



School Improvement Plan SY 2023-24

Lakewood Community School

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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 2023 - 2024

Administrator:	Godfrey Watson
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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+
1431	802	226	275	72	28

Adult Ed State Targets Met	2023	2022	2021	2020
	<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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Proficiency Rates	ABE		GED		ESOL		AHS		Co-Enrolled	
	22-23 %	21-22 %	22-23 %	21-22 %	22-23 %	21-22 %	22-23 %	21-22 %	22-23 %	21-22 %
	58%	49%	70%	70%	42%	46%	86%	86%	91%	66%
Students earning 1 or more LCP's	229	425	346	316	22	260	72	71	767	1117

School Leadership			
Position/Role	First Name	Last Name	Years at Current School
Administrator	Godfrey	Watson	4-10 years
Coordinator	Toni	Molinaro	1-3 years
Lead Teacher ABE/GED	Maria	Wallen	4-10 years
504 Liaison	Diana	Keller	4-10 years
Lead Teacher ESOL	Regi	Zanardini-Rojas	1-3 years
Total Instructional Staff:	FT: 9	PT: 34	
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: Standards-based instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support Standards-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 2023-24 school year .

LCS Baseline Year 2022-23: total of 229 LCPs (now known as MSGs) or 58% in ABE.

2. Priority 2: Standards-based instruction

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support Standards-based instruction, then the percent of all English Language Learners (ELL) students achieving measurable skill gains (MSGs) will increase by 4% for the 2023-24 school year.

LCS Baseline Year 2022-2023 total of 22 LCPs (now known as MSGs) or 42% in ESL.

3. Priority 3: Standards-based instruction

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support Standards-based instruction, then the percent of Co-Enrolled students achieving measurable skill gains (MSGs) will increase by 2% for the 2023-24 school year.

LCS Baseline Year 2022-2023 total of 767 LCPs (now known as MSGs) 91% in Co-enrolled.



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>	<i>All Priorities</i>	<i>Monitor instructional implementation of grade-level standards to increase student FSA proficiency</i>	<ul style="list-style-type: none"> <i>Training on Lesson Planning Resources,</i> <i>Preconference,</i> <i>Weekly instructional reports,</i> <i>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>



	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 standards 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 standards FOCUS reports TopsPro reports eCASAS Reports
2.	Co-Enrolled & Adult High School Instructional Staff	Priority 3	Maximize student success and increase MSGs for 2023-24 school year.	<ul style="list-style-type: none"> Transcripts evaluated by leadership team Provide targeted instruction Begin credit recovery in August 2023 	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 Teacher Tracking
3.	ESL, ABE, ASB, GED Instructional Staff	Priorities 1 & 2	Maximize student success and increase the number of MSGs for 2023-24 school year.	<ul style="list-style-type: none"> Alignment of instruction to standards. 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 standards 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



Continuous Improvement



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.

Strategic Priority 1: Academic Excellence through Innovation

5. **GOAL:** Lakewood Community's goal is to decrease those who cannot identify the relevance of their studies with their career pathway from 10% to 7%, as evidenced by AdvanceEd.

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.

- 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 O'net resources to document career goals.	Teachers	<ul style="list-style-type: none"> • As necessary
Identify and promote activities for students that provide opportunity to learn about careers using a Career Profile in O'net or Meet and Greets at Pinellas Technical Colleges.	All Staff	<ul style="list-style-type: none"> • As necessary

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
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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 2022-23 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 2023-24 school year.
4. Administration and staff will analyze and review data utilizing FOCUS attendance and monthly posttest reports to help increase posttest rate.

Strategic Priority 3: Equity with Excellence for All.

5. **GOAL:** The posttest rate will increase 3% in the 2023-24 school year.
6. **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.

7. 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	<ul style="list-style-type: none"> • Monthly
Implement strategies to decrease student attrition.	Administrator/Coordinator Leadership Team ABE/ASB/ESL Teachers	<ul style="list-style-type: none"> • Monthly
Engage students with data chats to inform them of attendance and testing goals.	ABE/ASB/ESL Teachers	<ul style="list-style-type: none"> • As Needed
Ensure teachers use progress monitoring tools to track student achievement and posttest opportunities.	Administrator/Coordinator ABE/ASB/ESL Teachers	<ul style="list-style-type: none"> • Monthly • As needed

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 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
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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 58% measurable skill gain rate in 2022-23.
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 standards, 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 4%.

Strategic Priority 3: Equity with Excellence for All.

5. **GOAL:** The number of ABE students earning measurable skills gains will increase 4% in 2023-24.

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.

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?
Administration will discuss performance levels, provide training in orientation and student progress monitoring strategies.	Administrator/Coordinator	<ul style="list-style-type: none"> • Monthly • As Needed
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"> • As Needed
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

7. 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

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 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 2022-23, 31 students, who obtained their GED, attended the Meet and Greets at PTC
2. The problem is that only 10% of the GED students chose to look at PTC as a postsecondary option.
3. If teachers and staff incorporate information about the Meet and Greets in their orientation process, more students will attend the Meet and Greets.
4. We will achieve a higher rate of students attending Meet and Greets if we create an informal tracking process to capture this data at monthly PLC meetings.

Strategic Priority 3: Equity with Excellence for All

5. GOALS:

The percent of GED students being referred to PTC will increase by 10% in the 2023-24 school year.

6. 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.

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?
GED teachers will enhance their orientation processes to include career chats to encourage them to expand their academic goals	ABE/GED teachers	As needed
When GED students have successfully completed three GED tests, their name and contact information will be emailed to the Ad. Ed CTE Occupational Spec.	ABE/GED teachers PTC Occupational Specialist	As needed

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
Provide professional development in IET courses offered by the local technical colleges (PTC)	ABE/GED Teachers PTC Occupational Specialist District Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Request teachers to track students who attend or don’t attend Meet and Greets after graduating with their GED and bring it to the monthly PLC meetings.	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. Lakewood Community ESL students achieved a 42% measurable skill gain rate in 2022-23.
2. The problem resulted in a lack of opportunity for students to study full-time.
3. If we create a full-time day program and parttime evening program, students will have more opportunities to learn and achieve their academic goals.
4. Administration will track both enrollment and posttest rates for ESL monthly using Focus reports.

Strategic Priority 5: Strong Connections and Communication

5. **GOALS:** The percent of students earning a measurable skill gain (MSG) in CASAS will increase by 3% for the 2023-24 school year.

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

- Enhance teacher capacity to support growth of ESOL classes.
- Strengthen teacher practice to meet the needs of ESOL population.
- Provide teachers with the curriculum and standards development needed to maximize student achievement.

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?
Provide trainings and PLC meetings for instructional strategy support	Coordinator ESOL Lead ESOL Teachers	• monthly
Provide Tops Pro reports to teachers to use as instructional guides	Administrator/Coordinator ESOL 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
Burlington English coaching and mentoring	Lead ESL Teacher ESOL Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Review new FDOE adult ESOL Blueprints	Central Staff Coordinator Lead ESOL Teacher ESOL Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
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D. AHS Goal

DATA SOURCES TO REVIEW: Focus Report (WDIS003)

REFLECTION (4 Step Problem-Solving):

1. Lakewood Community AHS students achieved a 86% measurable skill gain rate in 2022-23.
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 our student completion performance to show a growth rate of 3% for the 2023-24 school year.

Strategic Priority 3: Equity with Excellence for All

5. **GOALS:** The percent of students earning a measurable skill gain (MSG) and completing their degree will increase by 3% for the 2023-24 school year.
6. **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.

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?
Use Graduation Checklists to efficiently and effectively determine student needs and best placement.	Administrator/Coordinator AHS Lead Teacher	<ul style="list-style-type: none"> As needed
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

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	Priority Alignment
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	(number and job titles)	
<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):

- Lakewood Community CoEnrolled students achieved a 91% measurable skill gain rate in 2022-23.
- The problem/gap is the lack of follow up contact with students not progressing in their courses.
- If staff establishes a relationship and obtains contact information, then staff can reach out to students to encourage them to complete their courses.
- Administration will monitor enrollment data for all schools and student progress reports from Edmentum so that completions can improve.

Strategic Priority 1: Academic Excellence through Innovation

- GOALS:** The percent of students earning a measurable skill gain (MSG) will increase by 3% for the 2023-24 school year.
- 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.

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?
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 2023
Implement procedures for: <ol style="list-style-type: none"> Attendance and sign in sheets Weekly monitoring of student progress Monitor completions 	Coordinator APC's at High Schools Guidance Counselors DMT	<ul style="list-style-type: none"> As needed 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



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
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 APC's at High Schools Counselors at High Schools	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

F. Healthy Schools Goal

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

REFLECTION (4 Step Problem-Solving):

- Lakewood Community had two main wellness activities where only 70% of the staff participated in during the 2022-23 school year.
- The problem is that LCS needs to increase the number of interactive activities as evidenced in participation in our wellness activities.
- If we increase a variety of wellness activities, then the participation will increase from 70% to 75%
- The Wellness Chair and administration will provide opportunities for all staff to participate and this will be tracked in faculty monthly meetings.

Strategic Priority 4: Positive Staff Experiences

5. GOALS: The percent of staff attending a wellness event will increase by 5% for the 2023-24 school year.

6. 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

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

8. 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



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
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. Lakewood Community students with 504 plans achieved a 25% measurable skill gain rate in 2022-23.
2. The problem is occurring due to lack of instructional strategies designed to help student achievement.
3. If staff and teachers provide support and accommodations for 504 students, then students will improve their academic performance.
4. Administration and 504 Liaison will meet monthly to discuss accommodations and measurable skill gain progress at the monthly meeting.

Strategic Priority 1: Academic Excellence through Innovation

5. **GOALS:** The percent of students with 504 plans will improve by 5% in the 2023-24 school year.

6. STRATEGIES:

- The 504 team will meet monthly to review data to make recommendations for further processing.
- The 504 team will meet monthly to review data to track measurable skill gains the students make.

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

WHAT	WHO	WHEN
are you doing to implement these strategies?	is leading this step?	is it occurring?
Utilize orientation/intake procedures to help identify issues and accommodations needed for student academic success.	Administrators/Coordinator ABE/GED/ESOL Teachers 504 Liaison	<ul style="list-style-type: none"> • As needed
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.	ABE/GED/ESOL Teachers Lead 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 GED Teachers	<ul style="list-style-type: none"> • As needed

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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 ABE/GED/ESL Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3