathematics achievement data. While schoolwide mathematics achievement improved from **45% to 53% proficiency**, performance remains below district and state averages, indicating a continued need for improvement. In grades K-2, mathematics proficiency data showed mixed results. Kindergarten proficiency increased to **64%**, representing a **20 percentage point gain** from the previous year. However, first-grade proficiency declined to **47%**, representing an **11 percentage point decrease**, while second-grade proficiency increased slightly to **30%**, a **4 percentage point gain**. Overall, K-2 mathematics proficiency was **43%**, indicating that a majority of primary students are not yet meeting grade-level expectations. In grades 3-5, achievement also remains an area of concern. Grade 3 mathematics proficiency was **51%**, Grade 4 proficiency was **47%**, and Grade 5 proficiency was **59%**, with Grade 4 showing the largest gap at **18 percentage points below the state average**. These results demonstrate the need for strengthened instructional practices, increased teacher support, and a more systematic approach to using data to inform instruction.

By leveraging the expertise of the Mathematics Coach, engaging teachers in weekly PLCs, and

monitoring student performance through ongoing data reviews, Lakewood Elementary will increase instructional effectiveness, improve mathematics achievement across all grade levels, and reduce gaps between school, district, and state performance.

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.

During the 2024-2025 school year, Lakewood Elementary increased overall mathematics proficiency from **45% to 53%**. Grade-level results included **Kindergarten: 64%, Grade 1: 47%, Grade 2: 30%, Grade 3: 51%, Grade 4: 47%, and Grade 5: 59%**. Combined K-2 proficiency was **43%**.

As a result of strengthened Tier I mathematics instruction, weekly PLCs, targeted coaching support, and data-driven instructional planning, Lakewood Elementary will increase mathematics achievement across grades K-5 during the 2025-2026 school year.

By Spring PM3 2027:

- **Kindergarten proficiency will increase to 70%.**
- **Grade 1 proficiency will increase 70%.**
- **Grade 2 proficiency will increase to 50%.**
- **Combined K-2 proficiency will increase from 60%.**
- **Grade 3 proficiency will increase to 60%.**
- **Grade 4 proficiency will increase to 65%.**
- **Grade 5 proficiency will increase to 70%.**
- **Grade 3-5 Proficiency will increase to 65%**
- **4th and 5th Learning Gains will increase from 65% to 70%**
- **L25s gains will maintain 85%**

Monitoring

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

Implementation and impact of this Area of Focus will be monitored through a comprehensive system of coaching, collaborative planning, classroom observations, and student data analysis. The Mathematics Coach will facilitate weekly K-5 Professional Learning Communities (PLCs) focused on analyzing student performance data, identifying instructional strengths and gaps, planning standards-aligned lessons, and developing targeted intervention and enrichment strategies. PLC agendas, data protocols, and instructional action plans will be reviewed regularly by school leadership to ensure consistent implementation.

The Mathematics Coach and school administrators will conduct ongoing classroom walkthroughs and coaching cycles to monitor the implementation of effective mathematics instructional practices, including standards-based instruction, mathematical discourse, problem-solving, use of high-quality instructional materials, and differentiated small-group instruction. Feedback from walkthroughs and

coaching conversations will be used to provide targeted support and professional learning for teachers.

Student achievement will be monitored through FAST Mathematics Progress Monitoring assessments (PM1, PM2, and PM3), district assessments, classroom formative assessments, and common grade-level assessments. Teachers will engage in regular data discussions during PLCs to evaluate student progress, identify students requiring intervention or enrichment, and adjust instructional practices based on assessment results.

Person responsible for monitoring outcome

Math Coach Fiegel, 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:

Lakewood Elementary will implement a comprehensive mathematics improvement plan focused on strengthening Tier I instruction through instructional coaching, collaborative planning, data-based decision making, and standards-aligned mathematics instruction. The primary evidence-based intervention is the use of ongoing instructional coaching and weekly Professional Learning Communities (PLCs) to build teacher capacity and improve student outcomes in mathematics. The newly hired Mathematics Coach will provide targeted support to teachers, with an increased emphasis on grades K-2 while supporting mathematics instruction across grades K-5. Weekly PLCs will focus on analyzing student assessment data, identifying student misconceptions, unpacking standards, designing rigorous mathematics tasks, and planning differentiated instruction to meet student needs. Teachers will implement evidence-based mathematics practices that include: Explicit instruction aligned to the B.E.S.T. Mathematics Standards. Opportunities for mathematical discourse and student collaboration. Problem-solving and reasoning tasks that promote conceptual understanding. Use of formative assessment data to guide instruction and intervention. Differentiated small-group instruction based on student performance data. Targeted intervention and enrichment opportunities through the MTSS process. Ongoing progress monitoring to evaluate student growth and instructional effectiveness. The Mathematics Coach and school administrators will provide regular classroom support through walkthroughs, coaching cycles, modeling, and feedback to ensure consistent implementation of high-quality mathematics instruction throughout grades K-5.

Rationale:

This intervention was selected based on the school's mathematics achievement data and research supporting the impact of instructional coaching, collaborative professional learning, and data-driven instruction on student learning outcomes. Effective mathematics instruction requires teachers to have a deep understanding of standards, student misconceptions, and evidence-based instructional strategies that promote conceptual understanding and problem-solving. A review of prior-year mathematics data identified mathematics as the school's highest academic priority. While schoolwide proficiency increased from 45% to 53%, performance remains below district and state averages. In grades K-2, overall mathematics proficiency was 43%, with significant variation across grade levels. Kindergarten demonstrated strong growth, increasing to 64% proficiency, while Grade 1 proficiency declined to 47% and Grade 2 proficiency increased modestly to 30%. In grades 3-5, proficiency rates

remained below desired levels, with Grade 3 at 51%, Grade 4 at 47%, and Grade 5 at 59%. Grade 4 showed the largest gap, performing 18 percentage points below the state average. These data indicate a need for greater instructional consistency, enhanced teacher support, and more intentional use of student performance data to guide instruction. By leveraging the expertise of the Mathematics Coach, engaging teachers in weekly PLCs, strengthening data analysis practices, and monitoring implementation through walkthroughs and coaching cycles, the school will improve instructional effectiveness and increase student achievement in mathematics across all grade levels. The intervention is expected to increase proficiency rates, strengthen mathematical understanding, and reduce performance gaps among student groups and grade levels.

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

Mathematics Coaching and Professional Learning Communities (PLCs)

Person Monitoring:

Math Coach Fiegel, AP Muirhead, Principal Nellenbach

By When/Frequency:

Weekly PLC meetings and ongoing coaching throughout the 2026-2027 school year

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

The Mathematics Coach will facilitate weekly K-5 Professional Learning Communities (PLCs) focused on analyzing student achievement data, unpacking standards, identifying student misconceptions, planning rigorous instruction, and developing differentiated learning opportunities. A renewed emphasis will be placed on supporting K-2 teachers through coaching, modeling lessons, collaborative planning, and instructional support designed to strengthen mathematics instruction and student engagement.

The impact of this action step will be monitored through PLC artifacts, coaching logs, lesson plans, classroom walkthrough data, and student assessment results. School administrators and the Mathematics Coach will regularly review student performance data and instructional implementation trends to determine the effectiveness of coaching supports and identify additional professional learning needs.

Action Step #2

MTSS Mathematics Intervention and Targeted Small Group Instruction

Person Monitoring:

Math Coach Fiegel, AP Muirhead, Principal Nellenbach, MTSS Olsen

By When/Frequency:

Weekly intervention sessions; monthly MTSS reviews; ongoing progress monitoring throughout the school year

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

Students identified through FAST Mathematics assessments, classroom data, and MTSS processes as performing below grade level will receive targeted mathematics intervention through small-group instruction. The Mathematics Coach will provide intervention support for identified students, while

classroom teachers will implement differentiated small-group instruction during core mathematics instruction to address specific skill deficits and accelerate learning. Intervention groups will be formed and adjusted based on student data and progress-monitoring results.

The impact of this action step will be monitored through FAST Mathematics progress-monitoring assessments, common formative assessments, intervention data trackers, and MTSS review meetings. The MTSS Team, Mathematics Coach, and administrators will review student growth data monthly to evaluate the effectiveness of interventions, make instructional adjustments, and ensure students are making progress toward grade-level proficiency. Success will be measured by increased student growth, improved mathematics proficiency rates, and a reduction in the number of students performing below grade level.

Area of Focus #3

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.

Lakewood Elementary School will focus on improving science achievement across grades K-5 through a vertically aligned science program that emphasizes standards-based instruction, hands-on inquiry, academic discourse, science vocabulary development, and data-driven intervention. While science proficiency is measured in grade 5, strengthening science instruction and foundational content knowledge in grades K-4 is critical to ensuring long-term student success.

To support this work, Lakewood Elementary has expanded its science leadership capacity by hiring both a **Primary Science/Magnet Coordinator (K-2)** and an **Intermediate Science/Magnet Coordinator (3-5)**. These coordinators will provide direct support to students through small-group instruction, science enrichment opportunities, and intervention sessions while also supporting teachers through coaching, collaborative planning, modeling lessons, classroom support, and professional learning. Their work will focus on increasing instructional rigor, strengthening science content knowledge, and ensuring alignment to Florida's B.E.S.T. Standards.

Science instruction will incorporate inquiry-based learning, academic vocabulary development, science notebooks, collaborative discussions, and literacy integration to deepen student understanding of scientific concepts and improve performance on standards-aligned assessments. Science achievement was identified as Lakewood Elementary's highest priority based on 2025 assessment results. Schoolwide science achievement declined from **57% proficiency in 2024 to 43% proficiency in 2025**, representing a 14-percentage point decrease. Additionally, grade-level data showed only **43% of 5th-grade students scored proficient on the Spring 2025 FAST Science Assessment**, compared to **67% district proficiency** and **55% state proficiency**. Data analysis indicated a need for stronger vertical alignment of science instruction, increased exposure to

hands-on scientific inquiry, consistent use of academic vocabulary strategies, and targeted intervention opportunities. Improving science achievement is essential to increasing overall school performance and ensuring students are prepared for middle school coursework.

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.

During the 2025 school year, Lakewood Elementary earned 5th grade science earned **43%** proficiency was **41%**, significantly below both district and state averages.

By the end of the **2026-2027 school year**, Lakewood Elementary will increase:

- .Grade 5 FAST Science proficiency from **43% to at least 65% proficiency**.
- District assessment will be track in K-5 to monitor improvements and effectiveness of plan. Adjustments made accordingly.

Monitoring

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

Implementation of this Area of Focus will be monitored through:

- Weekly classroom walkthroughs focused on science instructional practices w/ coaches and admin.
- Monthly lesson plan reviews to ensure alignment to B.E.S.T. Science Standards.
- Collaborative planning sessions facilitated by the Primary and Intermediate Science/Magnet Coordinators with admin present.
- Quarterly benchmark assessments and mock FAST Science assessments.
- Science data chats conducted during data PLCs.
- Student work analysis, science notebook reviews, and formative assessment checks.
- Small-group intervention monitoring and progress-tracking of students performing below proficiency.

The Primary and Intermediate Science/Magnet Coordinators will maintain implementation logs and provide ongoing feedback to teachers. School leadership will review science data monthly to identify trends and adjust instructional supports as needed.

Person responsible for monitoring outcome

Primary Science/Magnet Coordinator and Intermediate Science/Magnet, Admin Coordinator

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:

Lakewood Elementary will implement a comprehensive science improvement model focused on: Weekly standards-based collaborative planning. Inquiry-based science instruction and hands-on investigations. Explicit science vocabulary instruction. Reading and writing integration within science lessons. Data-driven small-group intervention. Vertical alignment of science instruction across K-5. Coaching cycles facilitated by the Primary and Intermediate Science/Magnet Coordinators. Targeted student support for students scoring below proficiency on benchmark and FAST-aligned assessments. Student experiences within the curriculum. Students will engage in rigorous science learning experiences that emphasize scientific thinking, problem-solving, evidence-based reasoning, and academic discourse.

Rationale:

Research supports science achievement gains when students participate in inquiry-based learning, explicit academic vocabulary instruction, collaborative discourse, and standards-aligned interventions. Consistent coaching and professional learning improve instructional quality and ensure students receive rigorous, engaging science experiences. Additional science leadership positions provide enhanced support for both teachers and students, increasing instructional effectiveness and accelerating student growth.

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

Strengthen Science Instruction (k-5) Through Coaching and Collaborative Planning

Person Monitoring:

By When/Frequency:

Primary Science/Magnet Coordinator, Intermediate
Science/Magnet Coordinator, MTSS Olsen, and
AP Muirhead

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

Facilitate weekly PLCs and collaborative planning sessions focused on unpacking standards, aligning instruction to science benchmarks, developing rigorous learning tasks, and integrating science vocabulary and literacy strategies. Coordinators will model lessons, provide classroom coaching, and support teachers in implementing best practices. Create engaging student experience within the curriculum to support different types of learners.

Action Step #2

Increase Student Engagement Through Inquiry-Based Science Learning

Person Monitoring:

By When/Frequency:

Primary Science/Magnet Coordinator
Intermediate
Science/Magnet Coordinator, AP Muirhead

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

step:

Provide hands-on STEM and science inquiry opportunities in every grade level. Monitor classroom implementation through walkthroughs, student work samples, science notebooks, and performance tasks. Teachers will incorporate academic discussion protocols and evidence-based writing activities to deepen scientific understanding and improve assessment performance.

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.

Lakewood Elementary will continue to prioritize improving academic outcomes for Black/African American students in grades K–5, in alignment with the districts Bridging the Gap Plan, with a focus on sustaining and accelerating gains in English Language Arts achievement and learning gains. Teachers will implement high-yield instructional strategies including cooperative learning, academic discussions, writing across content areas, and explicit vocabulary instruction to strengthen reading comprehension, academic language, and literacy achievement.

In grades K–2, instruction will focus on foundational literacy skills, oral language development, vocabulary acquisition, and early reading proficiency. In grades 3–5, instructional efforts will emphasize reading comprehension, academic vocabulary, written response to text, and critical thinking. Teachers and instructional coaches will utilize assessment data to identify Black students performing below proficiency and provide targeted small-group instruction aligned to Achievement Level Descriptors (ALDs). Progress monitoring data will be used to guide instructional decisions and intervention supports.

Rationale:

Review of subgroup accountability data indicates that Black/African American students demonstrated significant improvement from 2024-25 to 2025-26. ELA achievement increased from **50% to 59%**, Grade 3 ELA achievement increased from **62% to 67%**, ELA learning gains increased from **49% to 61%**, and ELA learning gains for the lowest 25% increased from **71% to 78%**. Mathematics achievement also improved from **42% to 49%**, while mathematics learning gains increased from **55% to 62%**. Science achievement increased from **38% to 42%**.

Despite these gains, achievement gaps remain when compared to White students. In 2025-26, Black students achieved **59% proficiency in ELA compared to 80% for White students**, creating a **21-point gap**. In mathematics, Black students achieved **49% proficiency compared to 65% for White students**, resulting in a **16-point gap**. Closing these gaps remains a school priority and aligns with district initiatives focused on equitable outcomes and improved achievement for all student

groups.

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.

In 2025-26, **59% of Black/African American students achieved proficiency in ELA**, an increase from **50% in 2024-25**. Black students also increased ELA learning gains from **49% to 61%** during the same period.

By the end of the 2026-27 school year, Lakewood Elementary will increase ELA achievement for Black/African American students from **59% to 69%** and increase ELA learning gains from **61% to 70%**. Progress toward these goals will support continued reduction of the achievement gap between Black students and their peers while increasing overall literacy outcomes.

Monitoring

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

Implementation of this Area of Focus will be monitored through classroom walkthroughs, lesson plan reviews, PLC discussions, and ongoing analysis of student performance data.

The leadership team will conduct weekly walkthroughs using established instructional look-fors focused on:

- Cooperative learning structures
- Academic discourse and student engagement
- Writing across content areas
- Explicit vocabulary instruction
- Targeted small-group instruction

Teachers with support from admin, coached and mtss will review student progress through FAST assessments, Istation data, common formative assessments, running records, and classroom-based assessments. Monthly PLC data chats will focus on subgroup performance, specifically monitoring Black student achievement and learning gains. Leadership team members will provide coaching and feedback to ensure consistent implementation and timely instructional adjustments.

Person responsible for monitoring outcome

AP Muirhead, Principal Nellenbach, MTSS Olsen, Academic Coaches

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 literacy outcomes among Black/African American students, Lakewood Elementary will implement evidence-based instructional practices that include cooperative learning, academic discussion, writing across content areas, and explicit vocabulary instruction. These practices will be embedded in daily Tier I instruction across grades K–5. Primary grade teachers will focus on developing foundational literacy skills, oral language, phonological awareness, and vocabulary development through interactive reading and writing experiences. Intermediate grade teachers will provide instruction focused on comprehension strategies, academic language development, text-based writing, and critical thinking. Additionally, teachers will implement targeted small-group instruction for Black students identified through benchmark and progress-monitoring data as performing below proficiency. Intervention groups will address individual student needs related to comprehension, vocabulary, fluency, and foundational reading skills. Student progress will be monitored regularly to ensure intervention effectiveness and make necessary instructional adjustments.

Rationale:

A review of the school's Accountability Components by Subgroup data demonstrates that Black/African American students made substantial academic progress from 2024-25 to 2025-26. ELA Achievement increased from 50% to 59%, Grade 3 ELA Achievement increased from 62% to 67%, ELA Learning Gains increased from 49% to 61%, and ELA Learning Gains for the Lowest 25% increased from 71% to 78%. Mathematics Achievement increased from 42% to 49%, Mathematics Learning Gains increased from 55% to 62%, Mathematics Learning Gains for the Lowest 25% increased from 67% to 81%, and Science Achievement increased from 38% to 42%. These gains indicate that instructional supports and interventions have had a positive impact on student performance. Although growth was evident across multiple accountability components, achievement gaps continue to exist between Black students and their White peers. In 2025-26, Black students achieved 59% proficiency in ELA compared to 80% for White students, resulting in a 21-percentage-point gap. In Mathematics, Black students achieved 49% proficiency compared to 65% for White students, resulting in a 16-percentage-point gap. Additionally, while Black students demonstrated strong growth rates, overall achievement levels remain below the school average in several areas, indicating the need for continued targeted support and intentional instructional practices. As a result, improving academic outcomes for Black/African American students remains a critical school priority. Continued implementation of high-yield instructional strategies, data-driven small group interventions, and ongoing progress monitoring will support sustained growth, increase proficiency rates, and reduce achievement gaps. This work aligns with the district's commitment to equitable outcomes for all students and supports the school's efforts to ensure every student has access to rigorous instruction and opportunities for academic success

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

Strengthen Core Instruction Through High-Yield Literacy Strategies

Person Monitoring:

AP Muirhead, Principal Nellenbach, Coach Snock, Weekly

By When/Frequency:

Coach Summers

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

Instructional coaches will facilitate weekly PLCs focused on planning and implementing high-yield instructional strategies including cooperative learning, academic discourse, writing across content areas, and explicit vocabulary instruction. Teachers will collaboratively analyze student work, develop standards-aligned lessons, and identify opportunities to increase student engagement and rigor. Implementation will be monitored through classroom walkthroughs, lesson plan reviews, PLC artifacts, and student work samples. Student achievement data and formative assessment results will be reviewed to determine the impact of instructional practices on Black student achievement.

Action Step #2

Provide Targeted Small-Group Interventions for Black Students through Data Driven Monthly PLC

Person Monitoring:

By When/Frequency:

AP Muirhead, Principal Nellenbach, MTSS Olsen, Monthly
Coach Snock, Coach Summers

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

Teachers with the support of Coaches, Admin and MTSS through Monthly Data focused PLC will use FAST, classroom assessments, and progress-monitoring data to identify Black students performing at Achievement Levels 1 and 2. Students will receive targeted small-group instruction focused on identified skill deficits in reading comprehension, vocabulary, fluency, and foundational literacy skills. Intervention groups will be adjusted based on student progress. Monitoring will occur through monthly data reviews, intervention logs, progress-monitoring assessments, and observation of intervention implementation to ensure students are making adequate growth toward proficiency.

Action Step #3

Monitor Subgroup Performance and Adjust Instruction Through Data Chats

Person Monitoring:

By When/Frequency:

AP Muirhead, Principal Nellenbach, MTSS Olsen Monthly

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

The leadership team and teachers will conduct monthly data chats to analyze ELA achievement, learning gains, and progress-monitoring data for Black students. Discussions will focus on identifying trends, evaluating the effectiveness of instructional and intervention supports, and developing action plans for students not on track to meet proficiency benchmarks. Monitoring will include review of FAST PM data, Amira reports, common formative assessments, and subgroup performance reports to ensure progress toward increasing ELA achievement and reducing achievement gaps.

Area of Focus #5

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

Instructional Practice specifically relating to ELA

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.

While ELA scores have continued to improve year over year, 2026- 65% up from 53% in 2025) ELA achievement data in grades 3-5 indicates a need to strengthen standards-based reading instruction, increase the rigor of text-dependent tasks, and provide more strategic intervention for students performing below grade level. Focused support from the 3-5 ELA Coach and ELA Interventionist will build teacher capacity, ensure consistent implementation of evidence-based literacy practices, and accelerate student achievement. ELA Achievement still lags the district by 3 percentage points.

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.

Measurable Outcome

Increase ELA proficiency and learning gains in grades 3-5 by strengthening Tier 1 core instruction and providing targeted intervention aligned to identified student needs. PM3 ELA Achievement will increase from 65% to 70%, and ELA Learning gains from 64% to 70%.

Monitoring

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

Implementation and impact of this Area of Focus will be monitored through ongoing collaboration among administration, the 3-5 ELA Coach, the ELA Interventionist, and classroom teachers. The ELA Coach will facilitate biweekly PLCs and data chats to review FAST, district assessment, and classroom data, identify trends, and determine instructional next steps. The ELA Interventionist will monitor student progress through intervention data, progress-monitoring assessments, and student work samples to evaluate the effectiveness of targeted supports. All with the support of Transformation Zone ELA Coach.

School leaders and the ELA Coach will conduct regular classroom walkthroughs and coaching cycles to monitor the implementation of evidence-based literacy practices, including the use of grade-level complex texts, text-dependent questioning, vocabulary instruction, and writing in response to reading. Data from walkthroughs, common formative assessments, intervention progress monitoring, and FAST PM assessments will be reviewed monthly and quarterly to assess both fidelity of implementation and student outcomes. Adjustments to core instruction, intervention groups, and professional learning will be made based on data analysis to ensure all students are making progress toward grade-level ELA proficiency and learning gains.

Person responsible for monitoring outcome

ELA Coach Summers, 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:

Lakewood Elementary School will strengthen ELA achievement in grades 3-5 through a combination of enhanced Tier I instruction and targeted intervention supports. The 3-5 ELA Coach will work with teachers through coaching cycles, PLC facilitation, data analysis, modeling, co-planning, and feedback to ensure consistent implementation of standards-based literacy instruction aligned to the Florida B.E.S.T. Standards. Teachers will utilize evidence-based practices including explicit vocabulary instruction, close reading of complex texts, text-dependent questioning, collaborative discussions, and writing in response to reading. The ELA Interventionist will provide targeted Tier II and Tier III small-group instruction for students identified through FAST data, classroom assessments, and progress-monitoring measures. Intervention lessons will focus on identified skill deficits, including vocabulary, reading comprehension, fluency, and foundational reading skills when needed. Teachers, the ELA Coach, and the ELA Interventionist will collaborate regularly to review student data, monitor progress, and adjust instructional supports to meet student needs.

Rationale:

FAST and school-based assessment data indicate a need to increase ELA proficiency and learning gains among students in grades 3-5. Analysis of student performance suggests that additional support is needed to strengthen comprehension of complex texts, vocabulary development, written responses to reading, and mastery of grade-level standards. Research supports the use of explicit literacy instruction, collaborative data analysis, targeted small-group intervention, and instructional coaching as effective practices for improving student achievement. By leveraging the expertise of the 3-5 ELA Coach and ELA Interventionist, the school will build teacher capacity, increase instructional consistency, provide timely intervention, and accelerate student learning to improve overall ELA 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

Strengthen Tier I ELA Instruction Through Coaching and PLC Support

Person Monitoring:

ELA Coach Summers, 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:

The 3-5 ELA Coach will facilitate biweekly PLCs and coaching cycles focused on analyzing FAST and classroom assessment data, planning standards-aligned instruction, and implementing evidence-based literacy practices. Teachers will engage in collaborative planning and receive support through modeling, co-teaching, observations, and feedback. Instruction will emphasize close reading, vocabulary development, text-dependent questioning, and writing in response to reading to ensure rigorous, grade-level learning experiences for all students.

Action Step #2

Provide Targeted ELA Intervention Based on Student Data

Person Monitoring:

ELA Coach Summers, 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:

The ELA Interventionist will provide Tier II and Tier III small-group instruction for students identified through FAST data, progress-monitoring assessments, and teacher recommendations. Intervention groups will target specific skill deficits in reading comprehension, vocabulary, fluency, and foundational literacy skills as needed. Student progress will be monitored regularly, and intervention plans will be adjusted based on data to accelerate learning gains and increase the number of students performing on or above grade level in ELA.

IV. Positive Learning Environment

Area of Focus #1

Multiple Early Warning Signs

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.

Positive Behavior Interventions and Supports (PBIS), Ron Clark House System, and Attendance Improvement-

Lakewood Elementary will implement a renewed Positive Behavioral Interventions and Supports (PBIS) framework integrated with the Ron Clark House System to strengthen school culture, improve student behavior, increase attendance, and promote student engagement. The House System will provide students with a sense of belonging, positive peer relationships, and opportunities to earn recognition through individual and collective demonstrations of school expectations. In addition, the school will launch a "Beat the Bell" initiative to increase on-time arrival, reduce chronic absenteeism, and establish positive attendance habits.

The need for this focus area was identified through a review of the school's 2025-26 Early Warning System (EWS) data. Current EWS indicators show:

- 129 students (37% of enrollment) were absent 10% or more of school days.

- 55 students had one or more suspensions.
- 94 students had two or more early warning indicators.
- Students with multiple indicators were concentrated primarily in grades 2, 3, and 5.

Research demonstrates that frequent absences and disciplinary incidents significantly impact academic achievement and student engagement. The school's EWS data indicates a need to strengthen Tier 1 behavioral supports while providing targeted Tier 2 and Tier 3 interventions for students exhibiting attendance and behavior concerns. Through implementation of PBIS, the Ron Clark House System, attendance incentives, and data-driven interventions, Lakewood Elementary will establish a positive learning environment that maximizes instructional time and student success.

Measurable Outcome

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

Based on the 2025-26 EWS data, Lakewood Elementary will achieve the following outcomes during the 2026-27 school year:

1. Reduce the number of students absent 10% or more of school days from 129 students (37%) to 100 students or fewer (29% or less).
2. Reduce the number of students with one or more suspensions from 55 students to 25 students or fewer.
3. Reduce office discipline referrals by at least 20% compared to the previous school year.
4. Reduce the number of students with two or more early warning indicators from 94 students to 50 students or fewer.
5. Increase the percentage of students arriving on time daily through implementation of the Beat the Bell initiative, with monthly grade-level attendance and punctuality goals monitored throughout the school year.

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 implementation of PBIS, the Ron Clark House System, and attendance initiatives will be monitored through a multi-tiered data review process.

The Leadership Team, Student Services Team, PBIS Committee, and grade-level teams will review:

- Daily attendance and tardy reports
- Weekly discipline referral reports
- Suspension data
- Monthly EWS reports
- House System participation and point accumulation data
- Tier 2 and Tier 3 intervention progress monitoring data

Monthly data chats will identify attendance, behavior, and engagement trends. Students exhibiting

attendance concerns, multiple tardies, office referrals, or EWS indicators will be discussed during MTSS meetings and provided appropriate interventions.

Ongoing monitoring will allow staff to identify students requiring additional supports while recognizing and celebrating positive behavior and attendance growth. As suspensions, referrals, tardies, and absenteeism decrease, students will benefit from increased instructional time, stronger school connectedness, and improved academic outcomes.

Person responsible for monitoring outcome

AP Muirhead, Principal Nellenbach, MTSS Olsen, Behavior Team Walker and Lampkin

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:

Positive Behavioral Interventions and Supports (PBIS) PBIS will serve as the foundation of the school's behavior framework through explicit teaching of expectations, positive reinforcement, and data-based decision-making. Tier 1 Supports Schoolwide behavior expectations taught and reinforced consistently. Ron Clark House System implementation schoolwide. House points awarded for demonstrating school expectations, leadership, attendance, academic growth, and citizenship. Weekly and monthly PBIS celebrations and recognition opportunities. Beat the Bell incentives for students arriving on time. Attendance competitions between classrooms and Houses. Tier 2 Supports Check-In/Check-Out systems. Attendance mentoring and attendance contracts. Small-group social skills and self-regulation instruction. Targeted behavior and attendance interventions provided through Student Services. Tier 3 Supports Functional behavior support plans. Individualized attendance plans. Intensive counseling and wraparound services. Personalized interventions developed through the MTSS process. Ron Clark House System The House System will provide a structured approach to building relationships, student engagement, school pride, and accountability. Students will work collaboratively within Houses to earn points for positive behaviors, attendance, punctuality, academic effort, leadership, and citizenship. Schoolwide celebrations will recognize both individual and House accomplishments. Beat the Bell Attendance Initiative Students and classrooms will earn incentives for: On-time arrival Improved attendance Perfect attendance milestones Reduced tardiness Meeting monthly attendance goals Attendance celebrations, House points, classroom recognition, and family communication will be used to encourage consistent attendance and punctuality.

Rationale:

These evidence-based practices support positive school climate, increase student engagement and connectedness, strengthen attendance habits, and reduce disciplinary incidents. The combination of PBIS, the Ron Clark House System, and attendance-focused incentives is designed to address the school's most significant early warning indicators while increasing instructional time and improving student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising 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

Schoolwide PBIS and House System PLCs

Person Monitoring:

AP Muirhead, Principal Nellenbach, MTSS Olsen, Behavior Team Walker and Lampkin

By When/Frequency:

Bi-weekly

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

Conduct PBIS and House System PLCs with teachers, behavior team, student services, and leadership team members. Behavior, attendance, tardy, and EWS data will be reviewed to identify trends and adjust interventions. Coaching cycles will support classroom implementation of PBIS expectations and House System practices.

Action Step #2

Implement Beat the Bell Attendance Initiative

Person Monitoring:

Principal Nellenbach, MTSS Olsen, CST

By When/Frequency:

Bi-weekly

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

Review students with attendance concerns, behavioral referrals, suspensions, and multiple early warning indicators. Develop and monitor Tier 2 and Tier 3 intervention plans and communicate progress with staff and families to ensure students receive timely supports.

Action Step #3

Monthly EWS and MTSS Review Meetings

Person Monitoring:

CST, Student Services, Principal Nellenbach, AP Muirhead, MTS Olsen, Behavior Team Walker and Lampkin

By When/Frequency:

Bi-weekly

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

Review students with attendance concerns, behavioral referrals, suspensions, and multiple early warning indicators. Develop and monitor Tier 2 and Tier 3 intervention plans and communicate progress with staff and families to ensure students receive timely supports.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

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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
5. Focus
6. Staff- Tiger Tabloid Newsletter Site (Smores)

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)).

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)).

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.

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)).

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)).

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 partnership

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)).

N/A

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)).

- 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

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

Process to Review the Use of Resources

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

N/A

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).

N/A

VII. Budget to Support Areas of Focus

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

No

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