Lakewood Elementary School

leadership

analysis

students

Florida

college and career

mission

ambitious

school improvement

family and community involvement

striving

achievement

teaching

relationships

success

learning

areas of focus

instruction

needs assessment

strategic planning

collaboration

vision

supportive environment

resources

growth

2019-20 School Improvement Plan

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Lakewood Elementary School

4151 6TH ST S, St Petersburg, FL 33705

http://www.lakewood-es.pinellas.k12.fl.us

Demographics

Principal: Stephanie Woddford

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Students With Disabilities White Students
School Grade	2018-19: F
School Grades History	2017-18: F 2016-17: D 2015-16: D 2014-15: F 2013-14: F
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	EO-CYCLE 2
Year	YEAR 2
Support Tier	TIER 3
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Pinellas County School Board on 8/30/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](http://www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The mission of Lakewood Elementary school (LES) is to provide each student with a diverse education to reach their academic goals for college, career and life.

Provide the school's vision statement

Lakewood Elementary's vision is 100% student success.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Woodford, Stephanie	Principal
Principal	
Nellenbach, Renee	Assistant Principal
Assistant Principal	
Gayden, Holly	Instructional Coach
Instructional Coach	
Araujo, Natalie	Instructional Coach
Instructional Coach	
Metts, Lisa	Instructional Coach
Instructional Coach	
Fouts, Shannon	Instructional Coach
Instructional Coach	
Presley, Rebecca	Administrative Support
Administrative Support	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	72	73	57	66	45	55	0	0	0	0	0	0	0	368
Attendance below 90 percent	8	6	3	3	6	10	0	0	0	0	0	0	0	36
One or more suspensions	0	2	3	2	4	3	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	27	37	30	0	0	0	0	0	0	0	94

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	12	30	32	23	30	40	0	0	0	0	0	0	0	167

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	2	4	4	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
20

Date this data was collected or last updated
Thursday 6/20/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	25	24	20	16	14	3	0	0	0	0	0	0	0	102
One or more suspensions	13	21	14	21	14	13	0	0	0	0	0	0	0	96
Course failure in ELA or Math	0	36	27	9	38	20	0	0	0	0	0	0	0	130
Level 1 on statewide assessment	0	0	0	36	32	32	0	0	0	0	0	0	0	100

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	12	30	32	23	40	30	0	0	0	0	0	0	0	167

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	25	24	20	16	14	3	0	0	0	0	0	0	0	102
One or more suspensions	13	21	14	21	14	13	0	0	0	0	0	0	0	96
Course failure in ELA or Math	0	36	27	9	38	20	0	0	0	0	0	0	0	130
Level 1 on statewide assessment	0	0	0	36	32	32	0	0	0	0	0	0	0	100

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	12	30	32	23	40	30	0	0	0	0	0	0	0	167

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	20%	54%	57%	18%	50%	56%
ELA Learning Gains	36%	59%	58%	30%	47%	55%
ELA Lowest 25th Percentile	43%	54%	53%	42%	40%	48%
Math Achievement	17%	61%	63%	22%	61%	62%
Math Learning Gains	31%	61%	62%	24%	56%	59%
Math Lowest 25th Percentile	39%	48%	51%	13%	42%	47%
Science Achievement	27%	53%	53%	12%	57%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	72 (0)	73 (0)	57 (0)	66 (0)	45 (0)	55 (0)	368 (0)
Attendance below 90 percent	8 (25)	6 (24)	3 (20)	3 (16)	6 (14)	10 (3)	36 (102)
One or more suspensions	0 (13)	2 (21)	3 (14)	2 (21)	4 (14)	3 (13)	14 (96)
Course failure in ELA or Math	0 (0)	0 (36)	0 (27)	0 (9)	0 (38)	0 (20)	0 (130)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	27 (36)	37 (32)	30 (32)	94 (100)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	25%	56%	-31%	58%	-33%
	2018	23%	53%	-30%	57%	-34%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	16%	56%	-40%	58%	-42%
	2018	16%	51%	-35%	56%	-40%
Same Grade Comparison		0%				
Cohort Comparison		-7%				
05	2019	22%	54%	-32%	56%	-34%
	2018	9%	50%	-41%	55%	-46%
Same Grade Comparison		13%				
Cohort Comparison		6%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	19%	62%	-43%	62%	-43%
	2018	25%	62%	-37%	62%	-37%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	18%	64%	-46%	64%	-46%
	2018	20%	62%	-42%	62%	-42%
Same Grade Comparison		-2%				
Cohort Comparison		-7%				
05	2019	16%	60%	-44%	60%	-44%
	2018	18%	61%	-43%	61%	-43%
Same Grade Comparison		-2%				
Cohort Comparison		-4%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	32%	54%	-22%	53%	-21%
	2018	13%	57%	-44%	55%	-42%
Same Grade Comparison		19%				
Cohort Comparison						

Subgroup Data

	2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	44		17	63						
BLK	15	36	41	12	29	35	21				
HSP	38			31							
WHT	54			38							
FRL	18	37	43	16	29	33	21				

	2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	4	29		8	8						
BLK	15	27	41	19	23	13	5				
HSP	60			60							
FRL	17	30	38	22	24	13	13				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	30
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	213
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Math achievement showed the lowest performance. The majority of the teachers were new to Pinellas, the school school, and the curriculum. Recognizing that the prior year data showed a higher percentage of deficiency in reading, an emphasis was placed on professional development for ELA core and ELA intervention.

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

Math achievement showed the greatest decline from the prior year. During the year our embedded Math coach left the school. While other academic coaches and the leadership team stepped up to support teacher planning and lesson implementation, there were limited resources available to support the volume of new teachers for pacing, standards mastery, and instructional strategy to support the core mathematical needs of the teachers ultimately impacting student proficiency.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Math achievement had the greatest gap when compared to the state average. Scholars in the L25 subgroup showed growth as did scholars making gains; however, the number of scholars scoring at proficiency lagged drastically behind the state and some who scored proficient the year prior, decreased.

Which data component showed the most improvement? What new actions did your school take in this area?

Math Lowest 25% showed the most improvement. Recognizing that learning gains for our L25 was critical, we identified an interventionist who monitored and supported the L25 students both during intervention and during core instruction. The students were monitored closely in mathematics intervention using iReady and the data was reviewed to determine next steps for Toolbox lessons and standards lessons with fidelity and efficiency.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance below 90% and course failures in ELA and Math contribute to the largest areas of concern.

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

1. Increase Math proficiency
2. Increase ELA proficiency
3. Increase student attendance
4. Increase Science proficiency
5. Increase Math Learning Gains

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Social Emotional Learning
Rationale	After reviewing school data, key indicators were identified directly correlated to the social and emotional needs of students and staff. 15.4% of the student population is identified as homeless or in foster care. Over 30 Crisis Prevention Intervention reports from school staff occurred in the 18-19 school year. All students receive free/reduced lunch services. Over 5000 reported crimes occurred during the year within a 3 mile radius of the school. Over 2% of students enter school with documented mental health services involvement. 17% of students on average are absent daily, which reflect the environmental factors students experience resulting in the lowest attendance rate in the district. To address these Adverse Childhood Experiences (ACEs), Lakewood Elementary recognizes the need to meet our students' unique needs through a Trauma Responsive School Initiative by equipping students and teachers with tools to monitor and self-regulate behavior and academic progress, thus supporting a climate of continuous learning.
State the measureable outcome the school plans to achieve	Reduce the percentage of students at risk for Tier 2 & Tier 3 supports/interventions by 10% as measured by intervention data and Focus reports including Progress Monitoring Plans.
Person responsible for monitoring outcome	Stephanie Woodford (woodfords@pcsb.org)
Evidence-based Strategy	Implement a robust Multi-Tiered System of Supports that includes data-based problem solving, data evaluation, building capacity/infrastructure for implementation, leadership development, and clear communication/collaboration of a three-tiered instructional/intervention model. This system of supports encompasses academics, behavior, and trauma informed care.
Rationale for Evidence-based Strategy	National Association of School Psychologists. (2016). Leveraging essential school practices, Every Student Succeeds Act (ESSA) , Multi Tiered System of Supports (MTSS), and the National Association of School Psychologists (NASP) practice model: A crosswalk to help every school and student succeed. [Policy Brief]. Bethesda , MD: Author. Trauma Informed Care has been shown to be an efficacious process for schools in becoming trauma responsive based on endorsements from the National Child Traumatic Stress Network (NCTSN) Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools, the Center for School Mental Health, the Attachment and Trauma Network, and the Substance Abuse and Mental Health Services Administration to name only a few.
Action Step	
Description	1. With fidelity, the MTSS team will meet weekly to define and monitor the data collection processes, student progress towards academic and behavioral goals, track and modify intervention implementation, and create action steps for subsequent meetings. 2. Design a system for academic and behavior data collection and analysis for Tier 2.

3. Present and garner faculty support and buy-in through intensive training and collaboration.
4. Utilize an action board to track and monitor progress on all students in the intervention process.
5. Establish and communicate the procedures for the implementation of an Functional Behavior Analysis and/or Problem Solving Worksheet for Tier 3 students.
6. Trauma Informed Care training will be provided to and required of all staff during pre-school activities.
7. Provide quarterly professional development opportunities throughout the school year.

Person Responsible Rebecca Presley (presleyr@pcsb.org)

#2	
Title	Teaching and Learning Collaboration
Rationale	Engagement is a critical element of the learning process. In traditional learning environments it is possible to attain engagement in isolation or as an independent learner. However, in a setting of school turnaround it is critical to incorporate collaboration as a driving force for engagement in the areas of instructional planning, student learning through teaming, and across the many departments that service the varying needs of our student population. When teachers are prepared for guided instructional planning PLC's and share the thinking necessary for developing rigorous/engaging lessons, the level of learning increases. When students engage in team talk and collaboration through discussion of rigorous , standards-based tasks, learning increases. When student services, the admin team, teachers and families collaborate to identify and support the individual needs of students, learning increases. As the strength of collaboration grows, engagement and learning also increase.
State the measureable outcome the school plans to achieve	As measured by the 2019-2020 FSA and SSA assessments: Proficiency in Science will increase 7% (from 27% to 34%). Proficiency in English Language Arts will increase 7% (from 20% to 27%). Learning Gains for ELA will increase 7% (from 36% to 43%). Proficiency in Mathematics will increase 7% (from 17% to 24%). Learning Gains in Math will increase 7% (from 31% to 38%). The overall ESSA percentage will increase 11% (from 30%-41%) through a combined improvement in the 4 deficient ESSA subgroups (Students with Disabilities (34%), Black (27%), Hispanic (35%), and Economically Disadvantaged (28%)). To support the increase in student performance on the state assessments: Attendance will improve by 2% (from 93% to 95%) as measured by the Average Daily Attendance report from FOCUS.
Person responsible for monitoring outcome	Stephanie Woodford (woodfords@pcsb.org)
Evidence-based Strategy	Implementation of Learning Sciences International's Ignite Series' professional development and Academic Teaming Technique training. Ongoing monitoring of classroom instruction with actionable feedback to ensure instructional implementation with fidelity of the strategies and the district core curriculum.
Rationale for Evidence-based Strategy	In DMT Partnership schools, provide a Faculty Coach and School Leadership Coach for four (4) days per month to ensure implementation and sustainability. • In External Operator Partnership schools, these additional services are included: o Provide a dedicated Faculty Coach and School Leadership Coach to ensure implementation and sustainability. o Oversee all school operations, including leadership development, personnel, budgeting, master scheduling, professional development, curriculum, assessment, student services, and intervention. o Review the IEP, 504 plan, and ELL plan process for effectiveness at providing students with the necessary supports and accommodations. o Provide technical assistance related to site-based

budgeting, including effective and integrated uses of Title I, Part A; Title I Parental Involvement; Title II; Title III; and other federal and state grant funds.

Action Step	
Description	Academic Action Steps 1. Provide professional development on Academic Teaming and Learning Target & Success Criteria implementation during pre-school and periodically throughout the year on PD days. Additionally provide content professional development for ELA Modules, Ready Math, and the Core Science curriculum. 2. Utilize a Science, Math, and ELA coaches to provide targeted feedback and coaching in all 3 core content areas as well as provide pedagogy for grades K-5. Lead ongoing coaching for improvement through weekly LSI Coaching for Implementation (C4I) protocols. 3. Utilize strategic resources to supplement the core in all 3 content areas: a. MakerSpace cart and associated materials for implementation of STEM enrichment opportunities. b. Adopt and implement Reading Recovery for 1st grade. c. Implement enrichment math classes (3-5) and build math teams to engage in school and district competitions (4-5). d. Develop and implement a mathematics incentive program for K-5 to encourage number sense and fact fluency. e. Incorporate and monitor the use of 8 mathematical practices into guided planning and as a look for during walk-throughs. 4. Principals, coaches, and lead teachers will coach all teachers in implementing the Technique Tools from LSI's IGNITE professional learning series. 5. Teachers, coaches, and administrators will utilize various assessment data (MAP, iReady, ISPIRE, Khan Academy) along with ongoing data from LSI's standards tracker to group students, deliver interventions, and plan rigorous lessons that are differentiated to meet student needs and monitor student improvement in the 4 ESSA subgroups. 6. Purchase materials and supplies for whole- and small-group implementation of core curriculum and interventions. a. Nemours (K), iReady (K-5), and ISPIRE (1-5) as Tier 2 and Tier 3 interventions for identified students. Attendance Action Steps 1. Improve the accuracy of reporting tardies, absences, and early sign-outs through training and use of an attendance monitor. 2. Create and implement an incentive system to celebrate students with a 98% or above attendance rate and those who have improved their attendance rate by 20% or more. 3. Meet with CST and administration team weekly for the first month of school and twice a month for the remaining school year to monitor data. 4. Incorporate the Dojo attendance tool to monitor student attendance data, notify parents weekly, and celebrate classes with 98% or more attendance rates. 5. Communicate with parents to determine barriers and connect students and families with appropriate services and community resources.

Person Responsible	Stephanie Woodford (woodfords@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Continue developing and sustaining a healthy, respectful, caring and safe learning environment for
students and staff:
a. Appoint a Wellness Champion on the school staff.
b. Engage in ongoing wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition by becoming eligible in 5 out of 6 Assessment Modules.
c.Encourage involvement in wellness efforts via Aetna's Virgin Pulse App and various wellness programs.

Continue to build partnerships with families and community organizations:
a. increase in awareness of school needs via the website, church and community bulletins, the marquee, and the school newsletter.
b. Increase parent engagement events to 1 every 9 weeks.
c. Encourage strategic and effective networking with Title 1, our community liaison, and community organizations that service Pinellas County schools through mentoring, financial assistance, and volunteering.
d. Provide wraparound resources to parents at Open House and throughout the year via the students services team.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

The school will provide a wrap-around-services expo at the open house event to showcase the various organizations available in the community to support family needs. The school will host ongoing tours for local agencies and community organizations that will showcase the efforts in place to support student social/emotional and academic growth as well as discuss various barriers and needs that could be addressed through their invaluable partnerships that provide man-power and financial support for the school community.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Pre-K students participate in an orientation in the spring, open house, early registration in January, partnership between Head Start and Lakewood Elementary School. VPK teachers collaborate with Lakewood Elementary Kindergarten teachers to ensure a smooth transition to Kindergarten. Middle school visitations for our 5th grade students to the matriculating middle schools will occur in the Spring to discuss programs and electives.

In the spring next-year grade level teachers will visit their incoming student classrooms to greet students and discuss exciting field trips and units that the students will be part of during the next school year. Additionally, all teachers will provide a "just right" level book for each student (determined by running record scores) to the next-grade level teachers to be presented to students on the first day of the next school year. This will provide students with a positive start to the new year and a familiar book to begin the year. Additionally it will reduce the potential for prolonged regression of reading progress.

The school will increase partnerships with mentoring programs through local churches, JWB, Big Brothers Big Sisters, and the Urban League to increase support for students throughout the school year.

The school will be piloting Trauma Informed Care professional development school wide to teach and implement strategies that will support the needs of students in high-poverty environments that often lead to an increase in exposure to traumatic life events that can impact student learning.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

We have redesigned all groups, teams and committees to create an aligned and inclusive communication and decision making structure.

This will be a coordinated effort between the School Based Leadership Team (SBLT) and our Leadership Team.
Both will meet weekly and uses the problem solving mode to
address instructional and operational needs of the school. School-wide data is disaggregated and
then analyzed to identify positive and/or negatives trends, barriers or causes for success.

We made instructional changes to align staff to our deficient FSA scores so that our resources were in alignment to the students' needs.

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Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Grade 5 teachers with coordination from guidance counselor will attend and host vertical articulations with feeder middle schools teachers twice a year to occur in January and May. An emphasis on Tiger Scholar Achievement recognition will take place once every grading period to highlight student learning and encourage students to set goals for increasing academic performance. A fall and spring event will be added this year to expose all students and their families to rigorous and engaging math and science problem-solving through school-based evening events led by the academic coaches. All 5th grade students will attend a college for a day event on the USF-SP campus to gain an understanding of the potential for career and degree opportunities that are offered at our local university.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students in the 5th grade will attend a field trip to local and state universities where they will learn about college programs and accessibility, the importance of maintaining high student achievement levels, and what they can do now as they prepare for middle & high school courses that will prepare them for college and career opportunities.

Part V: Budget

1	III.A	Areas of Focus: Social Emotional Learning				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6120	641-Furniture, Fixtures and Equipment Capitalized	2021 - Lakewood Elementary School	UniSIG		$0.00
			Notes: Guidance Services Rolling Calendar Board to track attendance.			
2	III.A	Areas of Focus: Teaching and Learning Collaboration				$190,205.41
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6300	130-Other Certified Instructional Personnel	2021 - Lakewood Elementary School	UniSIG	0.17	$9,901.37
			Notes: UniSIG Grant Coordinator			
	6400	310-Professional and Technical Services	2021 - Lakewood Elementary School	UniSIG		$4,054.50
			Notes: Curriculum and Associates iReady assessments Professional Development			
	5100	369-Technology-Related Rentals	2021 - Lakewood Elementary School	UniSIG		$16,292.50
			Notes: iReady Diagnostic and Instruction Site Licenses			
	6400	310-Professional and Technical Services	2021 - Lakewood Elementary School	UniSIG		$28,387.91
			Notes: University of South Florida, St. Petersburg Professional Development			
	5100	120-Classroom Teachers	2021 - Lakewood Elementary School	UniSIG		$47,470.13
			Notes: Intervention Teacher (Reading Recovery)			

	6400	310-Professional and Technical Services	2021 - Lakewood Elementary School	UniSIG		$13,500.00
			Notes: Cambio Group Professional Development			
	6400	310-Professional and Technical Services	2021 - Lakewood Elementary School	UniSIG		$25,000.00
			Notes: Center for Transformational Teacher Training (CT3)			
	6400	310-Professional and Technical Services	2021 - Lakewood Elementary School	UniSIG		$15,000.00
			Notes: UnBound's Standards Institute Professional Development			
	6400	310-Professional and Technical Services	2021 - Lakewood Elementary School	UniSIG		$15,000.00
			Notes: New Leaders (Inspiring Transformational Instructional Leaders) Program			
	6400	310-Professional and Technical Services	2021 - Lakewood Elementary School	UniSIG		$9,599.00
			Notes: Harvard School of Education Data Wise			
	6400	310-Professional and Technical Services	2021 - Lakewood Elementary School	UniSIG		$6,000.00
			Notes: American Reading Company Professional Development			
					Total:	**$198,027.50**