



School Improvement Plan SY 2024-25

Lakewood Community School

Kevin Hendrick
Superintendent
Pinellas County Schools

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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 2024 - 2025

Administrator:	Lisa Austin
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School Vision	100% student success.
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School Mission	To provide a quality learning environment which enables adults to become literate, economically self-sufficient, and productive members of society.
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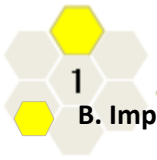
School Data

Age Breakdown:					
Total School Enrollment	16-18	19-24	25-44	45-59	60+
1,801					

Adult Ed State Targets Met	2024	2023	2022	2021
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Proficiency Rates	ABE		GED		ESOL		AHS		Co-Enrolled		ASB	
	23-24 %	22-23 %	23-24 %	22-23 %	23-24 %	22-23 %	23-24 %	22-23 %	23-24 %	22-23 %	23-24 %	22-23 %
	41%	58%	32%	70%	78%	42%	128%	86%	101%	91%	20%	
Students earning 1 or more LCP's	147	229	118	346	69	22	59	72	904	767	8	0

School Leadership			
Position/Role	First Name	Last Name	Years at Current School
Administrator	Lisa	Austin	Less than 1 year
Coordinator	Toni	Molinaro	1-3 years
Lead Teacher ABE/GED	Diana	Keller	4-10 years
Lead Teacher ABE/GED	Mark	Haverfield	Less than 1 year
Adult HS Liaison	Patrick	Jennings	20+ years
504 Liaison	Diana	Keller	4-10 years
Lead Teacher ESOL	Regi	Zanardini-Rojas	4-10 years
Total Instructional Staff:	FT: 10	PT: 41	
Counselor:	FT: 0	PT: 1	
Total Support Staff:	FT: 2	PT: 0	



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 gains will increase from 63% to 65% .

1. Priority 1: Frameworks-based instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support Frameworks-based instruction, then the percent of all Adult Basic Education (ABE) and Academic Skills Building (ASB) students achieving measurable skill gains (MSGs) at Lakewood Community School (LCS) will increase by 4% for the 2024-25 school year .

2. Priority 2: Frameworks-based instruction

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support Frameworks-based instruction, then the percent of all English Language Learners (ELL) students achieving measurable skill gains (MSGs) will increase by 10% for the 2024-25 school year.

3. Priority 3: Frameworks-based instruction

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support Frameworks-based instruction, then the percent of Co-Enrolled students achieving measurable skill gains (MSGs) will increase by 5% for the 2024-25 school year.



C. 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>
	<i>EXAMPLE: Leadership Team</i>	All Priorities	<i>Monitor instructional implementation of grade-level standards to increase student FSA proficiency</i>	<i>Training on Lesson Planning Resources, Preconference, Weekly instructional reports, Prep PLC agendas</i>	<i>Principal</i>	<i>Assistant Principal(s)</i>	<i>Weekly on Tuesdays</i>	<ul style="list-style-type: none"> <i>Lesson plans aligned to standards, with targets and performance scales,</i> <i>Planned and completed student work requiring practice with complex text and its academic language</i>



Continuous Improvement

	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
1.	Leadership Team	All Priorities	Monitor instructional implementation of Adult Ed ABE and ESL frameworks to increase student eCASAS proficiency.	<ul style="list-style-type: none"> Share new Instructional standards Walk-throughs, observations and feedback. 	Administrator Coordinator	Administrator Coordinator Leadership Team	Bi-weekly	<ul style="list-style-type: none"> Lessons aligned to frameworks FOCUS reports TopsPro reports
2.	Co-Enrolled & Adult High School Instructional Staff	Priority 3	Maximize student success and increase MSGs for 2024-25 school year.	<ul style="list-style-type: none"> Transcripts evaluated by leadership team Provide targeted instruction Begin credit recovery in August 2024 	AHS Lead Leadership team Coordinator	Administrator Coordinator Teachers	As needed	<ul style="list-style-type: none"> Instruction delivery is aligned with best practices FOCUS reports Edmentum reports
3.	ESL, ABE, ASB, GED Instructional Staff	Priorities 1 & 2	Maximize student success and increase the number of MSGs for 2024-25 school year.	<ul style="list-style-type: none"> 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 Coordinator Lead Teachers	Administrator Coordinator Lead Teachers All Teachers	Monthly	<ul style="list-style-type: none"> Walk-throughs are aligned with expectations Lessons aligned to frameworks FOCUS reports of MSGs Focus attendance reports FOCUS Under 10 Reports
4.	504 Team	All Priorities	Maximize student success by implementing strategies to help students succeed that are in line with 504 plans.	<ul style="list-style-type: none"> 504 Meetings Through intake and orientation Reach out to partner services Train teachers 	504 Liaison	Administrator Coordinator DMT 504 Liaison Teachers	Monthly reports As needed	<ul style="list-style-type: none"> Lesson Plans use 504 plan accommodations 504 FOCUS reports 504 Meetings



Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW: Student Climate Survey- Relevance

REFLECTION (4-Step Problem-Solving):

1. In the survey, 10% of the students couldn't identify the relevance of their studies with their career pathway.
2. The problem in student responses may be due to a lack of opportunity for students to explore technical and college career opportunities.
3. If staff initiates a robust intake/orientation process where they can help students explore career goals and provide a success plan, students may be able to connect what they are studying in school and how it relates to their future.
4. Administration will analyze tools such as Florida Ready to Work reports and continue PLC trainings regarding orientation best practices to monitor implementations of strategies.

5. Strategic Priority 1: Academic Excellence through Innovation

6. **GOAL:** Lakewood Community's goal is to increase the percentage of student who can identify the relevance of their studies with their career pathway by 7%, as evidenced by AdvanceEd.

7. 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.

- Provide effective intake/orientation for all students.
- Provide opportunities to go to Meet and Greets to discuss career pathway options.

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 their ACP and FRW resources to document career goals.	Teachers	<ul style="list-style-type: none"> • Monthly
Identify and promote activities for students that provide opportunity to learn about careers using a Florida Ready to Work or Meet and Greets at Pinellas Technical Colleges.	All Staff	<ul style="list-style-type: none"> • Quarterly

8. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priorities: Priority 1 Priority 2 Priority 3

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
Monthly faculty and PLC meetings will provide career information and PTC event information.	All faculty, staff and administrators	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Provide orientation, Career Pathways, and Florida Ready to Work trainings to all staff.	Coordinator, Leadership Team, all teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance and Post testing Rate

DATA SOURCES TO REVIEW: District Posttest Rate Report

REFLECTION (4-Step Problem-Solving):

1. The overall district posttest rate was **57%** in 2023-24 school year.
2. The problem/gap is to remove testing apprehension and barriers as well as reduce student attrition.
3. If administrators and staff monitor and analyze monthly attendance reports and implement procedures for retention, this will stabilize attendance and increase our post-test rate from **57%** to **60%** in the 2024-25 school year.
4. Administration and staff will analyze and review data utilizing FOCUS attendance and monthly posttest reports to help increase posttest rate.
5. **Strategic Priority 3: Equity with Excellence for All.**
6. **GOAL:** The posttest rate will increase 3% in the 2024-25 school year.

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

- Provide an engaging student experience to reduce student attrition prior to academic goal achievement.
- Strengthen the implementation of interventions to address and support the needs of students who miss more than 3 days.

8. ACTION STEPS: (Adapt and tailor the action steps to meet the needs of your school to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance process and school-wide strategies to encourage attendance.	Administrator/Coordinator	• Monthly
Implement strategies to decrease student attrition.	Administrator/Coordinator Leadership Team ABE/ASB/ESL Teachers	• Monthly
Engage students with data chats to inform them of attendance and testing goals.	ABE/ASB/ESL Teachers	• Quarterly
Ensure teachers use progress monitoring tools to track student achievement and posttest opportunities.	Administrator/Coordinator ABE/ASB/ESL Teachers	• Monthly • As needed

9. MONITORING:

These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priorities: Priority 1 Priority 2 Priority 3

10. 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
Monthly Faculty Meetings	All faculty & Staff & Administrators	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Orientation and Career Pathways Training	Administrator/Coordinator & Teachers	<input checked="" type="checkbox"/> Priority



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.



A. ABE Goal

DATA SOURCES TO REVIEW: Focus Reports (WDIS003)

REFLECTION (4 Step Problem-Solving):

1. Lakewood Community ABE students achieved a 47% measurable skill gain rate in 2023-24.
2. The problem is that many students who enter the program are far below the GED functioning level.
3. If teachers incorporate effective educational strategies based on curriculum frameworks, the ABE students will increase the percent of measurable skill gains earned.
4. Administration and staff will analyze the post-testing data and MSGs earned monthly, in hopes to increase measurable skill gains by 3%.
5. **Strategic Priority 3: Equity with Excellence for All.**

6. **GOAL:** The number of ABE students earning measurable skills gains will increase 3% in 2024-25.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Strengthen staff ability to engage students in mini-lessons.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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?
Administration will discuss performance levels, provide training in orientation and student progress monitoring strategies.	Administrator/Coordinator	<ul style="list-style-type: none"> • Monthly
Leadership will provide support to all FT and PT instructors in the effective use of new resources.	Lead Teacher Administrator/Coordinator Leadership team members	<ul style="list-style-type: none"> • Weekly
Teachers will monitor and track student performance as it relates to the incorporation of the new resources and testing performance.	Administrator/Coordinator Teachers	<ul style="list-style-type: none"> • Monthly

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priorities:

- 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
PLC meetings: Administration will meet with teachers to analyze data reports and provide trainings about effective teaching strategies.	Administrator/Coordinator Leadership Team ABE/GED teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Leadership Meetings: Administration will meet with leadership team to problem solve issues and help teachers increase measurable skill gains.	Administrator/Coordinator Leadership Team	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. GED Goal

DATA SOURCES TO REVIEW: PTC local data provided by PTC Occupational Specialist

REFLECTION (4 Step Problem-Solving):

1. In 2023-24, 32% students enrolled obtained their GED.
2. The problem is that students are not attending class consistently.
3. If teachers and staff utilize strategies to prevent attrition then performance level and GED completions will increase by 3%.
4. We will achieve a higher rate of students completing their GED if we create a tracking process and conduct monthly data chats at PLCs.
5. **Strategic Priority 3: Equity with Excellence for All**

6. GOALS:

Increase the percentage of student earning their GED by 3% in the 2024-25 school year.

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

- Encourage teachers to make a soft 'hand-off' by scheduling meet and greets when students are close to obtaining their academic goals.
- Support staff to utilize orientation procedures that outline career interests and set career pathways.

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?
Encourage teachers to create an informal data tracker	GED teachers	Quarterly
Support teachers to utilize retention strategies	Administration	monthly

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
Monthly teacher/peer Collaboration (PLC)	GED Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Attend CTAE professional development	Administrator/Coordinator All Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. ESOL Goal

DATA SOURCES TO REVIEW: Focus Report (WDIS003)

1. In 2023-24, 89 ESL students were enrolled in Lakewood Community School
2. The problem is that there was a lack of space to offer ESOL classes at LCS.
3. If the ESOL program is promoted effectively in the community, the ESL enrollment will increase in the 2024-2025 school year.
4. Administration will track ESL enrollment monthly and adjust program promotions accordingly.
5. **Strategic Priority 5: Strong Connections and Communication**
6. **GOALS:** Increase the ESL enrollment by 10% in the 2024-25 School year.
7. **STRATEGIES:** (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Utilize data to track ESL enrollment monthly.
- Analyze current promotion practices and make necessary adjustments.
- Support staff in utilizing data to differentiate/scaffold instruction to meet the needs of each student.

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?
Provide trainings and PLCs to support instructional differentiation strategies	Coordinator ESOL Lead ESOL Teachers	• monthly
Meet with various community organizations to promote program offerings and locations	Administrator/Coordinator ESOL Teachers	• monthly
Collaborate with other Adult Education providers on enrollment strategies	Administrator/Coordinator	• monthly

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 professional development on data collection and effective differentiation strategies	ESOL Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



D. AHS Goal

DATA SOURCES TO REVIEW: Focus Report (WDIS003)

REFLECTION (4 Step Problem-Solving):

1. In 2023-24 35% of AHS students graduated with 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 AHS students earning a high school diploma to increase by 6% for the 2024-25 school year.
5. **Strategic Priority 3: Equity with Excellence for All**

6. **GOALS:** The amount of AHS students earning a high school diploma will increase by 6% for the 2024-25 school year.

7. **STRATEGIES:** (Choose, or enter, the number of 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.

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?
Use Graduation Checklists to efficiently and effectively determine student needs and best placement.	Administrator/Coordinator AHS Lead Teacher	<ul style="list-style-type: none"> • Upon Enrollment
Discuss how to create a success plan outlining all courses needed, develop a timeline and action plan for success at monthly PLC meetings	Administrator/Coordinator AHS teachers	<ul style="list-style-type: none"> • monthly
Improve implementation of ACT Test Prep, as well as EOC review prep.	Coordinator AHS Teachers	<ul style="list-style-type: none"> • Fall • Spring

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
<ul style="list-style-type: none"> • Reach out to non-graduates within zip code area. • Implement Action plans including, if needed, Intensive Reading course to earn concordant scores for Certificate of Completion students. 	Administrator Counselors AHS Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Co-Enrolled Goal

DATA SOURCES TO REVIEW: Focus report (advanced report)

REFLECTION (4 Step Problem-Solving):

1. Lakewood Community Co-Enrolled students achieved a 101% measurable skill gain completion rate in 2024-25.
2. We expect to improve MSG rate by 3% in 2024-25.
3. If we utilize the communication tool in Edmentum then more students will be reminded to complete their goal.
4. Administration will do progress monitoring for all students in co-enrolled programs.
5. **Strategic Priority 1: Academic Excellence through Innovation**
6. **GOALS:** The measurable skill gain completion rate of co-enrolled students increase by 3% for the 2024-25 school year.
7. **STRATEGIES:** (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)
 - Build upon cooperative relationships with partner schools to maximize effective resource allocation aimed at building achievement.
 - Effectively leverage the tools of the Edmentum platform to generate increased student engagement, commitment, and success.

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 local high schools to implement Co-enrolled programs starting in the fall	Administrator/ Coordinator Administration at HS	<ul style="list-style-type: none"> • August and September 2024
Implement procedures for: <ol style="list-style-type: none"> 1. Attendance and sign in sheets 2. Weekly monitoring of student progress 3. Monitor completions 	Coordinator HS APC's and Counselors DMT	<ul style="list-style-type: none"> • Monthly

MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priorities:

- 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
Edmentum trainings as needed	HS Instructional Staff Coordinator	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Collaborative meetings with high school partners	Coordinator HS APC's and Counselors	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



F. IET Goal

DATA SOURCES TO REVIEW: Faculty Meeting Sign In Sheets

REFLECTION (4 Step Problem-Solving):

1. The 2024-25 School year will provide baseline data for the development of an IET program Lakewood Community.
2. The problem is that there was a lack of space to offer an IET program at LCS.
3. If an IET program is developed, then an enrollment baseline will be established.
4. Administration will collaborate with other Adult Education providers to create an IET program.

5. Strategic Priority 4: Positive Staff Experiences

6. GOALS: To develop and offer an IET program by the end of the 2024-25 school year.

7. STRATEGIES: (Choose, or enter, the number of 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

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	Administration	<ul style="list-style-type: none"> • Monthly
Develop timeline for implementation	Administration	<ul style="list-style-type: none"> • Fall
Attend training focused on integrating curriculum	Administration/Teachers	<ul style="list-style-type: none"> • Monthly

9. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority:

- 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
Attend ACE Conference in October	Administrator	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
District or site training for curriculum integration	Administration/Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



G. Healthy Schools Goal

DATA SOURCES TO REVIEW: Faculty Meeting Sign In Sheets

REFLECTION (4 Step Problem-Solving):

1. In 2023-24 Lakewood Community School held two main wellness activities.
2. The problem is that due to high participation rates LCS needs to increase the number of interactive activities.
3. If we increase a variety of wellness activities, then the participation will increase by 5%.
4. The Wellness Chair and administration will provide opportunities for all staff to participate, and this will be tracked in faculty monthly meetings.
5. **Strategic Priority 4: Positive Staff Experiences**
6. **GOALS:** The percent of staff attending a wellness event will increase by 5% for the 2024-25 school year.
7. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
 LCS will have seminars and workshops to promote our Healthy School Goals

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?
Promoting wellness activities at staff meetings	Wellness Champion Administrator/Coordinator	• Monthly
Highlight incentive program	Wellness Champion	• Monthly
Promoting wellness activities in updates	Wellness Champion	• Monthly

9. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority:

- 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
District wellness personnel will conduct Information Sessions	All staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Outside agency training	All staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

Subgroups

A. 504 Goal

DATA SOURCES TO REVIEW: Advanced 504 Report

REFLECTION (4 Step Problem Solving):

1. The 2024-25 school year will provide baseline data for the number students self-reporting 504 plans.
2. The problem is occurring because students are not aware of the self-reporting process or the benefits of self-reporting.
3. We expect the number of students self-reporting to increase by the end of the year.
4. If staff and teachers provide support strategies around test taking, then students might acknowledge their needs and self-report.

5. **Strategic Priority 1: Academic Excellence through Innovation**
6. **GOALS:** Students with 504 plans will utilize accommodations to improve assessment performance.

6. STRATEGIES:

The 504 team will meet monthly to review data to track measurable skill gains of students with 504 plans.

1. 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/Coordinator Teachers 504 Liaison	<ul style="list-style-type: none"> • quarterly
Monthly meetings and tracking sheet of all 504 students to work out any issues.	504 Liaison Administrators/Coordinator DMT	<ul style="list-style-type: none"> • Monthly
Discuss academic progress in PLC meetings, monitoring FOCUS reports for MSGs and Attendance.	Teachers	<ul style="list-style-type: none"> • Monthly
Work with the 504 liaison and GED Testing centers to ensure proper accommodations are provided.	504 Liaison DMT Teachers	<ul style="list-style-type: none"> • weekly

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2. MONITORING:

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

3. 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/Coordinator 504 Liaison Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3