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Lakewood Elementary:
Turning Around the
Lowest Performing
Traditional Public
School in Florida

Learning Sciences International

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Lakewood Elementary School Demographics

Number of students: **405**
Number of core teachers: **33**
Percent free and reduced meals: **100%**
Percent homeless or in foster care: **15%**
Percent special education: **15%**

Percent Black: **95%**
Percent White: **3%**
Percent Hispanic: **1%**
Percent two or more races: **1%**

Transforming Lakewood Elementary

In the 2017-2018 school year, Lakewood Elementary School in Pinellas County, Florida, was the lowest performing traditional public school in the state.¹ It was outranked by 2,792 other traditional public schools. Lakewood had struggled with D and F letter grades for years. By the end of 2018, Lakewood was a low F, with 18 percent reading proficiency, 22 percent math proficiency, and 12 percent science proficiency.

Lakewood Elementary School in Pinellas County, Florida, was the lowest performing traditional public school in the state.

Despite this daunting situation, Pinellas County Schools didn't give up on Lakewood. Pinellas County Schools, serving over 100,000 students, is the seventh-largest district in the state of Florida. The district's vision is 100 percent student success; their mission is to educate and prepare each student for college, career, and life. Pinellas County Schools is up against monumental challenges as they strive

toward giving every child in their district the excellent education they deserve. Lakewood Elementary School serves a disadvantaged demographic, with 100 percent of their students receiving free and reduced meals and 15 percent homeless or in foster care. Deputy superintendent Dr. William Corbett says, "It's a tough demographic, but that's not out of the norm in the district or state: it's the face of public education. We believe every child is capable of reaching the rigorous standards in our classrooms. It's incumbent on us to do what we can with our students for the seven hours we have them."

Lakewood Elementary School serves a disadvantaged demographic, with 100 percent of their students receiving free and reduced meals and 15 percent homeless or in foster care.

¹ Rank derived from the Florida Department of Education's official school letter grades. "Traditional public schools" are defined as all schools besides charter schools, ESE centers, alternative schools, and district virtual schools.

Lakewood's staff also believed the school could be transformed despite the challenges it faced. Deirdre Smith, a fifth-grade reading and writing teacher who has taught at Lakewood for ten years, has always been a champion for the school. She says, "I believe in Lakewood, and I've always believed in our students. I believed they could learn, and I knew all we had to do was figure out what they needed and give it to them."

Lakewood students are bright and capable, but many of them deal with difficult circumstances in their personal lives. First-grade teacher Bridget Harden says:

Our students often come to school hungry, unbathed, and they might arrive late or not at all due to transportation issues. Their parents may be incarcerated, and students might be bouncing around from grandparents, aunts, uncles, and friends' houses. We actually have a few students who are living in shelters. It's a challenge for them to come to school with all of that baggage and be ready to learn.

"Our students often come to school hungry, unbathed...We actually have a few students who are living in shelters. It's a challenge for them to come to school with all of that baggage and be ready to learn."

With such a vulnerable student population, it was critical that these students received a high-quality education that would equip them with the skills they needed to lift themselves out of generational poverty. Pinellas County School District knew they had to do something to help Lakewood Elementary reach their potential.

By Florida law, when a school earns three consecutive school grades below a "C," districts must implement one of the following options:

1. Close the school and reassign students
2. Close the school and reopen it as a charter school
3. Contract with an outside entity that has a demonstrated record of effectiveness to operate the school (External Operator)

Pinellas County Schools did not want to close Lakewood Elementary School; they believed the school could be turned around and achieve a grade of "C" or higher with the help of Learning Sciences International (LSI) as the External Operator. Deputy Superintendent Dr. Corbett says, "We chose LSI as our External Operator because of our past working relationship. We've worked with LSI for seven years, on teacher evaluation and Schools for Rigor projects, and so we knew about the work they were doing and we thought the work was very aligned to our own work."

LSI founder and CEO Michael Toth acknowledges how the partnership of trust between LSI and Pinellas County Schools set the project up for success. He says, "We were grateful that Pinellas County Schools wanted to invest in the schools, and that they trust us, and we also trust them. This partnership was successful in a really difficult circumstance. The law is very strict and compels districts to make tough decisions. We appreciate a visionary superintendent like Dr. Grego who wanted to focus on instruction and academics in these schools."

“We were grateful that Pinellas wanted to invest in the schools, and that they trust us, and we also trust them. This partnership was successful in a really difficult circumstance.”

Pinellas County Schools was proactive. Even before Lakewood received an “F” letter grade for the 2017-2018 year, they sought out LSI to begin preparations to externally operate the school. They knew if they could not get Lakewood to a “C” grade in two school years with the help of LSI, they might be forced to close the school.

As the External Operator, LSI took on primary responsibility for:

- All school academic programs
- Oversight, selection, placement, coaching, evaluation, assignment of responsibilities, and re-assignment of school leadership and instructional personnel
- Professional development
- Identification, training, and coaching of professional learning community leaders
- Student academic assessment and development of curriculum and instructional materials

LSI committed to improving both student performance on the Florida Standards Assessment (FSA) and the school’s grade while building Lakewood’s capacity to sustain improvement once the school was returned to full district control. The goal of LSI’s External Operator model is to reach beyond school improvement and attain transformation of the school into a scalable model of rigorous instruction and student engagement. The model provides a data-driven roadmap

designed to empower school leaders and teachers as it aligns curriculum, culture, and instructional systems to attain and sustain high levels of performance.

The goal of LSI’s External Operator model is to reach beyond school improvement and attain transformation of the school into a scalable model of rigorous instruction and student engagement.

LSI assigned James Mills as the leadership coach for Lakewood Elementary. Mills has an extensive background in education and with turnaround schools. He has served as a principal, Director of Education Transformation Operations, and Chief Academic Officer; at the Florida Department of Education he served as the Senior Educational Program Director for the Bureau of School Improvement.

Mills, along with other LSI staff, conducted a School Comprehensive Needs Assessment (SCNA) – a full inspection and analysis of operations, leadership, instruction, and curriculum at the school – at the end of the 2017-2018 school year. The intention for the SCNA was to inform an action plan for the coming year, identifying both strengths and areas for growth, and assisting the district in identifying Lakewood’s specific needs for additional support.

A School Comprehensive Needs Assessment (SCNA) is a full inspection and analysis of operations, leadership, instruction, and curriculum at a school.

The SCNA results indicated the root causes of low school performance at Lakewood: instruction was low-rigor, not student-centered, and didn't include standards-based learning targets; there was no apparent monitoring of student learning; PLC structures were weak to non-existent; and there was a lack of accountability and a lack of data-driven systems to move student achievement. However, the SCNA also revealed Lakewood's greatest strength—the staff was eager to implement more rigorous instructional strategies and willing to learn new ways to establish the systems and procedures they needed to support student learning.

Based on these findings, Mills and LSI recommended replacing the principal with an instructional leader who would participate in leadership coaching support and follow through with setting up and monitoring systems and procedures for accountability. LSI also recommended intensive coaching for the staff to put into place appropriate systems for operational and academic work. Finally, LSI recommended that the district reduce the number of initiatives required of the school, allowing the principal to focus on strengthening core instruction.

LSI recommended replacing the principal, intensive coaching for the staff to put into place systems for operational and academic work, and a reduction in the number of initiatives required of the school.

LSI National Practice Leader Dr. Jenny Reeves presented LSI's recommended action plan to Pinellas County Schools. The district leaders reviewed and agreed upon the plan. Dr. Reeves worked closely with Pinellas

County Schools the whole school year. She says:

We knew the district had already done a lot of work at Lakewood, and our intent with this partnership was not to change that. We wanted to deepen the work Pinellas County Schools was already doing and help them create sustainable systems that aligned to their vision. We collaborated on getting Lakewood the support they needed. Each month, LSI reported out progress to the district leaders at our EAT meetings and we discussed any changes we needed to make moving forward.

The district assigned Stephanie Woodford as the interim principal for Lakewood in Spring 2018. Woodford was the fourth person to serve as Lakewood's principal in just three years. Once LSI Leadership Coach Mills saw Woodford was a good fit and committed to do the work, he recommended to the district that she stay on as the principal. "Stephanie has high expectations for her staff, and she knows how to inspire people," Mills says. "She has a 'never give up' attitude and she has a keen eye for organization, so I knew she would be able to help create and implement the systems and processes we needed to turn Lakewood around."

Deputy superintendent Dr. Corbett quickly noticed the partnership between Mills and Woodford would be key for success at Lakewood. Their strong bond of trust established a culture of mutual support throughout the school. Dr. Corbett says, "What set Lakewood apart was the leadership relationship. The synergy between James and Stephanie was really fun to watch."

Mills and Woodford worked closely for the entire school year. They had to hire 23 new core teachers for the 2018-2019 school year, retaining just ten teachers from the previous year. Lakewood now faced the daunting task

of turning their school around with a largely new team.

Together, Mills and Woodford began to execute Lakewood's action plan. Their first priority was getting the conditions of the school under control. Mills notes, as his first impression when visiting the campus for the SCNA: "Student behavior was overwhelmingly dominating every aspect of the school." As an example, he had to break up a student fight just to get into the school on his first day there.

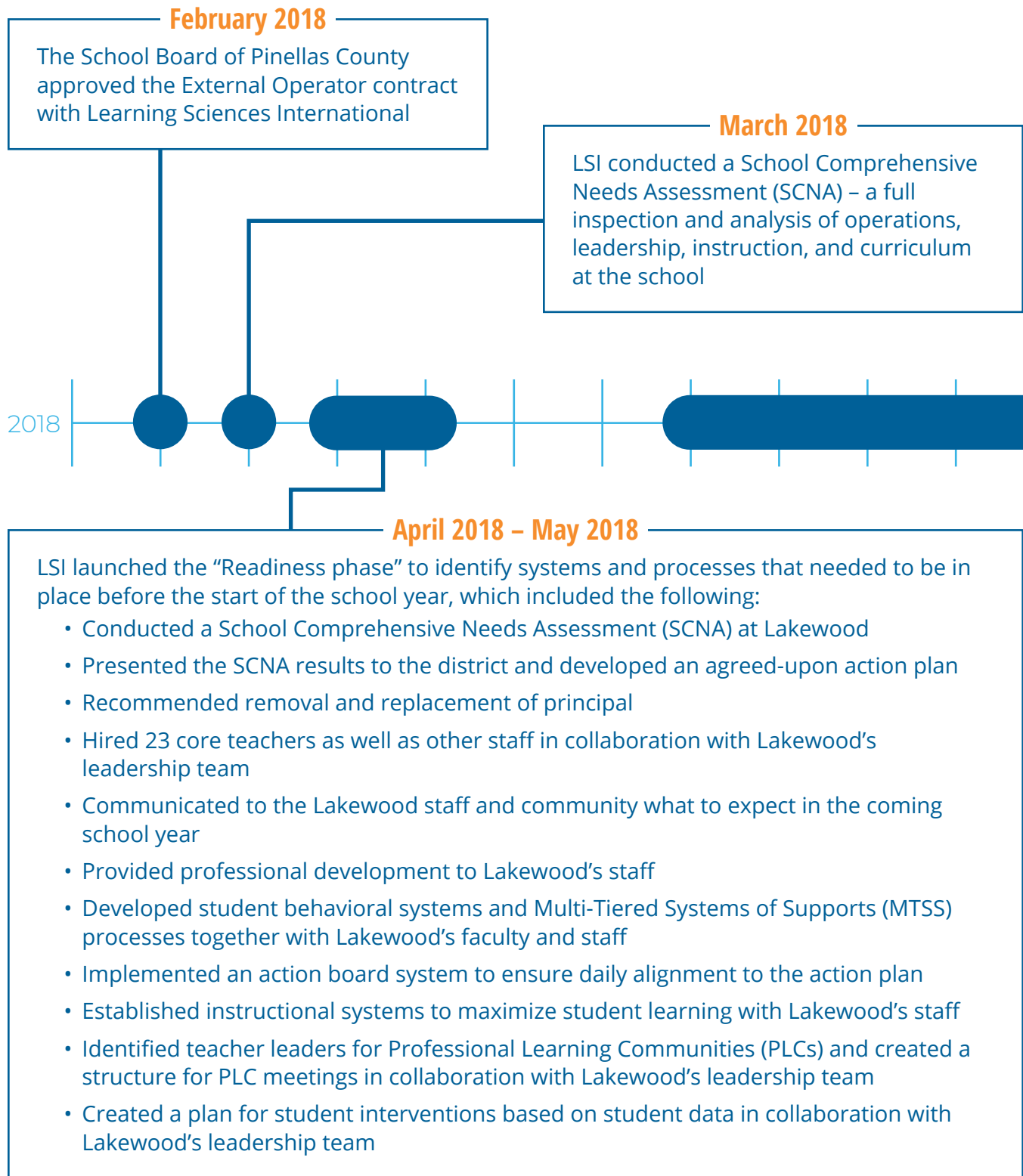
Principal Woodford had a similar perspective when she joined Lakewood. She says: "My first day at Lakewood, I thought it was a change of class because there were so many students out in the hallways and courtyard, but it wasn't. Kids from kindergarten up to fifth grade were just walking out of class."

Out-of-control student behavior was not Lakewood's only challenge. Students were lagging far behind academically. Mills says, "The majority of the students were more than two years behind grade level when we arrived. When we did our initial testing, we had approximately 87 percent of our students reading at a kindergarten level in third grade." Even with his extensive background in turnaround schools, Mills was shocked. He says, "I've worked with many schools over the years and I just had never seen anything that dire in terms of literacy development."

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Mills, along with the Lakewood Leadership team, made the connection between the critical areas of behavior and academics. Principal Woodford says, "We acknowledged that most of our student behavior issues weren't really behavior issues—they were academic issues. Imagine if you're a 9- or 10-year-old boy sitting in fourth grade and you're reading at a kindergarten level. You become a behavior problem because you're embarrassed and you're frustrated." Lakewood, with support from Pinellas County Schools and LSI, was prepared to make the changes necessary to get the school back on track.

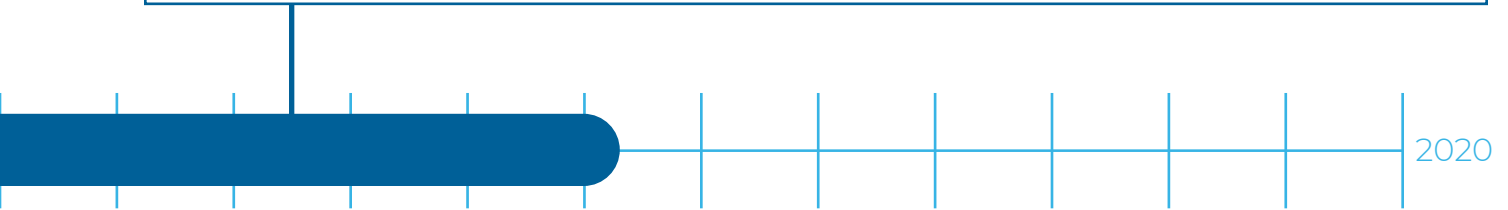
Timeline for LSI’s External Operator Services at Lakewood Elementary School



August 2018 – June 2019

LSI implemented Data Cycles to ensure constant monitoring of progress and achievement of the goals outlined in Lakewood’s action plan. There were four Data Cycles in the school year. The Data Cycles consisted of:

- Quarterly Professional Development days for all staff
- Daily PLC Support for all staff
- Weekly Coaching for Implementation (C4I) for classroom teachers
- Weekly School Leadership Coaching
- Quarterly Rigor Diagnostics
- Daily Action Board meetings with the Leadership team
- Weekly communication to the area superintendent and transformation zone officer
- Monthly meetings with the district Executive Action Team (superintendent and senior leadership), including a written report, to review progress and problem-solve through impediments



Please note: This Data Cycle example is personalized to Lakewood Elementary School. The frequency of each component depends on the needs of the school and the severity of the school's issues.

Negative Behavior Referrals Plunge in One Year

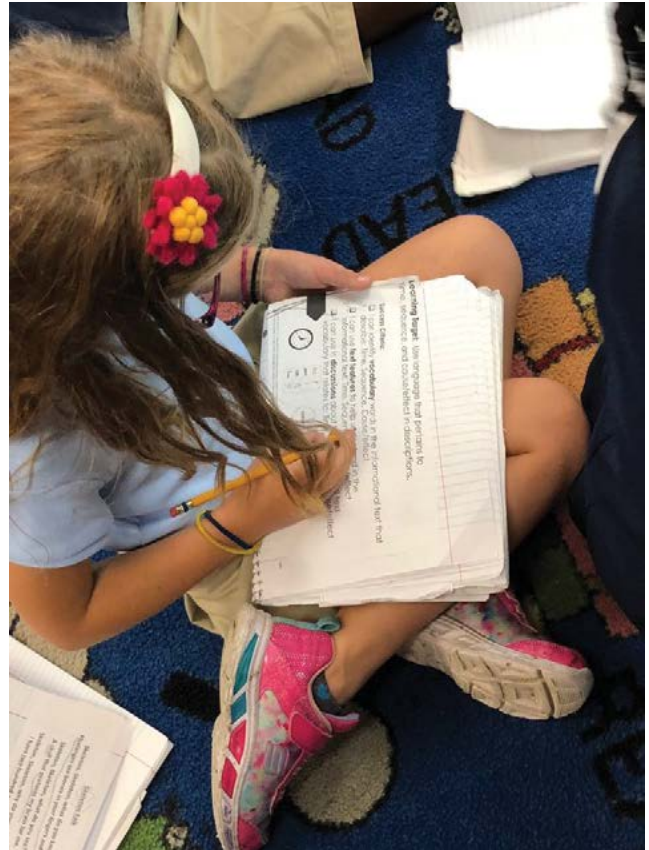
After determining that academic deficits were the root cause of much of Lakewood’s student behavior issues, Mills and Lakewood’s leadership team set about changing how Lakewood had historically dealt with negative student behavior. Renee Nellenbach, who was in her third year as assistant principal, says, “A shift happened this year—we emphasized student academics in relation to behavior rather than focusing on the negative behaviors themselves.”

Mills, Woodford, and the Lakewood staff put into place a Positive Behavioral Interventions and Supports (PBIS) system for students and launched a behavior team to support teachers through intensive classroom management. At the same time, Mills and the leadership team committed to helping teachers develop stronger core instruction that engaged students and made them want to be in the classroom.

Mills, Woodford, and Lakewood’s staff made students’ progress more transparent to them, building stronger student ownership. Woodford says:

We had really honest conversations with our students about their academic progress. Every time there was a test or anything to gauge growth, we went over that growth with them individually. For example, one of our fourth graders who started the year behind grade level said: “Okay, I was only at a kindergarten level before, but now I’m already up to second grade. And if I do this again for another year I’m going to be up where I need to be.” Once the students started seeing the growth and the change for themselves, their negative behavior started decreasing.

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A Lakewood student tracks her own academic progress toward one of her daily learning targets.

Deputy superintendent Dr. Corbett acknowledged the change in the learning environment and its impact on students at Lakewood Elementary as well. He says, “In turnaround, the first thing you have to do is get the learning environment set to ensure that teaching and learning can occur. There is a dramatic difference in the behavior at Lakewood now versus five years ago.”

The dramatic decrease in negative student behavior is reflected in Lakewood’s referral rates. Referrals are used when student misbehavior is too severe for the teacher to handle through classroom management, which necessitates the school’s behavior team to intervene. The total number of referrals in the 2018-2019 school year dropped by nearly 72 percent from the previous year. During the Spring semester alone, referrals decreased by as much as 80 percent compared to the previous year.

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Behavior Referrals 2017-18 vs. 2018-19

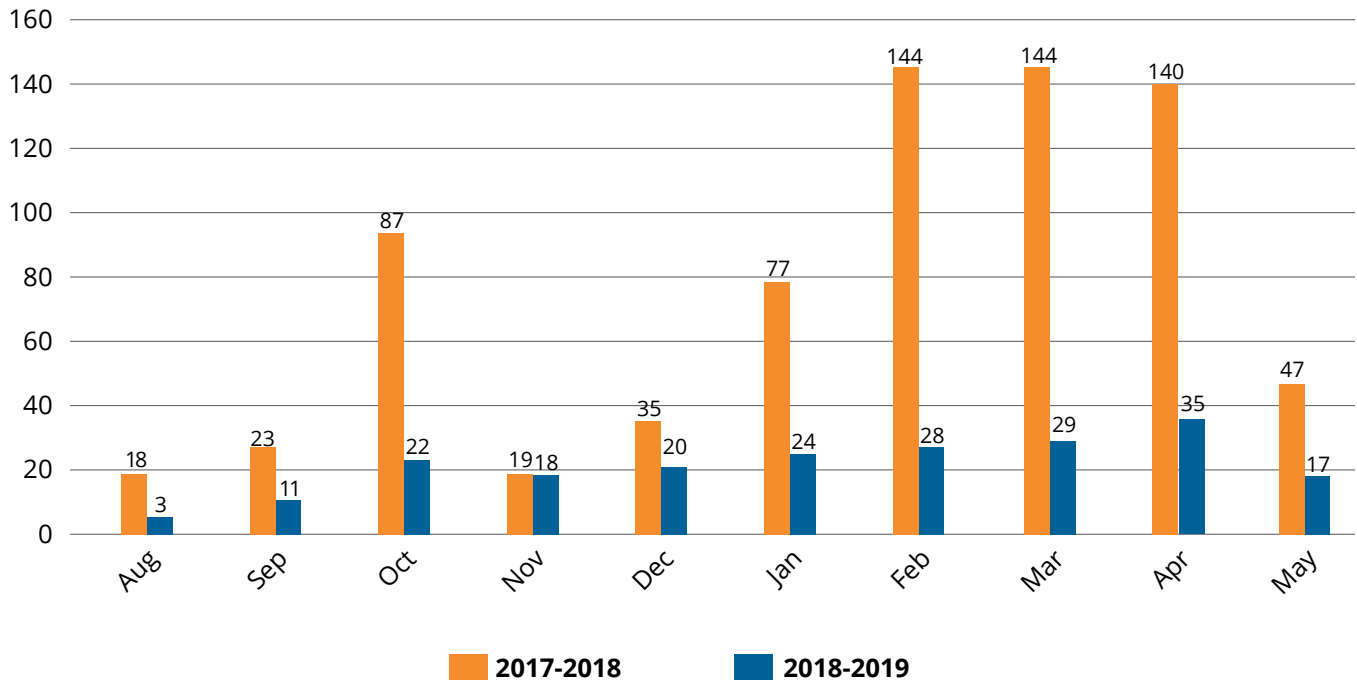


Figure 1. Student behavior referrals at Lakewood Elementary School compared month-by-month for the 2017-2018 school year and the 2018-2019 school year. In Spring 2019, referrals decreased by as much as 80 percent compared to the previous year.

Academic Gaps Begin to Close

Teachers started to see the transformation of student behavior and attitudes in their classrooms even with their most challenging students as these students became academically engaged. Second-grade teacher Michelle Summers credits this transformation to the shift in core instruction toward LSI's student-centered model, where students work together in groups. Summers says:

I had a student come into my classroom mid-year. He was an ESE student on the spectrum and had a lot of challenging behaviors. He wasn't used to working with other kids and he was low academically. His mom called me on the phone and told me: "He can't do the work—he's never been able to." But when I put him into a student academic team, he started being able to do the work. Any time he had problems, instead of depending on me to guide him completely he would go to his peer group and they would work together. He was so happy to be able to complete the work. He would go home and do his homework and show his mom that he could do it. She was really happy for him.

"When I put him into a student team, he started being able to do the work. Any time he had problems, instead of depending on me to guide him completely he would go to his peer group and they would work together."

Students like this one, who had historically been stuck in intensive Tier 3 interventions, were able to remediate their foundational reading and mathematics issues and start to close their academic gaps. In just one year, the number of students at risk for

Tier 3 interventions decreased by 15% in reading and by 20% in mathematics. These students were able to move to less intensive interventions (Tier 2) or out of interventions completely (Tier 1).

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Lakewood students collaborate while working on rigorous academic tasks.

Reading Interventions Fall 2018 to Spring 2019

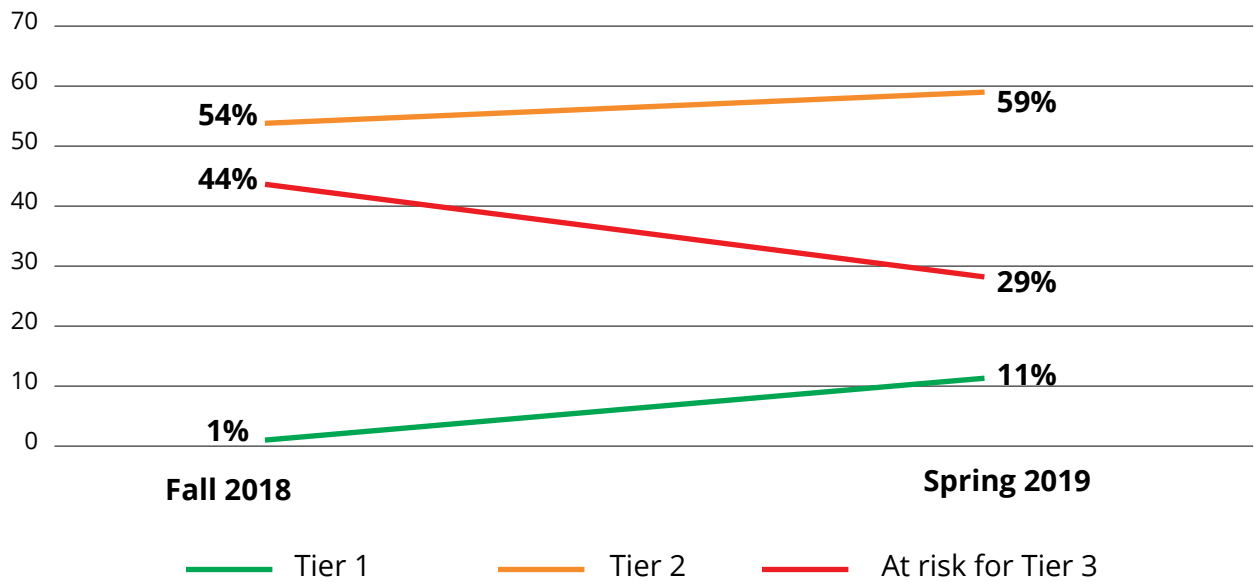


Figure 2. The number of students at risk for intensive (Tier 3) interventions in reading decreased by 15% from Fall 2018 to Spring 2019. Students were able to move to less intensive interventions (Tier 2) or out of interventions completely (Tier 1).

Mathematics Interventions Fall 2018 to Spring 2019

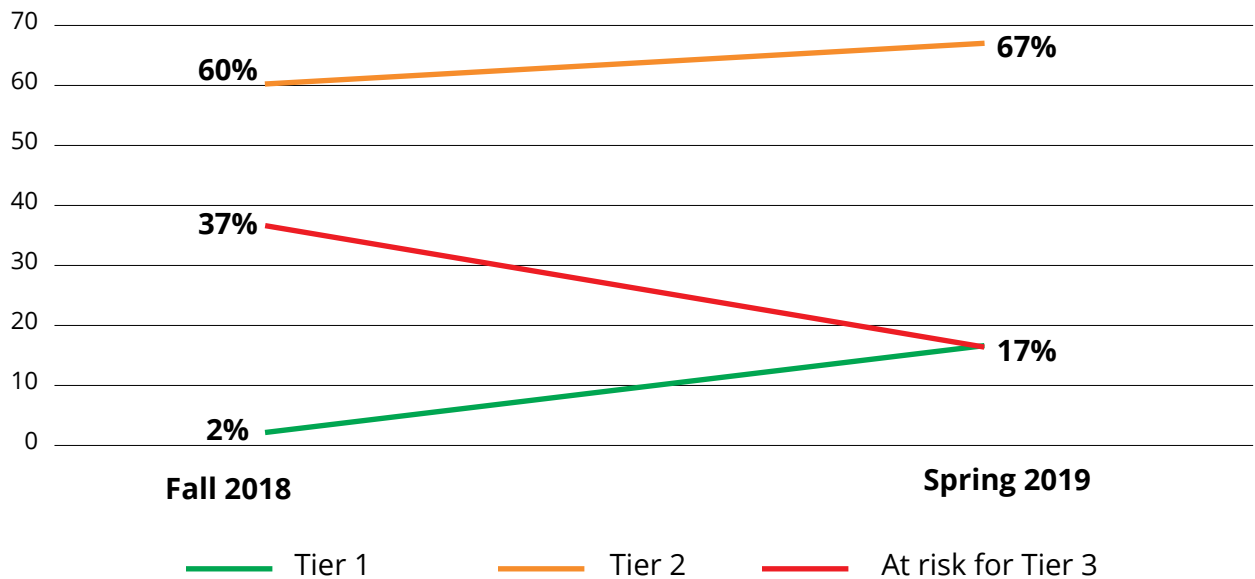


Figure 3. The number of students at risk for intensive (Tier 3) interventions in mathematics decreased by 20% from Fall 2018 to Spring 2019. Students were able to move to less intensive interventions (Tier 2) or out of interventions completely (Tier 1).

Social and Emotional Learning Skyrockets and School Culture Evolves

Lakewood students who had been reluctant began to participate in their learning through student-centered methods such as LSI's Academic Teaming, thereby developing crucial social and emotional skills. First-grade teacher Bridget Harden had great success with one of her students with Selective Mutism. Harden says:

I think all of my students really benefited from using these new student-centered techniques, but I had one student in particular who comes to mind. She had Selective Mutism and didn't say much to anybody. But once I started to use LSI's Academic Teaming methods, this student became more comfortable with the other students at her table and she actually began to speak to them on an academic basis and even on a personal level. She became much more confident in the classroom.



Lakewood students support each other in the classroom and celebrate academic success.

“Once I started to use LSI’s Academic Teaming methods, this student [with Selective Mutism] became more comfortable with the other students...she actually began to speak and became much more confident in the classroom.”

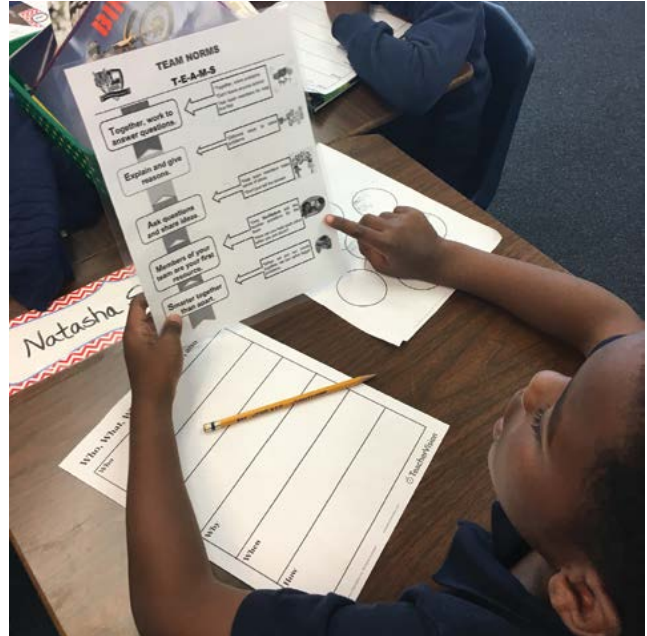
Teachers’ Perceptions are Improving: Student Behavior	Change Fall to Spring
Office referrals for negative behavior are declining	▲ 6%
Students are more engaged in learning	▲ 8%
Students attendance is improving	▲ 13%

Figure 4. Teachers’ perceptions of the change in student behavior from Fall 2018 to Spring 2019 was positive according to a school culture survey.

Behavior coach Natalie Araujo noticed a definite improvement in the sense of community among students as they began to self-regulate their behavior, support their peers, and help build a culture of learning and inclusivity. Araujo says:

By the end of the year, we saw students start to take ownership of their own behavior and their peers' behavior. We watched in awe as an older kid said, "Ms. Araujo, I got this," and he helped a student who was in the hall crying, convincing the student to re-enter the classroom. Our fifth-graders who used to have huge behavior issues themselves now want to become student mentors for our younger students. When our scholars started forming relationships with each other it was one of the coolest things to see.

“Our fifth-graders who used to have huge behavior issues themselves now want to become student mentors for our younger students.”



Lakewood students take ownership of their own behavior and self-regulate by following consistent protocols.

Achievement Gains Soar

In addition to the turnaround in student behavior, students made gains academically. On the Florida Standards Assessment (FSA), Lakewood students made impressive gains. ELA learning gains increased by 6 percent and mathematics learning gains increased by 7 percent. Additionally, mathematics learning gains of the lowest 25% increased by 26 percent and science proficiency increased by 15 percent.

Mathematics learning gains of the lowest 25% increased by 26 percent.

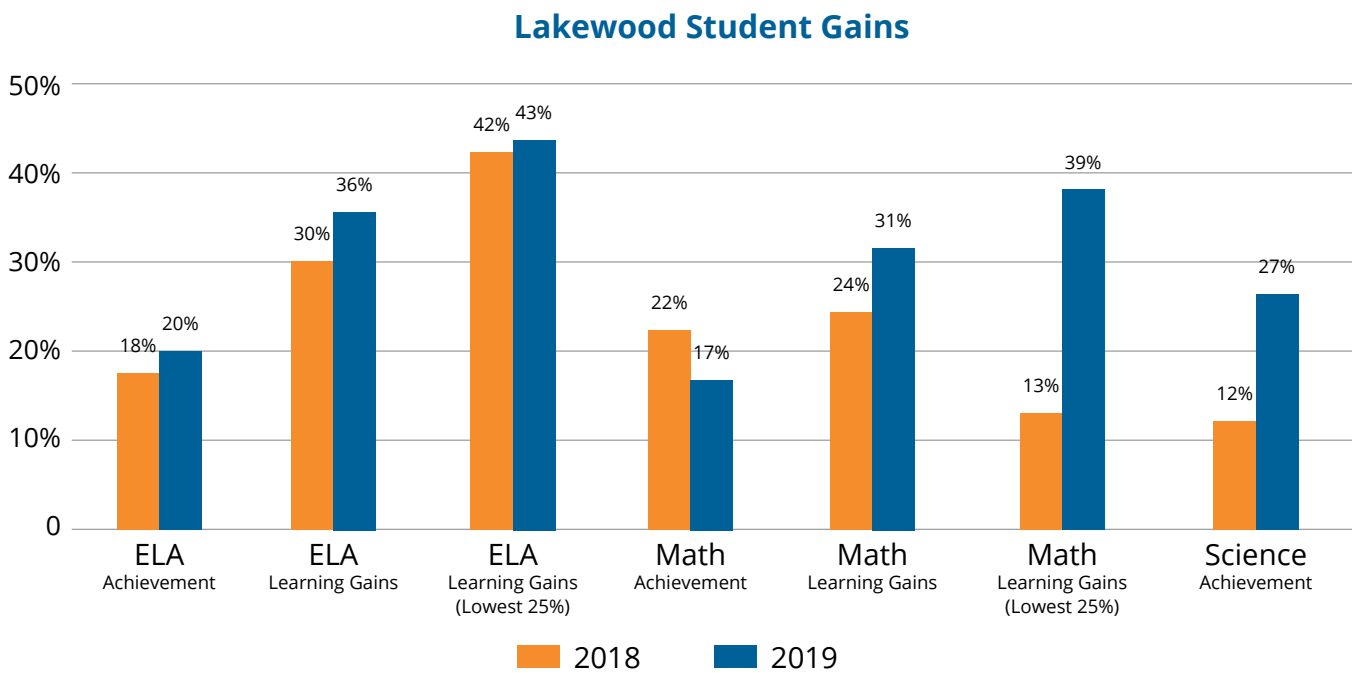


Figure 5. Lakewood students increased their learning gains and achievement in nearly every category on the FSA.

Teacher Retention, Morale, and Professional Growth Recover

Lakewood’s work in the 2018-2019 school year not only transformed student outcomes—it also transformed the staff. Teacher turnover at Lakewood decreased by 55 percent in just one year. While LSI Leadership Coach Mills, Principal Woodford, and Assistant Principal Nellenbach had had to hire 23 core teachers to start off the year—which was not out of the norm for a typical year at Lakewood—they only had to hire five new core teachers for the upcoming 2019-2020 school year.

Teacher turnover at Lakewood decreased by 55 percent in just one year.

Principal Woodford sees the now minimal teacher turnover as critical to student success. Woodford says:

Our students are the most relational kids I've ever seen in my life. When they connect with somebody, it breaks them to lose that person. I think it's because they have so much change in their life outside of school; they might be sleeping on sofas and going from one family to the next. School is the place where they need consistency. It's going to be really powerful in August when our scholars return, and all of our staff is here. They're used to walking in every August to new faces. To see the same staff, the same principal, the same student services team and behavior team—that's going to be really amazing for our students and for us.

“It’s going to be really powerful in August when our scholars return, and all of our staff is here.”

Core Teacher Turnover Rates at Lakewood

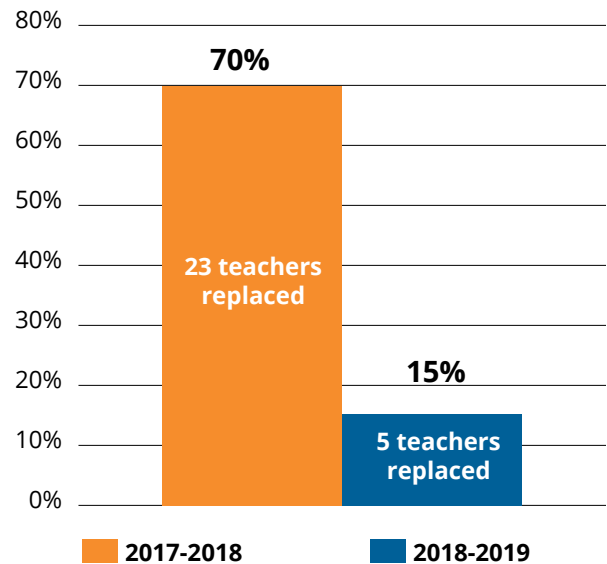


Figure 6. Core teacher turnover at Lakewood decreased by 55 percent in just one year. Twenty-three out of 33 core teachers had to be replaced in the 2017-2018 school year, while only five out of 33 core teachers had to be replaced in the 2018-2019 school year.

Bridget Harden could have been one of the teachers who ended up leaving had Lakewood continued on a negative trajectory. Instead, she feels re-inspired after a successful school year with LSI. Harden says:

I was kind of done at the end of the previous school year—I didn't really want to go back. I was a new mom and I was dreading having to return to my job because it had felt like working in a war zone. I thought having an External Operator was just another thing added to our plates. But with LSI and our new principal Ms. Woodford, things have completely changed. My passion for teaching has grown a lot this year. I actually enjoy going to work. I enjoy teaching my scholars, and they enjoy coming to school. It just seems like the whole morale of Lakewood has transformed. I'm really excited to see what this next school year holds for both teachers and students as we continue on our journey.

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Professional development strengthened as teachers reported using best practices more often in their classrooms, which they practiced through the intensive classroom coaching

they received from LSI. These best practices include: considering the taxonomy level when planning a lesson, watching colleagues teach, and determining whether student work met the standard.

While LSI focused on professional growth as their main priority with Lakewood's staff, LSI Leadership Coach Mills also took the time to engage the staff in morale-building activities. Mills arranged for monthly events such as a fish fry, barbeque, and chili cookoff. “The school had never done these types of activities for the staff before,” Mills says. “School turnaround is really tough work, so it was fun to see the staff enjoy themselves at these events every month, getting to know each other better and celebrating their progress. It made a big difference in morale.”



Lakewood staff enjoy a morale-building cookout led by LSI Leadership Coach James Mills.

Teachers' Perceptions are Improving: Classroom Instruction	Change Fall to Spring	
Consider the taxonomy level when planning a lesson	▲	6%
Watch my colleagues teach	▲	17%
Determine whether student work met the standards	▲	10%

Figure 7. Teacher perception of classroom instruction best practices increased from Fall 2018 to Spring 2019 based on a survey of teachers at Lakewood.

Enthusiasm and Community Support Strengthen

The positive results and improved morale at Lakewood began to spill out into the community. Assistant Principal Nellenbach notes that this is the first year she's seen the school have such a huge outpouring of support from local organizations. Although she's not sure exactly what sparked the community's enthusiasm, she thinks the uplifted morale radiating from students and staff may have been a factor. Nellenbach says: "Maybe it was through word of mouth as the morale changed and teachers were talking about it, so the perception outside of the school began to change. People were starting to see the good in Lakewood and spending more time here."

"People were starting to see the good in Lakewood and spending more time here."

Parents also became more involved at Lakewood this year. Before partnering with LSI, Lakewood had no Parent Teacher Association (PTA) and limited involvement in the School Advisory Council (SAC). Nellenbach reflects on a parent who just joined the SAC committee this year and was enthusiastic to help other parents understand what Lakewood could offer to them and their family. Nellenbach says:

This parent had the idea of starting to organize parent social events. He told me, "We don't all know each other, and we didn't necessarily have a positive experience in school." We realized parents may feel they aren't able to engage in the work because they didn't finish school themselves and they don't know how much they can offer. We want parents to understand it's not always about asking them to read with their kids at home or do other

scholarly activities—we want the emphasis to be on building a positive trusting connection between our parents and staff that will help our students see we're all on the same team working towards their success. We want parents to understand we're here for the whole child and the whole family.

"We're all on the same team working towards [students'] success...we're here for the whole child and the whole family."

The Future of Lakewood Elementary School is Bright

After a year of intensive work, Lakewood gained a hard-earned 7 percentage points out of the total possible points for their letter grade percentage and were 2 points shy from increasing their letter grade to a “D.” Prior to working with LSI, Lakewood had been the lowest performing traditional public school in the state with a low “F” and a history of being a “D” or “F” school since 2013. LSI Leadership Coach James Mills says, “It was critical for the school to spend this first year focusing on

conditions and putting sustainable systems into place as we worked on improving instructional practices. Now that the teaching and learning environment at Lakewood has improved so dramatically, we’ll be able to shift even more of our time and energy to instructional practices and continuing to raise student achievement next year.”


District	School	Before LSI	After LSI	Change
		Grade 2018	Grade 2019	
Pinellas	Lakewood Elementary	F (23%)	F (30%)	 +7%

Figure 8. Lakewood gained seven percentage points in a single year.

Teacher Deirdre Smith says: “If we build upon the foundation we created with LSI this year, our climate and culture will continue to change. Everyone will be able to see the growth of not just our students, but of our staff.” Behavior coach Natalie Araujo agrees. She says: “I see great things for Lakewood. It makes me smile thinking about how far we’ve come already. With LSI’s help, I see us closing the gap for kids who are behind academically.”

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Reflecting on this past school year, Principal Woodford feels it was a positive choice for Lakewood to partner with LSI. She says: “I think the district made the right decision by partnering with an external operator. By making that choice they were saying that

this school is important, the community is important, and maybe a few minds working together can make a difference.” LSI Leadership Coach James Mills, believes the Lakewood staff has “the opportunity over time to build Lakewood into a true model school that the rest of the nation can look to.”

“This school is important, the community is important...maybe a few minds working together can make a difference.”

Deputy superintendent Dr. Corbett says, “We’re very proud of the work happening at Lakewood this year.” As for the future of the school, he envisions Lakewood will rise alongside other schools in the district. He says:

I’d like to see Lakewood Elementary School be an “A” school...our goal is to get all schools out of the state accountability system and to a “C” or better...We want to continue concentrating our resources on the lowest performing schools to improve them so that every single school in the district is an “A” school that the families and the community are proud of and will be proud to send their child to.

Assistant principal Nellenbach has a lot of hope for Lakewood Elementary School. She believes improving the school will lift up the whole community surrounding it. Nellenbach says:

Over the last couple of years, we’ve seen a decrease in student population with kids leaving for charter schools or private schools or choice programs. I think Lakewood is now going to become a school people want to be part of and hopefully we’re going to see an influx of students as we build a strong school that turns out scholars who are ready for the next step of their education. I see our students becoming successful and then hopefully returning to the community to give back. I’m hoping Lakewood becomes an engine for helping this community turn around.

“I’m hoping Lakewood becomes an engine for helping this community turn around.”



LSI is proud to partner with Pinellas County Schools and Lakewood Elementary School!

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