



School Improvement Plan SY 2026-27

Lakewood Community School

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Pinellas County Schools



Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.



Vision and Direction

School Improvement Plan 2026-2027

Administrator:	Lisa Gilghrest Austin
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School Vision	100% Student Success
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School Mission	The Mission of Lakewood Community School is to provide a quality learning environment which enables adults to become literate, economically self-sufficient, and productive members of society.
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School Data

Age Breakdown:					
Total School Enrollment	16-18	19-24	25-34	35-50	51+
	448	229	132	173	79

Adult Ed State Targets Met	2026	2025	2024	2023	2022
	☒ Yes ☐ No	☒ Yes ☐ No	☒ Yes ☐ No	☒ Yes ☐ No	☒ Yes ☐ No

Proficiency Rates	ABE		GED		ESOL		AHS		Co-Enrolled		ASB	
	25-26 %	24-25 %	25-26 %	24-25 %	25-26 %	24-25 %	25-26 %	24-25 %	25-26 %	24-25 %	25-26 %	24-25 %
		39%		31%		38%		19%		56%		17%
Students earning 1 or more LCP's		150		399		50	14	7	433	389		6

School Leadership			
Position/Role	First Name	Last Name	Years at Current School
Administrator	Lisa	Austin	1-3 Years
Lead Teacher: ABE/GED	Diana	Keller	11-20 Years
Lead Teacher: ESOL	Megan	Przbylsky	4-10 Years
Lead Teacher: AHS	Leslie	Donati	4-10 Years
Total Instructional Staff:	FT: 8	PT: 26	
Total Support Staff:	FT: 2	PT: 0	



A. Improvement Priorities

Choose three priorities for improvement (“Big Rocks”) that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem-solving process.

EXAMPLE THEORY OF ACTION: If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving proficiency will increase from 77% to 89%.

Priority 1: Strengthen Student Success Through Data, Engagement, and Student Support

Priority 1 Theory of Action: If we effectively implement strategies which support recruitment and retention, then student enrollment and program completions at Lakewood Community School (LCS) will increase by 5% for the 2026 – 27 school year.

Priority 2: Strengthen High-Quality Instruction to Increase Student Achievement

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support Frameworks-based instruction, the percent of students achieving measurable skill gains (MSGs) at Lakewood Community School (LCS) will increase by 5% for the 2026 – 27 school year.

Priority 3: Expand Workforce Readiness and Organizational Capacity

Priority 3 Theory of Action: If we increase career exploration opportunities, launch a new IET program, strengthen workforce partnerships and monitor student transitions, the percent of students enrolling in training programs, earning program certifications, and securing employment will increase by 5% for the 2026-2027 school year.



B. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school’s common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school’s improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below **for each school-based team listed**, use the blank rows and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	Leadership Team	All Priorities	Monitor instructional implementation of Adult Ed frameworks to increase student CASAS proficiency.	• Share new Instructional standards • Walk-throughs, observations and feedback.	Administrator	Administrator Leadership Team	Monthly	• Lessons aligned to frameworks • TopsPro Individual Skills reports
2.	Instructional Staff	Priorities 1 & 2	Maximize student success and increase the number of MSGs for 2026-27 school year.	• Alignment of instruction to frameworks. • PLC Coordination and planning. • Walk-throughs and informal feedback. • Tracking of student hours and post-tests • Increase direct instruction	Administrator Lead Teachers	Administrator Lead Teachers All Teachers	Monthly	• Walk-throughs are aligned with expectations • Lessons aligned to frameworks • Focus attendance reports • FOCUS Under 10 Reports



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
3.	504 Team	All Priorities	Maximize student success by implementing strategies to help students succeed that are in line with 504 plans.	504 Meetings - Through intake and orientation - Reach out to partner services - Train teachers	504 Liaison	Administrator DMT 504 Liaison Teachers	Monthly reports	- Lesson Plans use 504 plan accommodations 504 FOCUS reports 504 Meetings
4.	Instructional Staff/Administration	Priority 2	Increase workforce readiness, postsecondary enrollment, employment outcomes, diploma completion, and IET participation.	- Conduct monthly PLCs focused on student data. - Analyze CASAS and GED performance trends. - Develop intervention plans for students not making progress. - Align instruction to Florida Adult Education Frameworks. - Review instructional practices during walkthroughs.	Lead Teacher/Administration	Teachers, DMT, Assessment Staff	Monthly	PLC agendas, PLC minutes, intervention plans, curriculum alignment documents, CASAS reports, GED reports, walkthrough feedback forms



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Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW: Student Climate Survey- Involvement

REFLECTION (4-Step Problem-Solving):

1. In the survey, 39% of the students note they don't share ideas to make the school better.
2. The problem is the lack of clear communication channels.
3. If staff initiates a process for students to provide feedback regularly, communication channels will encourage student voice.
4. Administration will Implement regular surveys, analyze feedback, and transparently act on feedback.
5. **SMART GOAL:** Increase student input on school improvement initiatives by 35%, as evidenced by AdvanceEd.

EXAMPLE: The number of all students that participate in student leadership programs will increase by X from the previous year, as measured by total participants by the end of the school year.

6. STRATEGIES:

List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on academic supports to meet the needs of all students.

- ☒ Engage all staff in increasing customer service.
- ☒ Strengthen staff demonstration for caring for students.

7. ACTION STEPS: (Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Teachers utilize feedback tools regularly	Teachers Utilize feedback tools regularly	Teachers Utilize feedback tools regularly
Ensure equity of voice by making feedback opportunities accessible to all stakeholders	Ensure equity of voice by making feedback opportunities accessible to all stakeholders	Ensure equity of voice by making feedback opportunities accessible to all stakeholders

8. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): ☒ Priority 1 ☒ Priority 2 ☒ Priority

9. PROFESSIONAL LEARNING: (Outline the school-based learning opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Stakeholder feedback will be reviewed during Faculty and PLC meetings.	Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Provide training inclusive communication, how to encourage learner input and build feedback into our regular routines.	Administrator, Leadership Team, all teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3





Academic Goals

Instructions

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

REFLECTION: Review your data, and work through the problem-solving and gap analysis processes.

GOALS: Write your goals as goals to be Specific, Measurable, Actionable, Realistic, and Timely.

STRATEGIES: Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

ACTION STEPS: Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when is it occurring.

MONITORING: Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

PROFESSIONAL LEARNING: List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.



PCS Strategic Priority: Academic Excellence through Innovation

Strengthen High-Quality Instruction to Increase Student Achievement

DATA SOURCES TO REVIEW: FOCUS REPORTS

REFLECTION (4 Step Problem-Solving):

- 57% of students attending Lakewood Community School achieved a measurable skill gain (MSG) in 2025-26.
- The problem is persistent absences and loss of instructional time.
- If teachers incorporate effective educational strategies based on curriculum frameworks, the ABE students will increase the percent of measurable skill gains earned.
- SMART GOAL:** The percent of students making Measurable Skills Gains will increase by 5% as measured by CASAS Post-Testing.
- STRATEGIES:** (Choose, or enter, the high-leverage strategies that your school is action planning to support.)
 - ☒ Strengthen staff ability to engage students in complex tasks.
 - ☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
 - ☒ Intensify supports for students by differentiating/scaffolding instruction to meet the needs of each student..

6. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Conduct instructional walkthroughs with timely coaching feedback focused on standards/framework alignment.	Administrator	Monthly
Implement Professional Learning Communities (PLCs) centered on lesson design, differentiated instruction, and evidence-based instructional strategies.	Administrator/Teachers	Monthly
Utilize classroom observations and model lessons to share best instructional practices across all Adult Education programs.	Administrator/Teachers	Monthly
Provide professional learning focused on adult learning strategies and instructional rigor.	Lead Teacher Administrator Leadership team members	Quarterly
Monitor and track student performance as it relates to the incorporation of the new resources and testing performance.	Administrator/Teachers	Monthly

7. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies): ☒ Priority 1 ☒ Priority 2 ☒ Priority 3

8. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PLC meetings: Administration will meet with teachers to analyze data reports and provide trainings focused on utilizing effective teaching strategies.	All staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Professional learning in collaboration with district content specialists. May include book studies or observations at other Adult Education sites.	All staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3



PCS Strategic Priority: Academic Excellence through Innovation

Strengthen Student Success Through Data, Engagement, and Student Support

DATA SOURCES TO REVIEW: Focus Report (WDIS003)

REFLECTION (4 Step Problem-Solving):

1. In 2025-26 45% of AHS and GED students earned a high school diploma.
2. The problem/gap is student attrition before course completion occurs.
3. If students meet with a teacher and develop a plan of action and a timeline, we hope to increase completion rate.
4. We expect the number of students earning a high school diploma to increase by 5% for the 2026-27 school year.
5. **SMART GOAL:** The number of students earning a high school diploma will increase by 5% for the 2025-26 school year, as measured by Focus Reports

EXAMPLE: The percent of all student's industry certification will increase from 77% to 89%, as measured by score reports.

6. STRATEGIES: (Choose, or enter, the high-leverage strategies that your school is action planning to support.)

- ☒ Prior to enrolling in the program, students will meet with an administrator to discuss classes and tests needed to graduate.
- ☒ Teachers will build a rapport with students, help build their confidence and map out the progress of their plan through informal data chats.

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Monitor enrollment and attendance data.	Administration/Teachers	Monthly
Make individual contacts as needed	Administration/Teachers	Monthly
Conduct data meetings to monitor attendance, instructional hours, post-testing, and student progress	Administration/Teachers	Monthly
Increase academic advising, mentoring, and career planning conferences to support persistence and completion	Administration/Teachers	Daily

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies): ☐ Priority 1 ☐ Priority 2 ☒ Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3



Expand Workforce Rediness and Organizational Capacity

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. The 2026-27 School year will provide baseline data for the development of an IET program Lakewood Community.
2. There is currently no program to assist students with transferring into the workplace or post secondary education.
3. The problem is that there was a lack of space to offer an IET program at LCS.
4. If an IET program is developed, then an enrollment baseline will be established.
5. Administration will collaborate with other Adult Education providers to create an IET program.
6. **SMART GOAL:** To develop a Childcare IET program by the end of the 2026-27 school year.

EXAMPLE: The percent of all student's industry certification will increase from 77% to 89%, as measured by score reports.

7. STRATEGIES: (Choose, or enter, the high- leverage strategies that your school is action planning to support.)

- ☒ LCS will collaborate with other Adult Education providers to develop an effective IET program
- ☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

8. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Collaborate with sites that have successfully developed an IET program		
Develop and implement the new Childcare IET program in partnership with workforce and technical education partners		
Attend training focused on integrating curriculum		
Expand career exploration, employability skills, and transition activities connecting students to Pinellas Technical College and local employers.		

9. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies): ☒ Priority 1 ☒ Priority 2 ☒ Priority 3

10. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Provide cross-training for staff on workforce pathways, IET implementation, and career advising		☐ Priority 1 ☐ Priority 2 ☐ Priority 3



Healthy Schools Goal

DATA SOURCES TO REVIEW: *Faculty Meeting Sign In Sheets*

REFLECTION (4 Step Problem-Solving):

1. In 2025-26 Lakewood Community School held four wellness activities.
2. The problem is that due to high participation rates LCS needs to increase the number of interactive activities.
3. The Wellness Chair and administration will provide opportunities for all staff to participate, and this will be tracked in faculty monthly meetings.
4. **SMART GOAL:** Increase the number of wellness opportunities offered to staff from four to five annually.

EXAMPLE: The percent of all student's industry certification will increase from 77% to 89%, as measured by score reports.

5. **STRATEGIES:** (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

☒ Promote wellness at faculty meetings and via email communication

☒ Include wellness events for students

6. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Promoting wellness activities at staff meetings	Wellness Champion Administrator	
Highlight incentive program	Wellness Champion Administrator	
Implement a comprehensive staff wellness plan that includes quarterly wellness activities	Wellness Champion Administrator	
Implement recognition initiatives to improve morale and retention.		

7. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies): ☐ Priority 1 ☐ Priority 2 ☒ Priority 3

8. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
District wellness personnel will conduct Information Sessions	All staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Outside agency training	All staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3

Subgroups

A. 504 Goal

DATA SOURCES TO REVIEW: *Advanced 504 Report*

REFLECTION (4 Step Problem-Solving):

1. In 2025-26 school year 3% students self-reported qualification for 504 plans earned a MSG.
2. The problem is students qualifying for 504 plans are not earning MSGs.
3. We expect the number of MSGs earned by students self-reporting qualification for 504 plans to increase by the end of the year.
4. If staff and teachers provide adequate accommodations and effective instruction based on student need, the number of MSGs earned by students who self-report qualification for 504 plans will increase by 3%
5. **SMART GOAL:** The number of MSGs earned by students who self-report qualification for 504 plans will increase by 3% as measured by CASAS post testing.

EXAMPLE: The percent of all student's industry certification will increase from 77% to 89%, as measured by score reports.

6. **STRATEGIES:** (Choose, or enter, the high- leverage strategies that your school is action planning to support. *Keep in mind that these strategies are specific for 504 learners and are in addition to the strategies and actions articulated with the content specific goals.*)

- ☒ Educate new and current students on the process and benefit of self-reporting their need for a 504 plan
☒ The 504 team will meet monthly to review data to track measurable skill gains of students with 504 plans.

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Utilize orientation/intake procedures to help identify issues and accommodations needed for student academic success.	Administrators Teachers 504 Liaison	Monthly
Monthly meetings and tracking sheet of all 504 students to work out any concerns.	504 Liaison Administrators DMT	Monthly
Discuss academic progress in PLC meetings, monitoring FOCUS reports for MSGs and Attendance.	Teachers	Monthly
Work with the 504 liaison and GED Testing centers to ensure proper accommodations are provided.	504 Liaison DMT Teachers	Monthly

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies): ☒ Priority 1 ☒ Priority 2 ☒ Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Attend 504 related Professional Development offered at all district workshops, such as Summer Symposium, District Wide Training, etc.	Administrator 504 Liaison Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

