

Pinellas County Schools

LAKEWOOD HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

 A. School Mission and Vision 2

 B. School Leadership Team, Stakeholder Involvement and SIP
 Monitoring 2

 C. Demographic Data..... 5

 D. Early Warning Systems 6

II. Needs Assessment/Data Review 9

 A. ESSA School, District, State Comparison 10

 B. ESSA School-Level Data Review 11

 C. ESSA Subgroup Data Review 12

 D. Accountability Components by Subgroup..... 13

 E. Grade Level Data Review 16

III. Planning for Improvement..... 17

IV. Positive Learning Environment 35

V. Title I Requirements (optional)..... 38

VI. ATSI, TSI and CSI Resource Review 42

VII. Budget to Support Areas of Focus 43

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

Nurture a foundation for learning and academic success that results in college and career readiness.

Provide the school's vision statement

Intentionally prepare our students for a competitive and global society.

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

Connisheia Garcia

garciaco@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The principal provides strategic leadership for the School Improvement Plan by establishing a clear vision, aligning resources, monitoring student achievement data, and ensuring accountability for instructional practices. Through regular collaboration with teachers, PLCs, and school leadership teams, the principal drives continuous improvement efforts focused on increasing student proficiency, learning gains, and equitable outcomes for all students.

Leadership Team Member #2

Employee's Name

Melanie Rogers

rogersm@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal supports school improvement by monitoring instruction, using data to drive decisions, coaching teachers, overseeing school operations, and ensuring the effective implementation of interventions that improve student achievement and school climate.

Leadership Team Member #3

Employee's Name

Donald Johnson

johnsondona@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal supports school improvement by monitoring instruction, using data to drive decisions, coaching teachers, overseeing school operations, and ensuring the effective implementation of interventions that improve student achievement and school climate.

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.

Lakewood High School developed the School Improvement Plan through a collaborative process that engaged the School Leadership Team, teachers, support staff, students, families, district personnel, and community and business partners. School-wide achievement data, climate survey results, attendance, discipline trends, graduation data, and stakeholder feedback were reviewed to identify strengths, areas for growth, and priorities for improvement.

3. SIP Monitoring

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

The School Improvement Plan (SIP) will be monitored throughout the school year by the principal, assistant principals, School Leadership Team, and teacher leaders using a continuous improvement cycle. Student achievement data, including FAST Progress Monitoring, End-of-Course (EOC) assessments, common formative assessments, attendance, behavior, and graduation indicators, will be reviewed regularly during PLCs, Progress Pod meetings, data chats, leadership team meetings, and faculty meetings to measure progress toward SIP goals.

Particular attention will be given to monitoring the achievement of students in identified subgroups and those with the greatest achievement gaps. Instructional leaders will conduct frequent classroom walkthroughs, provide coaching and feedback, and monitor the implementation of evidence-based instructional strategies and targeted interventions to ensure all students receive the support needed to meet state academic standards.

The SIP will be reviewed quarterly with input from teachers, students, families, the School Advisory Council (SAC), and community stakeholders. Based on stakeholder feedback and student performance data, the leadership team will refine action steps, allocate resources, adjust interventions, and strengthen professional learning opportunities as needed. This ongoing process ensures the School Improvement Plan remains responsive, data-driven, and focused on continuous improvement and increased student achievement for all learners.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	94.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) 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: C 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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
	9	10	11	12	
Students with two or more indicators					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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					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
	9	10	11	12	
Students with two or more indicators					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
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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*	61	64	62	50	62	59	43	55	55
Grade 3 ELA Achievement									
ELA Learning Gains	64	59	59	53	58	58	64	57	57
ELA Lowest 25th Percentile	74	55	55	57	54	56	61	55	55
Math Achievement*	59	54	52	50	46	49	29	42	45
Math Learning Gains	62	49	45	49	45	47	34	46	47
Math Lowest 25th Percentile	56	44	44	53	43	49	41	41	49
Science Achievement	76	77	74	67	73	72	47	64	68
Social Studies Achievement*	73	77	76	63	74	75	61	70	71
Graduation Rate	95	95	94	94	94	92	92	92	90
Middle School Acceleration									
College and Career Acceleration	56	73	74	43	69	69	56	69	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					50	52		45	49

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

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

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

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

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						68%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						677
Total Components for the FPPI						10
Percent Tested						96%
Graduation Rate						95%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
68%	58%	53%	50%	46%	49%	

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	59%	No		
English Language Learners	75%	No		
Black/African American Students	65%	No		
Hispanic Students	72%	No		
White Students	82%	No		
Economically Disadvantaged Students	63%	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	61%		64%	74%	60%	62%	56%	76%	73%		95%	56%	
Students With Disabilities	36%		55%	64%	56%	66%	50%	65%	57%		87%	50%	
English Language Learners					80%	83%					92%	45%	
Black/African American Students	54%		61%	74%	57%	61%	58%	71%	70%		94%	46%	
Hispanic Students	77%		71%		62%	43%		86%	77%		100%	60%	
White Students	81%		72%		71%	79%		87%	88%		100%	79%	
Economically Disadvantaged Students	55%		61%	70%	57%	58%	53%	65%	70%		93%	52%	

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	50%		53%	57%	50%	49%	53%	67%	63%		94%	43%	
Students With Disabilities	36%		57%	55%	49%	59%	57%	55%	42%		94%	39%	
English Language Learners	55%		62%	60%	33%	64%							
Black/African American Students	41%		54%	62%	49%	49%	55%	56%	57%		94%	30%	
Hispanic Students	68%		49%		50%	39%		90%	50%		85%	41%	
Multiracial Students	36%		30%										
White Students	76%		55%	25%	55%	54%		92%	83%		93%	81%	
Economically Disadvantaged Students	44%		52%	57%	46%	48%	56%	60%	56%		91%	32%	

Page 14 of 44

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	43%		64%	61%	29%	34%	41%	47%	61%		92%	56%	
Students With Disabilities	18%		53%	60%	21%	35%	30%	31%	33%		93%	28%	
English Language Learners											91%	70%	
Black/African American Students	35%		61%	63%	23%	33%	41%	39%	50%		87%	39%	
Hispanic Students	47%		56%	50%	30%	38%		35%	93%		97%	59%	
Multiracial Students	47%		53%		46%						86%	67%	
White Students	67%		79%	57%	53%	35%		80%	78%		98%	79%	
Economically Disadvantaged Students	35%		60%	57%	24%	35%	49%	38%	48%		87%	37%	

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	9	61%	63%	-2%	60%	1%
ELA	10	64%	62%	2%	61%	3%
Biology	9	79%	82%	-3%	87%	-8%
Biology	10	70%	49%	21%	60%	10%
Algebra	9	56%	44%	12%	41%	15%
Algebra	10	58%	29%	29%	31%	27%
Geometry	9	78%	74%	4%	75%	3%
Geometry	10	66%	46%	20%	40%	26%
Geometry	11	41%	24%	17%	26%	15%
History	11	72%	72%	0%	75%	-3%
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

The data component showing the greatest improvement was ELA Lowest 25% (L25) Learning Gains. The school implemented targeted small-group instruction, Progress Pods, frequent data reviews, intervention cycles, and focused support for students performing below proficiency. Teachers used PLC collaboration and ongoing progress monitoring to adjust instruction, resulting in significant growth in student learning gains and acceleration toward meeting state standards.

Lowest Performance

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

Acceleration was the school's lowest-performing accountability component. While overall proficiency increased across multiple content areas, fewer students demonstrated the expected annual learning gains. Contributing factors included inconsistent attendance, limited opportunities for targeted intervention and enrichment, and the need for more frequent progress monitoring and differentiated instruction for students not yet on track. Although acceleration improved from the previous year, it remains an area of focus to ensure all students, particularly those below proficiency, make the academic growth necessary to meet or exceed state standards.

Greatest Decline

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

No data component experienced a decline from the prior year. Lakewood High School demonstrated growth across all state accountability components, reflecting the successful implementation of data-driven instruction, targeted interventions, and continuous monitoring of student progress.

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 compared to the state average was identified among students with disabilities (ESE). Contributing factors included the need for increased access to grade-level standards, more

targeted interventions, and consistent implementation of differentiated instructional strategies. The trend indicates growth among ESE students; however, continued focus on individualized support, progress monitoring, and collaboration between general education and ESE teachers is necessary to close the achievement gap and accelerate learning.

EWS Areas of Concern

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

Based on the Early Warning Systems (EWS) data, two areas of concern are attendance and acceleration. Chronic absenteeism impacts students' access to instruction and intervention opportunities, while acceleration remains a focus area to ensure students demonstrate the necessary learning gains to meet state standards. Targeted attendance supports, progress monitoring, and academic interventions will be implemented to address these concerns.

Highest Priorities

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

Increase student acceleration and learning gains through targeted interventions, progress monitoring, and data-driven instruction.

Improve outcomes for identified subgroups, including ESE students, by strengthening differentiated instruction and support systems.

Increase student engagement and attendance to maximize instructional time and academic success. Strengthen instructional practices through PLCs, coaching, and collaborative data analysis to ensure standards-based instruction.

Enhance family and community partnerships to support student success, college/career readiness, and school engagement.

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 Social Studies

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 Social Studies Department will focus on maintaining a positive, high-achieving culture for students by creating engaging learning environments that promote academic excellence, student accountability, and meaningful participation. Through rigorous, standards-aligned instruction, academic discourse, and positive classroom experiences, students will be encouraged to take ownership of their learning and strive for high levels of achievement. Review of prior-year assessment and attendance data indicated a need to increase student engagement and strengthen academic ownership to improve overall student performance. This focus area supports the department's goal of increasing achievement by fostering a culture where all students are challenged, supported, and motivated to succeed.

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.

By the end of the 2026-2027 school year, 80% of students enrolled in Social Studies courses will score at or above proficiency on the US History EOC, reflecting an 8% increase from 2025-2026 school year, during which 72% of students demonstrated proficiency.

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 analysis of student engagement data. Evidence of implementation will include the use of rigorous, standards-aligned instruction, academic discourse, active student participation, and positive classroom culture practices. Impact will be measured through state, district and classroom assessment data, attendance trends, and student work samples. Data will be reviewed regularly during PLCs and department meetings to identify successes, address areas of need, and

adjust instructional practices to ensure progress toward increased student achievement and a positive, high-achieving learning environment.

Person responsible for monitoring outcome

Melanie Rogers

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:

Strategy 1: Teachers - Maintain a positive, high-achieving culture for the staff.

Rationale:

Maintaining a positive, high-achieving culture for staff is essential to achieving the department's measurable outcomes because teacher effectiveness, collaboration, and professional accountability directly impact student achievement. Review of prior-year assessment instructional data indicated a need for continued focus on consistent implementation of rigorous, standards-aligned instruction, effective use of data, and active participation in PLCs and professional learning opportunities. To support this area of focus, teachers will engage in collaborative planning, data analysis, professional development, and ongoing feedback cycles. Implementation will be monitored through PLC agendas and artifacts, lesson plan reviews, classroom walkthroughs, observation data, and participation in professional learning. Impact will be measured through improvements in instructional practices, student engagement, assessment performance, and progress toward department and school achievement goals.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Strategy 2: Students - Maintain a positive, high-achieving culture for the students.

Rationale:

Maintaining a positive, high-achieving culture for students is essential to achieving the department's measurable outcomes because students are more likely to engage in rigorous learning, participate in academic discourse, and take ownership of their learning when they feel supported, challenged, and connected to the classroom environment. Review of prior-year assessment and attendance data indicated a need to strengthen student engagement and increase opportunities for meaningful academic participation. To address this need, teachers will create ongoing positive learning experiences, establish high expectations, foster student accountability, and implement rigorous, standards-aligned lessons that promote cognitive engagement and academic discourse. Implementation will be monitored through classroom walkthroughs, lesson plan reviews, PLC discussions, student work analysis, and observation data. Impact will be measured through student engagement indicators and attendance trends, formative and summative assessment data, and progress toward department and school achievement goals.

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

Professionalism and Instructional Readiness

Person Monitoring:

Administrative Team; Direct Oversight: Melanie Rogers

By When/Frequency:

Weekly

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

Consistently demonstrate professionalism by meeting established expectations for lesson planning, instructional preparedness, attendance, communication, and adherence to school procedures. Monitored weekly through lesson plan review/discussions, attendance records, administrative walkthroughs, and communication logs; reviewed quarterly during walkthroughs and feedback conferences.

Action Step #2

Data-Driven Instruction and Intervention

Person Monitoring:

Melanie Rogers

By When/Frequency:

Weekly

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

Utilize student performance data from formative assessments, districts assessments, and progress monitoring tools to identify learning gaps, adjust instruction, and implement targeted interventions and enrichments opportunities. Monitored during weekly PLC meetings, after each district assessment cycle, and through quarterly data reviews and intervention monitoring.

Action Step #3

Collaborative Professional Learning

Person Monitoring:

Melanie Rogers

By When/Frequency:

Weekly

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

Actively participate in PLCs, collaborative lesson planning, and professional development opportunities by contributing to discussions, sharing best practices, analyzing student work, and implementing learned strategies. Monitored weekly through PLC agendas, meeting artifacts, and participation records; reviewed following each professional development cycle.

Action Step #4

Feedback for Student Growth

Person Monitoring:

By When/Frequency:

Melanie Rogers

Biweekly

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

Provide timely, specific, and actionable feedback to students through verbal conferencing, written feedback, and progress monitoring to promote academic growth and ownership of learning. Monitored biweekly through classroom walkthroughs, students work samples, gradebook reviews, and observation data.

Action Step #5

Family and Stakeholder Communication

Person Monitoring:

Melanie Rogers

By When/Frequency:

Monthly

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

Maintain ongoing communication with parents/guardians and administration regarding student progress, academic concerns, attendance, and achievements while fostering positive partnerships that support student success.

Monitored monthly through communication logs, parent contact documentation, student intervention records, and administrative review of outreach efforts.

Action Step #6

Student Ownership of Learning

Person Monitoring:

Teachers & Melanie Rogers

By When/Frequency:

Continuously

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

Actively monitor their academic progress by setting learning goals, reflecting on performance data, tracking assignments, and utilizing teacher feedback to improve achievement.

Monitored continuously by student through goal-setting and reflection activities, with teacher review during progress monitoring cycles, grade checks, and PLC data discussions throughout each grading period.

Action Step #7

Cognitive Engagement with Content

Person Monitoring:

Teachers

By When/Frequency:

Weekly

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

Demonstrate cognitive engagement with content by analyzing primary and secondary sources, making connections across concepts, evaluating multiple perspectives, and constructing evidence-based responses.

Monitored weekly through classroom assignments, document-based activities, student work samples, and formative assessments reviewed by teachers and PLC teams.

Action Step #8

Academic Discourse and Collaboration

Person Monitoring:

Teachers

By When/Frequency:

Daily

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

step:

Actively participated in academic discourse by engaging in collaborative discussions, defending claims with evidence, asking questions, and communicating their thinking using content-specific vocabulary.

Monitored daily through classroom observations and discussion protocols, with evidence reviewed during walkthroughs, student work analysis, and PLC meetings.

Action Step #9

Rigorous Historical Thinking and Application

Person Monitoring:

Teachers

By When/Frequency:

Weekly

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

Engage in rigorous, standards-aligned learning tasks that require critical thinking, historical analysis, problem-solving, and application of Social Studies content.

Monitored weekly through lesson implementation, student performance on rigorous tasks, formative assessments, and quarterly reviews of assessment and achievement data.

Area of Focus #2

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

Graduation/Acceleration specifically relating to Graduation**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 graduation focus aims to sustain and improve the school's already strong graduation rate by implementing targeted supports for at-risk students, enhancing credit recovery opportunities, and strengthening progress monitoring throughout the school year.

Rationale: A 97% graduation rate reflects the effectiveness of current practices, however, there are still disparities that must be addressed in subgroup data (ESE, ELL, etc.) to achieve equitable outcomes.

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.

Increase the overall graduation rate from 97% to 98% for the 2026-27 school year.

Monitoring

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

The graduation area of focus will be monitored through a structured and data-driven approach that ensures early identification, consistent progress tracking, and timely interventions for students at risk of not graduating.

Person responsible for monitoring outcome

Administrative Team; Direct Oversight: Melanie Rogers

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:

Targeted Academic Support for Off-Track/At-Risk Students - This intervention provides a comprehensive targeted academic support based on individual need for students who are at risk of not meeting graduation requirements.

Rationale:

This intervention supports the graduation measurable goal of increasing the graduation rate to 98% by closing academic gaps and providing the intensive support off-track students need to complete graduation requirements on time.

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

Targeted Academic Support

Person Monitoring:

Counselors & Administrative Team

By When/Frequency:

Weekly/Bi-Weekly

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

1. Identification of Off-Track/At-Risk Students - students will be identified at the start of the school year and monitored through monthly meetings with guidance counselors.
2. Scheduling of Academic Support Periods - students will be enrolled in GEP and/or credit recovery courses.
3. Ongoing Progress Monitoring and Mentoring - Students will be assigned a mentor who meets with them bi-weekly to set goals, track grades, and address challenges.

4. Family Engagement - Regular updates will be provided to parents/guardians through phone calls, progress reports, and in-person conferences.

Area of Focus #3

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Overall mathematics proficiency increased from 50% to 59% as measured by Spring 2026 Algebra and Geometry EOC exams. Learning gains and L25 learning gains also increased. To continue the positive momentum, we must ensure that students are in attendance and engaged in mathematics learning every day.

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.

Overall mathematics proficiency will increase to 70% as measured by Spring 2027 Algebra and Geometry EOC exams. Mathematics learning gains and L25 learning gains will increase to a minimum 70%.

Monitoring

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

1. Instructional Walkthroughs and Observations

School administrators and instructional coaches will conduct regular classroom walkthroughs and formal observations to ensure that teachers are implementing standards-aligned instruction and providing appropriate scaffolds for diverse learners. Feedback will be provided to support continuous instructional improvement.

2. Student Assessment Data

Progress will be tracked through cycle assessments, module tests, and weekly formative checks. Data will be disaggregated by subgroup to monitor performance gaps and adjust instruction as needed.

3. Professional Learning Communities (PLCs)

Math teachers will meet weekly in PLCs to analyze student work, review assessment results, share best practices, and plan targeted re-teaching strategies.

4. Stakeholder Updates and Feedback

Progress toward the goal will be shared regularly with school leadership, faculty, and families through data presentations and School Advisory Council (SAC) meetings. Stakeholder feedback will be used to refine instructional supports and ensure continuous improvement.

Person responsible for monitoring outcome

Assistant Principal over mathematics

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:

Maintain a positive, high-achieving culture for staff.

Rationale:

Our proficiency rates in mathematics have risen dramatically from 19% to 59% over three years. In order to maintain growth, all stakeholders must hold themselves and others to high expectations, including professionalism, collaboration, planning, and teaching.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Maintain a positive, high-achieving culture for students.

Rationale:

Our proficiency rates in mathematics have risen dramatically from 19% to 59% over three years. In order to maintain growth, we must raise the expectations for all students, including daily attendance and engagement with content.

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

Staff Expectations

Person Monitoring:

Assistant Principal

By When/Frequency:

Weekly

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

Maintain high levels of professionalism in communication, attendance, grading, relationship-building,

and collaboration with colleagues. Monitor and provide feedback on an as-needed basis.

Action Step #2

Data-driven, standards-aligned instruction

Person Monitoring:

Assistant Principal

By When/Frequency:

Daily

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

Plan and implement data-driven, standards-aligned instruction in every class, every day:

1. Utilize common planning and weekly PLCs to ensure alignment to standards, using approved, district-provided resources.
2. Analyze module and cycle data in order to adjust instruction and plan for Spiral Review.
3. Use Curriculum Guides to select tasks and intentionally plan for cognitive engagement and academic discourse.

Action Step #3

Student Ownership of Learning

Person Monitoring:

Assistant Principal

By When/Frequency:

Weekly

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

Use Student Benchmark Trackers, goal-setting, and testing/attendance incentives to motivate students to take ownership of their learning. Update trackers and goals before and after each module assessment.

Area of Focus #4

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

Graduation/Acceleration specifically relating to Acceleration

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.

Acceleration increased from 57% to 78% for the 2022 Cohort. New systems were enacted to increase the number of students earning acceleration in Grades 9-11 and systematically support students needing acceleration in Grade 12. Systems will be adapted and closely monitored to ensure growth for the 2023 Cohort.

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.

Acceleration will increase to 80% for the 2023 Cohort (Class of 2027).

Monitoring

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

An acceleration team including administrators, coaches, school counselors, and the SLS 1301 teacher will create and continually monitor our acceleration plan and progress towards our goal. We will use Data Analytics to monitor progress and update schedules when needed to improve results.

Person responsible for monitoring outcome

Assistant Principal

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:

Identify students who have not yet met acceleration and ensure they are scheduled into one or more class leading to acceleration, including Dual Enrollment, industry certifications, and Advanced Placement.

Rationale:

All students should have the opportunity to engage in accelerated coursework every year, 9th-12th.

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

Acceleration Report in Data Analytics

Person Monitoring:

Assistant Principal

By When/Frequency:

Weekly

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

Export 2023 Cohort acceleration report from Data Analytics and sort students into a) Met acceleration, b) Scheduled into SLS 1301 (or Dual Enrollment), or c) Need SLS 1301 during Semester 2.

Action Step #2

Schedule and Monitor

Person Monitoring:

Assistant Principal

By When/Frequency:

Weekly

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

step:

Work with counselors and SLS 1301 teacher to monitor for:

- Progress of all students in SLS 1301 course.
- Scheduling of 2023 Cohort into SLS 1301 Semester 2.
- Scheduling of 2024 Cohort into SLS 1301 Semester 2.
- SPC IDs for all students scheduled into SLS 1301 prior to the deadline.

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.

The ELA department will continue to prioritize rigorous, standards-aligned instruction by maintaining a strong focus on benchmark mastery, consistent implementation of district-adopted instructional resources, daily integration of morphology lessons, and small group instruction. Teachers will create engaging learning environments that foster academic discourse, critical thinking, and active student participation while utilizing the District Instructional Matrix to ensure high-quality, evidence-based instructional practices are consistently embedded in daily instruction. By sustaining fidelity to the benchmarks, leveraging district resources, and strengthening students' vocabulary and comprehension through morphology instruction, the department aims to accelerate literacy growth, close achievement gaps, and further increase proficiency levels for all students. Through collaborative instructional practices and a commitment to continuous improvement, teachers and students will continue to achieve high-impact results.

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.

This focus is supported by significant student achievement gains, as Lakewood High School's ELA proficiency increased from 49.7% to 61.1% on the Spring 2026 FAST ELA PM3 Assessment. By the end of the 2026-2027 school year, ELA overall proficiency will increase from a 61.1% to a 75%.

Monitoring

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

1. Instructional Walkthroughs and Observations

School administrators and instructional coaches will conduct regular classroom walkthroughs and formal observations to ensure that teachers are implementing standards-aligned instruction and

providing appropriate scaffolds for diverse learners. Feedback will be provided to support continuous instructional improvement.

2. Student Assessment Data

Progress will be tracked through PM assessments, and weekly formative checks. Data will be disaggregated by subgroup to monitor performance gaps and adjust instruction as needed.

3. Professional Learning Communities (PLCs)

ELA teachers will meet weekly in PLCs to analyze student work, review assessment results, share best practices, and plan targeted re-teaching strategies.

4. Stakeholder Updates and Feedback

Progress toward the goal will be shared regularly with school leadership, faculty, and families through data presentations and School Advisory Council (SAC) meetings. Stakeholder feedback will be used to refine instructional supports and ensure continuous improvement.

Person responsible for monitoring outcome

Donald Johnson

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:

Maintain a positive, high-achieving culture for staff

Rationale:

A positive, high-achieving culture also supports collective efficacy, which has been identified as one of the strongest influences on student success. By maintaining high expectations while celebrating successes and supporting staff well-being, we can strengthen teacher engagement, reduce burnout, and sustain continuous improvement across the school community which will impact student achievement.

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

Develop and retain highly effective ELA teachers.

Person Monitoring:

Donald Johnson

By When/Frequency:

9/1 - Weekly

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

step:

Recognize and celebrate staff achievements regularly.
 Foster collaborative professional learning communities (PLCs).
 Encourage shared leadership and teacher voice in decision-making.
 Provide ongoing professional development aligned to school goals.
 Maintain open, transparent communication.
 Support staff wellness and work-life balance.
 Use data to celebrate growth and identify opportunities for improvement.

Action Step #2

Small Group Interventions for Informational Text Benchmarks

Person Monitoring:

Teachers/Donald Johnson

By When/Frequency:

10-1 - Bi-Weekly

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

When reviewing Data Analytics, Reading Informational Text was our lowest category (53%). ELA teachers will plan small group interventions to provide targeted instruction that helps students develop critical thinking and analytical reading skills when examining multiple perspectives on the same topic. Students scored the lowest percent in R.2.4. By implementing small group instruction, teachers will:

1. Guide students in comparing how different authors develop opposing arguments, assessing the validity and credibility of claims, and identifying how authors use the same facts or information to support different conclusions.
2. Use graphic organizers, Student Resource book/Anchor Charts, and close reading strategies, help students recognize bias, evaluate evidence, and distinguish between strong and weak arguments.

Action Step #3

Data-driven, standards-aligned instruction

Person Monitoring:

Teachers/Donald Johnson

By When/Frequency:

9/1 - Weekly

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

1. Teachers will utilize student assessment data, classroom performance data, and progress-monitoring results to plan and deliver standards-aligned instruction that addresses identified learning gaps and extends learning for students demonstrating proficiency.
2. ELA team will collaboratively analyze data during Professional Learning Community (PLC) meetings to identify priority standards, develop targeted learning goals, implement differentiated instructional strategies, and adjust instruction based on student needs.
3. Teachers will provide focused interventions and enrichment opportunities aligned to grade-level standards to ensure all students make academic progress.

Area of Focus #6

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 High School will focus on strengthening Biology instructional practices to increase student proficiency and learning gains. This area of focus will support teachers in delivering standards-aligned instruction that addresses the appropriate depth of knowledge through intentional planning, effective use of district resources, and implementation of high-impact instructional strategies.

Prior year data, including Biology EOC results, cycle assessments, formative assessments, and proficiency trends, identified the need to continue building teacher capacity around rigorous standards-based instruction. Teachers will emphasize leading with the lab, content vocabulary, using inquiry-based learning, scientific reasoning, data analysis, and evidence-based writing to deepen student understanding. Through PLC collaboration, data reviews, and the use of Momentum of Proficiency reports, teachers will monitor student progress, adjust instruction, and provide targeted support to ensure students are prepared to meet the rigor of state standards. This area of focus was determined by 76% proficiency in Biology and the goal to strengthen teacher instructional practices "in the moment" to support all students mastering the benchmarks.

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.

Based on prior year Biology EOC data, Lakewood High School achieved 76% proficiency. For the upcoming school year, the goal is to increase Biology proficiency to 85% by strengthening standards-based instruction, increasing student engagement through lab-based learning and academic discourse, utilizing formative and cycle assessment data to drive instructional decisions, teacher pacing, and implementing targeted interventions to support all students.

Monitoring

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

The Biology Area of Focus will be monitored through ongoing analysis of cycle assessment data, formative assessments, Biology EOC progress monitoring, and student proficiency trends. Teachers will use PLCs to review data, identify standards requiring additional support, and adjust instruction based on student needs. Administrators will monitor implementation through classroom walkthroughs, lesson plan reviews, and feedback cycles to ensure standards are taught with the appropriate rigor, depth of knowledge, and emphasis on the 5 essentials. Progress toward the goal of increasing Biology proficiency from 76% to 85% will be reviewed regularly within weekly PLCs, progress pods, and collaborative planning with interventions adjusted as needed to support continuous improvement.

Person responsible for monitoring outcome

Connisheia Garcia

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:

Strategy: Teacher Planning

Rationale:

Lakewood High School will focus on strengthening teacher planning through collaborative PLCs, standards-based lesson design, and the intentional use of district resources to ensure instruction aligns with the appropriate depth of knowledge required by the Biology standards. Teachers will engage in PLCs, analyze cycle and formative assessment data, identify priority standards, and design rigorous learning experiences that include the 5 essentials, district resources, student discourse, and opportunities for application of scientific concepts. The rationale for the strategy of teacher planning is to ensure preparedness in areas such as pre-determined academic rigorous questioning of students, planned pacing, and ensuring the use of appropriate content is taught to the depth of complexity to achieve 85% proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teacher pacing during instruction

Rationale:

Improving instructional pacing will ensure teachers provide timely coverage of all Biology standards while maintaining opportunities for rigorous instruction, laboratory experiences, student practice, and mastery of content. Data from cycle assessments, formative assessments, and student performance trends indicate the need for intentional pacing to maximize instructional time and ensure students are prepared for the rigor of the Biology EOC. Teachers will utilize pacing guides, PLC collaboration, and ongoing data analysis to monitor progress and make adjustments to meet student needs.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Student Interventions and Acceleration Strategies

Rationale:

Teachers will strategically plan interventions and acceleration opportunities based on benchmark gaps identified through cycle assessments, formative assessments, and student performance data. Students requiring additional support will receive timely, targeted interventions designed to address specific skill gaps and increase mastery of Biology standards. Students who demonstrate mastery will receive enrichment opportunities that increase rigor, deepen conceptual understanding, and promote higher-order thinking. This approach ensures all students are appropriately challenged and supported in achieving academic 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

Weekly PLCs/Collaborative Planning

Person Monitoring:

Connisheia Garcia

By When/Frequency:

9/1/26/Weekly

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

Teachers will engage in collaborative PLC planning focused on analyzing standards, unpacking the depth of knowledge, utilizing district resources, and designing rigorous, lab-based learning experiences aligned to Biology standards. Teachers will use cycle assessment data, formative assessments, and student work to adjust instruction, provide targeted support, and increase student mastery.

The impact of this action step will be monitored through PLC documentation, lesson plan reviews, classroom walkthroughs, student work analysis, and ongoing review of Biology cycle assessment and EOC progress data. Leadership will use this data to provide feedback, adjust supports, and ensure instructional practices are improving student proficiency toward the goal of increasing Biology proficiency from 76% to 85%.

Action Step #2

Classroom Walkthroughs and Lesson Reflections

Person Monitoring:

Connisheia Garcia

By When/Frequency:

9/1/26/Bi-weekly

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

The impact of this action step will be monitored through PLC documentation, pacing checks, lesson plan reviews, classroom walkthroughs, student work analysis, formative assessments, cycle assessment data, and Biology EOC progress monitoring. Leadership will use the data to provide feedback, adjust supports, and ensure pacing decisions are positively impacting student achievement and progress toward increasing Biology proficiency from 76% to 85%.

Action Step #3

Interventions

Person Monitoring:

Connisheia Garcia

By When/Frequency:

11/5/26/ Bi-weekly

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

Biology teachers will review data and make data -based instructional decisions of students who need small group remediation and provide timely support via classroom small group, lunch bunch, and after school ELP. Students who need enrichment will be provide with engaging instruction and tasks to enhance their skills and mastery of the content to make connections to previous and future

benchmarks. The school leader will monitor the impact through walkthroughs, PLCs, intervention data analysis, cycle data, and teacher feedback.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Description of Area of Focus

For the 2026–2027 school year, our Positive Learning Environment area of focus is improving student attendance across all grade levels (9–12). Consistent attendance is essential to academic success, as students who are present have greater access to high-quality instruction, collaborative learning experiences, targeted interventions, and enrichment opportunities. Our school will implement strategies that promote regular attendance, reduce chronic absenteeism, strengthen communication with families, recognize positive attendance habits, and provide timely interventions for students demonstrating attendance concerns. By fostering a culture in which attendance is valued and expected, we aim to increase instructional time, strengthen student engagement, and improve academic outcomes for all students.

Rationale

Analysis of the 2025–2026 school year data identified student attendance as a critical area for improvement. The school's average daily attendance rate was 90.67%, indicating that a significant number of students missed valuable instructional time throughout the year.

As an A-rated school, maintaining and improving academic performance requires maximizing opportunities for student learning. Improving attendance will increase access to rigorous, standards-based instruction and interventions, ultimately supporting higher levels of student achievement and helping sustain the school's tradition of excellence. This area of focus was selected because increasing student attendance is expected to have a direct, measurable impact on learning gains, academic proficiency, graduation readiness, and overall school performance.

Measurable Outcome

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

By the end of the 2026–2027 school year, Lakewood High School will increase the average daily

attendance rate for students in grades 9–12 from 90.67% to 93.0%.

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.

Attendance data will be reviewed monthly through attendance reports, grade-level meetings, Child Study Team (CST) meetings, and administrative reviews. Students identified as at risk for chronic absenteeism will receive timely interventions, including parent communication, attendance conferences, and individualized support plans.

Ongoing monitoring will ensure attendance concerns are addressed early, increasing students' access to instruction, improving academic engagement, and supporting higher learning gains, academic proficiency, and overall student achievement.

Person responsible for monitoring outcome

Shandy Gregg, Melanie Rogers

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:

PBIS Student Recognition System (Triple Crown Recognition Program). The Triple Crown Student Recognition Program is a PBIS-aligned recognition system that celebrates students each quarter for demonstrating success in three key areas: attendance, academics, and behavior. Students are recognized for meeting established criteria, including strong attendance, passing academic performance, and maintaining no major disciplinary referrals or out-of-school suspensions. The program also recognizes students who demonstrate significant improvement throughout the school year.

Rationale:

Research supports the use of positive reinforcement and student recognition systems as effective strategies for improving attendance, increasing student engagement, promoting positive behaviors, and strengthening school connectedness. By consistently recognizing students who meet or improve in these areas, the Triple Crown Program reinforces positive habits that contribute to increased instructional time, higher academic achievement, and a positive school culture.

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

Implementation of Triple Crown Student Recognition Program

Person Monitoring:

Melanie Rogers

By When/Frequency:

Quarterly

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

Implement the Triple Crown Student Recognition Program by recognizing students each quarter for meeting established attendance, academic, and behavior criteria to reinforce positive habits and improve school connectedness.

Action Step #2

Monitor Attendance Data

Person Monitoring:

Child Study Team

By When/Frequency:

Monthly

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

Identify students at risk for chronic absenteeism and implement timely interventions, including parent/guardian communication, attendance conferences, mentoring, and individualized support plans.

Action Step #3

Promote a culture of attendance

Person Monitoring:

Administration, Teachers, CST

By When/Frequency:

Ongoing

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

Communicate attendance expectations, celebrate attendance milestones, and partner with families to encourage consistent student attendance throughout the school year.

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.

Lakewood High School will share the SIP and SWP updates through the school website, faculty meetings, PLCs, School Advisory Council (SAC) meetings, parent newsletters, family engagement events, and community partner communications. Progress will be monitored through data reviews and shared with stakeholders in clear, family-friendly language. Feedback from students, families, staff, and community partners will be used to support continuous improvement.

School Website: <https://lakewood-hs.pinellas.k12.fl.us/>

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)).

Lakewood High School will build positive relationships with families and community partners through consistent communication, family engagement events, School Advisory Council (SAC) meetings, progress updates, and community partnerships. The school will provide families with resources, opportunities to engage in their student's academic success, and timely information regarding achievement, attendance, and school initiatives. Partnerships with local businesses and organizations will support college, career, and student success opportunities.

<https://lakewood-hs.pinellas.k12.fl.us/>

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)).

Lakewood High School will strengthen the academic program by focusing on student acceleration, learning gains, and targeted support for identified subgroups. Through high-quality PLCs, Progress Pods, data-driven instruction, and ongoing progress monitoring, teachers will provide differentiated instruction and targeted interventions to ensure students receive the support needed to meet state standards.

The school will increase the quality and amount of learning time through enrichment opportunities, extended learning supports, acceleration strategies, and rigorous coursework aligned to college and career readiness. The focus will be on increasing ELA L25 learning gains, improving ESE student outcomes, and ensuring all students have access to an enriched and accelerated curriculum.

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 High School coordinates and integrates resources from federal, state, and local programs to support student achievement and whole-child success. The SIP aligns with Title I services, ESE supports, Career and Technical Education (CTE) programs, student services, counseling, and community partnerships. These resources provide academic interventions, college and career readiness opportunities, family support, and enrichment experiences. The school collaborates with district departments and community organizations to ensure services are aligned with SIP goals and address the academic, social-emotional, and individual needs of 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 High School supports students beyond academics through comprehensive counseling services, school-based mental health supports, mentoring programs, and student success initiatives. The school counselors, student services team, and community partners provide academic planning, social-emotional support, college and career guidance, and connections to resources based on student needs and referrals for support. Mentoring programs, student leadership opportunities, and targeted interventions help students build resilience, leadership skills, self-advocacy, and positive decision-making skills necessary for success in school and beyond. These programs are made visible to students electronically and in-person on a consistent basis. Parents and staff are also privy to this information to make referrals and seek support.

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)).

Lakewood High School prepares students for postsecondary success through partnerships with St. Petersburg College (SPC) and Pinellas Technical College (PTC), providing students with opportunities to explore college pathways, technical careers, certifications, and workforce experiences. Through dual enrollment opportunities, students can earn college credit while in high school and gain access to rigorous coursework aligned to their career goals.

Lakewood's magnet programs, including the Center for Advanced Technologies (CAT), expand access to industry-focused pathways, advanced coursework, and career exploration opportunities. Students are encouraged to participate in dual enrollment, CTE programs, internships, and career readiness experiences that prepare them for college, careers, and lifelong success. These opportunities are promoted schoolwide to ensure all students have access to accelerated learning pathways.

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 High School implements a schoolwide Multi-Tiered System of Supports (MTSS) to prevent and address student behavior through proactive strategies, early intervention, and targeted supports. The school's PBIS framework promotes positive behavior expectations, student accountability, and a safe, supportive learning environment. Tier 1 strategies are implemented schoolwide, while Tier 2 and Tier 3 supports provide targeted interventions based on student needs, including mentoring, counseling, behavior plans, and individualized supports.

Behavior interventions are coordinated with services provided under the Individuals with Disabilities Education Act (IDEA) to ensure students with disabilities receive appropriate accommodations, interventions, and progress monitoring. Collaboration among administrators, teachers, ESE staff, counselors, and families ensures supports are aligned, data-driven, and focused on improving student success.

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 High School provides ongoing professional learning focused on high-impact instructional strategies, data analysis, differentiation, and effective use of academic assessment data. Teachers engage in weekly PLCs, quarterly Progress Pods, weekly collaborative planning, consistent classroom walkthrough feedback, and professional development aligned to student achievement goals. Staff analyze FAST, EOC, common assessment, and classroom data to identify needs, adjust instruction, and implement targeted interventions in every PLC that occurs weekly to make instructional adjustments and learn new or refined strategies for academic success.

The school supports teacher recruitment and retention through mentoring, collaboration, leadership opportunities, and a culture of continuous improvement. Professional learning is differentiated to support all teachers, paraprofessionals, and school personnel, with focused support in high-need content areas to ensure all students receive high-quality instruction.

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Lakewood High School collaborates with district ESE staff to review and align resources based on the academic and support needs of students with disabilities. Student performance data, IEP progress, achievement gaps, intervention data, and classroom needs are analyzed to determine appropriate staffing, professional learning, instructional supports, and accommodations. The school works with the district to monitor the effectiveness of ESE services, adjust resources as needed, and ensure students receive targeted support to increase access, achievement, and progress toward state standards.

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).

Lakewood High School will utilize targeted ESE instructional support, differentiated instructional strategies, intervention resources, and ongoing progress monitoring to address the achievement gap for students with disabilities. Based on ESE performance data and learning gains, resources will focus on increasing access to grade-level standards, improving accommodations and instructional supports, and strengthening collaboration between ESE and general education teachers through PLCs. Additional support will include data-driven interventions, IEP progress monitoring, and professional learning to ensure instruction meets the individual needs of ESE students and accelerates academic growth.

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