

Broward County Public Schools

Lakeside Elementary School



2021-22 Schoolwide Improvement Plan

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Lakeside Elementary School

900 NW 136 AVE, Pembroke Pines, FL 33028

[no web address on file]

Demographics

Principal: Riquelme Rodriguez

Start Date for this Principal: 9/21/2015

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	56%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: A (63%) 2016-17: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Board Approval

This plan is pending approval by the Broward County School Board.

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.

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.

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Lakeside Elementary School

900 NW 136 AVE, Pembroke Pines, FL 33028

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>51%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>90%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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 Lakeside Elementary is to work collaboratively with staff, parents, and community members so that all students reach their maximum potential by engaging in a collaborative, integrated learning environment, experience an enhanced, comprehensive curriculum and participate activities driven by interactive technology.

Provide the school's vision statement.

The vision of Lakeside Elementary is for students to achieve their maximum potential in all areas and prepare them to be collegiate and career ready.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
May , Kathryne	Principal	The job responsibilities of the Principal is to provide the leadership and management necessary to administer and supervise all programs, policies and activities of Lakeside Elementary to ensure high quality educational experiences and services for the students in a safe and enriching environment. Monitor student performance and teacher instructional practice, analyze data trends, and along with instructional coaches provide support for teachers
Archer, Marjorie	Assistant Principal	The job responsibilities of the Assistant Principal are to monitor student performance and teacher instructional practice, analyze data trends, and along with the Literacy coach, provide support for teachers. In addition, share current educational trends, research and technology; understand the unique needs, population trends and characteristics of the students served at Lakeside Elementary; demonstrate effective communication and interaction skills with all stakeholders and track accountability.

Demographic Information

Principal start date

Monday 9/21/2015, Riquelme Rodriguez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

626

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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	105	95	102	115	105	140	0	0	0	0	0	0	0	662
Attendance below 90 percent	8	13	11	7	10	9	0	0	0	0	0	0	0	58
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	11	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	2	14	11	12	9	9	0	0	0	0	0	0	0	57

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	0	4	1	2	3	7	0	0	0	0	0	0	0	17

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 9/23/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - 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
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				75%	59%	57%	73%	56%	56%
ELA Learning Gains				69%	60%	58%	62%	57%	55%
ELA Lowest 25th Percentile				61%	54%	53%	63%	51%	48%
Math Achievement				77%	65%	63%	73%	62%	62%
Math Learning Gains				70%	66%	62%	57%	60%	59%
Math Lowest 25th Percentile				61%	53%	51%	45%	47%	47%
Science Achievement				58%	46%	53%	66%	49%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	77%	60%	17%	58%	19%
Cohort Comparison						
04	2021					
	2019	75%	62%	13%	58%	17%
Cohort Comparison						
05	2021					
	2019	66%	59%	7%	56%	10%
Cohort Comparison						
		-77%				
		-75%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	80%	65%	15%	62%	18%
Cohort Comparison						
04	2021					
	2019	76%	67%	9%	64%	12%
Cohort Comparison		-80%				
05	2021					
	2019	73%	64%	9%	60%	13%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	52%	49%	3%	53%	-1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Lakeside Elementary uses the iReady Diagnostic for assessment periods in Fall, Winter, and Spring. These assessments are given for Reading and Mathematics in a testing environment by classroom teachers.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47.7	58.6	64.9
	Economically Disadvantaged	35.6	47.7	54.2
	Students With Disabilities	23.1	35.7	35.7
	English Language Learners	42.1	55.6	71.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39.3	41.9	50.0
	Economically Disadvantaged	30.4	33.3	45.8
	Students With Disabilities	23.1	25.0	28.6
	English Language Learners	55.0	45.0	47.6

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53.1	50.0	60.2
	Economically Disadvantaged	46.3	44.4	53.7
	Students With Disabilities	20.0	18.8	53.3
	English Language Learners	26.3	19.0	40.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32	36.7	49.5
	Economically Disadvantaged	23.6	29.6	40.0
	Students With Disabilities	18.8	12.5	26.7
	English Language Learners	25.5	19	35
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	68.9	71.6	82.6
	Economically Disadvantaged	65.3	70.0	80.0
	Students With Disabilities	42.1	42.1	57.9
	English Language Learners	46.2	40.0	73.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.8	49.1	53.7
	Economically Disadvantaged	27.7	50.0	40.0
	Students With Disabilities	10.5	21.1	16.7
	English Language Learners	25.0	7.1	33.3

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40.0	44.2	47.2
	Economically Disadvantaged	26.7	31.8	34.1
	Students With Disabilities	15.0	20.0	15.8
	English Language Learners	19.0	13.6	18.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28.0	41.1	41.1
	Economically Disadvantaged	22.2	35.6	28.3
	Students With Disabilities	25.0	15.0	15.8
	English Language Learners	10.0	19.0	22.7
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46.9	63.9	68.4
	Economically Disadvantaged	44.3	61.3	59.0
	Students With Disabilities	11.2	16.7	33.3
	English Language Learners	15.8	57.9	44.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45.0	51.1	66.2
	Economically Disadvantaged	39.3	41.9	54.1
	Students With Disabilities	5.6	11.1	22.2
	English Language Learners	33.3	31.6	55.6
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		52.3	52
	Economically Disadvantaged		43.6	
	Students With Disabilities		25	
	English Language Learners		44.4	

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	26	38		16	14		8				
ELL	62	68	54	55	58		56				
ASN	87	45		86	58		75				
BLK	52	54		29	24	10	30				
HSP	62	65	38	54	46	24	51				
MUL	50			60							
WHT	79	71		67	40		83				
FRL	54	51	20	43	30	14	42				
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 2017-18	C & C Accel 2017-18
SWD	44	59	52	49	70	65	29				
ELL	70	72	78	71	68	62	51				
ASN	90	68		91	78						
BLK	65	62	44	80	70	82	43				
HSP	74	68	67	71	71	61	57				
WHT	84	82		85	58		63				
FRL	68	64	59	73	69	63	48				
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 2016-17	C & C Accel 2016-17
SWD	20	41	47	29	28	31	31				
ELL	64	73	70	65	67	62	50				
ASN	89	59		93	79						
BLK	65	53	42	71	49	45	48				
HSP	72	63	66	68	54	41	70				
WHT	80	74		86	70		68				
FRL	70	61	59	70	58	51	53				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	404

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trend across grade levels, subgroups, and core content areas is that we performed lower in all areas as compared to other years. In addition in every grade level, the math data is lower than the ELA data.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is in mathematics grades 1 - 4, and our 4th grade ELA. All grades performed in the 50s or lower on the final math progress monitoring diagnostic in Spring. Compared to our 2019 state assessment, and our 2018 state assessment, our trend started to decrease in 2021 as compared to what was happening in prior years due to virtual learning.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Virtual learning, the inability to differentiate instruction, and the lack of targeted interventions all caused our downward trend in these areas. We need to refocus on small group teaching, interventions, and differentiation in ELA and Math to target student needs in all grades. The comparisons between state assessments from 2019 to progress monitoring for 2021 are not reliable because virtual learning and a lack of student engagement in various classrooms across the school caused a downward trend in our data.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

In 3rd grade our ELA scores for all students were more in line with how our students have typically scored on state assessments. In addition, our ELL students in 1st, 2nd, and 3rd made significant gains on the ELA progress monitoring in the Spring.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our 3rd grade teachers were more adaptable to using differentiation and implementing interventions in a virtual classroom. Students slowly started coming back to school from October through May. We continued to encourage and call families to return to the classroom, especially our lowest students in every grade.

What strategies will need to be implemented in order to accelerate learning?

The entire school grades K - 5 is participating in a mandatory ELA intervention block from 8:10 - 8:40 daily. All instructional staff in the building are facilitating groups using research based interventions targeting student needs. In math, all classrooms are adding 30 minutes to their math instruction during the day totaling 90 minutes per day.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Peer observations, modeling, and professional learning communities are all focused on core content areas. In addition, district departments will be providing support to targeted teachers, including an effective math block, Foundations, and other areas. Specific teachers with exemplary instructional strategies will be identified for other teachers to peer observe.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will continue with our peer observations, our professional learning communities, district trainings and support, and with our Rock & Roll intervention block. In addition, grade level teams share best practices weekly and support each other with instructional strategies during team data analysis.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

48% of students in Grade 5 scored a level 3-5 on the 4th Grade 2021 FSA ELA assessment.

Measurable Outcome:

62% of students in Grade 5 will score a Level 3-5 on the 2022 FSA ELA assessment.

Monitoring:

Every 3 weeks teachers will complete an instructional cycle in ELA with a priority standard and supporting standards. During the cycle the teachers will gather formative assessment data from iReady assigned lessons and the Standards Mastery. At the end of each cycle, teachers will administer a unit assessments and track progress.

Person responsible for monitoring outcome:

Kathryne May (kathy.may@browardschools.com)

Evidence-based Strategy:

All teachers, including ESSR teachers, ESE Support Facilitators, Support Staff, and Admin will participate in a school wide intervention time which focuss on the evidence-based strategy of small group instruction using targeted intervention programs (Rock & Roll Reading). These programs include Direct Instruction, Phonics for Reading, Leveled Literacy Intervention.

Rationale for Evidence-based Strategy:

Student interventions are proven to be more effective in small group settings with a specific targeted focus.

Action Steps to Implement

All classroom teachers will participate in Rock & Roll reading intervention. This time period occurs schoolwide 8:10 - 8:40. Each student in need of an intervention will receive a targeted intervention during that time.

Person Responsible

Kathryne May (kathy.may@browardschools.com)

All classroom teachers will utilize the Benchmark Advance reading materials for whole group and small group teaching to provide quality Tier I instruction in reading during a 90 minute or more reading block.

Person Responsible

Kathryne May (kathy.may@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safe-schools-for-alex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our behavior data trends more positively than the district and does not impact the learning environment.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Lakeside Elementary is a welcoming, family atmosphere. All stakeholders participate in all areas of the school including classrooms, cafeteria, and extracurricular activities. Our school counselor promotes Golden Gators for positive behaviors in students and staff, Kids of Character monthly, Peacemakers to promote positive relationships between students, SEL lessons on bullying, kindness, respect, and organizes student groups focusing on grief, family changes, social skills. In addition the support staff engages with students in classrooms during curriculum support, behavior support, and family support.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

- Kathryne May - Principal: Works with all members of the school community to create a positive school experience for all.
- Marjorie Archer - Assistant Principal: Works with the entire school community to foster a positive school environment in all areas and all classrooms.
- Susana Glnory - School Counselor: Works with staff and students to create positive relationships with all stakeholders.
- Mericis Sanchez - Curriculum Coach: Works with all staff to increase their knowledge of curriculum so that all students receive an equitable education.
- Jennifer Freesland - ASD Coach: Promotes positive behavior and peer interaction for students with disabilities to function in the ESE classroom, the general education classroom, and all parts of the school.
- Demaris John - School Social Worker: Works with families to promote regular attendance, healthy family lives, and a positive connection to the school.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00