

Lakewood Elementary School

4151 6TH ST S, St Petersburg, FL 33705

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
71%

Alternative/ESE Center
No

Charter School
No

Minority
91%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	D

School Board Approval

This plan was approved by the Pinellas County School Board on 9/23/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Lakewood Elementary School is to provide each student with a diverse education to reach their academic and life goals.

Provide the school's vision statement

Lakewood Elementary aspires to prepare the whole child for a future of limitless possibilities through an integrated and relevant and rigorous curriculum.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

During preschool all instructional staff received professional development on Trauma Care. This was provided through our community partnership with Suncoast Community Health. The staff at Lakewood will also be receiving professional development from the district Office of Community Involvement through out the year as a part of the district support for low performing elementary schools.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school utilizes a School-Wide Behavior Plan to ensure a safe environment. The teachers are all trained in Positive and Proactive classroom management. The school has clearly defined Guidelines for Success and school-wide rules along with incentive programs. Parents and families are informed of the School-Wide Behavior Plan and daily communication occurs between school and home. In addition to the School-Wide Behavior Plan, the school will be implementing a Morning Meeting process in the 2014-15 school year. The goal of the implementation is to improve the climate and culture of the school through direct instruction of social emotional strategies to successfully resolve conflict and develop a classroom community.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Lakewood has a School-Wide Behavior Plan which includes clear Guidelines for Success, School Rules, and weekly and monthly incentives.

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

In addition to a School Counselor, who implements a comprehensive guidance program to meet the social-emotional needs of the school, Lakewood has a full time social worker to work directly with students delivering individual and small group counseling along with delivering referral services to families. This social worker is in addition to the district allocated social worker and psychologist whose time is often allocated to the Response to Intervention process.

Lakewood Elementary is also provided with a Mental Health Counselor through partnership with Juvenile Welfare Board.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school uses the district student information system (Focus Portal), the supplemental district information system (EDS) and the district data mining system (Decision Ed) to generate reports to calculate attendance, discipline, academic and assessment information. The data from the early warning system is used as part of a comprehensive needs assessment. The data is also used to respond to specific questions generated by SBLT.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	22	24	11	14	6	77
One or more suspensions	14	18	21	27	17	25	122
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	20	20	14	54
Retention	4	3	11	33	19	4	74

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	4	9	9	35	15	15	87

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Due to the large percentage of students at level 1 and 2 the school has a school wide reading intervention for all students. This district designed intervention occurs in the extended reading block. In addition to the large number of behavioral referrals, the school implements a school wide Positive Behavior Plan that includes tracking all students behavior through the use of an intensive token economy. The school also has increased the required positive to negative ratio of interaction from 3:1 to 5:1 in all classrooms. Students identified in the early warning system, experience additional Tier II and Tier III academic and behavioral supports based on the specific needs of the individual students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Student lead conferences; lunch bunch; meet the teacher; open house; musical performances; celebrations of academic success are all events at Lakewood Elementary. Daily communication occurs between home and school through the use of school planners. Monthly newsletters are sent home along with connect ed phone calls to families. In addition to events and written communication, the Principal, teachers and school social workers make home visits to families.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Lakewood Elementary School has a Family Community Liaison who works to seek out community partnerships. The Principal is also active in the community and invites community organizations to provide services, professional development, and partnerships with the school. Lakewood Elementary currently has partnerships with Suncoast Mental Health Services, Juvenile Welfare Board, and Big Brothers/ Big Sisters.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Kidd, Cynthia	Principal
Carr, Nicole	Assistant Principal
Bair, Shirley	Instructional Coach
Richards-Betts, Gwendetta	Instructional Coach
Dorn, Jennifer	Teacher, ESE
Davidson, Kelly	Attendance/Social Work
Knight-Martin, Mary	Attendance/Social Work
Dawkins, Kahlilah	Psychologist

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The members of the SBLT reviewed the school wide data and completed the state 8 step problem solving model to develop the initial School Improvement Plan. The SBLT utilizes the SIP as a road map and monitors the implementation of the action plan. MTSS is the model of support given to students. SIP strategies are aimed at Tier I support, In addition to monitoring implementation and effectiveness of the SIP, the SBLT develops, implements, monitors and evaluates Tier II and Tier III supports for students.

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

SBLT meets weekly and utilizes student engagement data and academic assessment data to address effectiveness of core instruction as well as Tier II and Tier III supports.

Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools. At Lakewood, Title I funds are specifically used to provide additional support in the Kindergarten classrooms in the form of additional personnel working with Kindergarten students. Funds also support the school positive and proactive environment by providing a Behavior Coach to support teachers with classroom management.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Mary Holland	Parent
Daphe Lampley	Parent
Deidre Smith	Teacher
Mallori Watson	Education Support Employee
April Ash	Teacher
Diane Lewis	Teacher
Micheal Strickland	Parent
Eric Ford	Parent
Marilyn Sowell	Business/Community
Melissa Seixas	Business/Community
Lydia Arana	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Development of this school improvement plan

SAC plays a major role in implementing, monitoring, and revising of the plan.

Preparation of the school's annual budget and plan

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Funds will be used to support parent involvement activities and student positive reinforcement for behavior and academic supports for ALL students (i.e. school-wide incentives to support the school's positive behavior plan).

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Kidd, Cynthia	Principal
Carr, Nicole	Assistant Principal
Dorn, Jennifer	Teacher, ESE
Bair, Shirley	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will support the direction of the extended reading instruction. LLT will monitor the implementation of the core Literacy Program, the extended reading program and the Tier II and Tier III reading interventions along with the reading interventions provided to ESE and 504 students.

Utilizing formative assessment data to differentiate core reading instruction, LLT will develop appropriate intervention, extension, and enrichment in reading for students to engage in during core instruction as a means to support grade level PLCs

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All grade levels have a 50 minute common planning time everyday. There is a team leader for each grade level who facilitates the grade level collaborative planning. Team leaders applied for the position of team leader and provided evidence of ability to lead the team. Lakewood also has a full time Reading, a full time Math who meet with the teams weekly to support effective planning and a halftime Science Coach who meets with them every other week.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Lakewood will institute the following to help recruit and retain staff:

1. Frequent celebrations in and out of school for staff
2. Collecting input from teachers in a systematic way in addition to Open Door policy
 - a. Preschool one to one with principal to gather concerns

- b. Preschool staff survey
 - c. Mid semester survey of climate
 - d. end of year climate survey
3. On going professional development to provide support in areas of need

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentors are provided training by the school district to ensure mentors are suitable for assisting and following all guidelines. Kimberle Noorbakhsh is the lead mentor who facilitates meeting with mentors and mentees. Teachers are paired in a variety of ways: same grade/subject levels, support for classroom management, and experience. Principal, Cynthia Kidd will meet monthly with new teachers to discuss needs/questions/concerns. Monthly agendas are fluid and planned a month in advance to afford opportunity to mentees to request additional information or support on a topic.

Data chats to be held monthly

Book Study: The Morning Meeting

A tentative plan to be followed include:

August-Getting to know Lakewood-Classroom Management/PBS/MTSS

September-Culture Competency- Classroom Management/PBS/MTSS

October- Classroom Management/PBS/MTSS

November-Development

December-Parent Conferences

January- Climate/Culture Check

February-Reflections/Celebrations

March-Curriculum Round Table

April- Testing

May- Review of IPDP/Goals

June-Celebration/Finale

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The core instructional program and materials are approved by the state for adoption and provided by Pinellas County School District Office of Teaching and Learning

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The schools uses student assessment data to determine Tier II and Tier III academic interventions. In the classroom, the teachers use state assessments, including FAIR, district common assessments, including Running Records to differentiate instruction to meet the individual needs of students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,700

As a low 300 school Lakewood will implement the district plan for additional hour of reading intervention provided daily to all students. Based assessment data students will receive the support in reading.

Students from Lakewood also attended Summer Bridge. Preschool professional development and ongoing professional development on the district reading intervention model. Administrative monitoring of implementation of the reading intervention.

Build capacity of Grade level PLCs to effectively analyze student reading performance data to develop effective lessons which differentiate core reading instruction and result in a systematic process where teachers effectively monitor student learning of standards and plan instructional strategies to improve student performance. This capacity building will occur through weekly support in PLC with a coach.

Strategy Rationale

Building the capacity of the classroom teacher to differentiate instruction based on data is the most effective and efficient way to accomplish improved student achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Kidd, Cynthia, kiddc@pcsb.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Running Records, FAIR and additional grade level assessments will be monitored and analyzed to identify progress being made.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Lakewood will be working with students in intermediate grades to support the transition to Middle School through the full implementation of AVID in grades 4 and 5. Lakewood will be partnering with the feeder Middle Schools to have parents of outgoing fifth graders learn more about the AVID program in Middle School.

College and Career Readiness

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

Grades 4 and 5 will be using AVID strategies and support the transition of the outgoing fifth grades into AVID programs in the Middle School.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 100% teachers will utilize formative assessments to guide instruction as evident by reading proficiency from 19% to 52%; in math proficiency from 15% to 49% and increase Reading LG from 53% to 60%; math LG from 41% to 60%; science 13% to 25%.
- G2.** Improve the climate and culture of the learning environment as measured by the decrease in student referral and suspension rate by 10%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. 100% teachers will utilize formative assessments to guide instruction as evident by reading proficiency from 19% to 52%; in math proficiency from 15% to 49% and increase Reading LG from 53% to 60%; math LG from 41% to 60%; science 13% to 25%. **1a**

 G058413

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	52.0
AMO Math - All Students	49.0
FCAT 2.0 Science Proficiency	20.0
AMO Reading - African American	49.0
AMO Math - African American	45.0

Resources Available to Support the Goal **2**

- Assessment Resources: FAS, FAIR, CPALMS, MFAS, Math formative assessment materials- Uncovering student learning, Direct Instruction assessments, Running Records, formative science assessments in the district curriculum guide,
- Academic Coaches

Targeted Barriers to Achieving the Goal **3**

- Lack of understanding of differentiated instruction within the core instructional time to meet the needs of students

Plan to Monitor Progress Toward G1. **8**

SBLT reviews common assessment data to monitor impact of strategy

Person Responsible

Cynthia Kidd

Schedule

On 6/2/2015

Evidence of Completion

SBLT minutes and agenda that reflect data review

G2. Improve the climate and culture of the learning environment as measured by the decrease in student referral and suspension rate by 10%. 1a

G058414

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	10.0

Resources Available to Support the Goal 2

- Social Worker
- Positive Behavior Support Team
- Developed School Wide Behavior Plan
- District Provided Partnership with Florida Positive Behavioral Support Project (USF) - monthly

Targeted Barriers to Achieving the Goal 3

- Uniform and consistent implementation

Plan to Monitor Progress Toward G2. 8

Review of Problem Solving done in Foundations and during monthly meetings with USF will be done in SBLT

Person Responsible

Cynthia Kidd

Schedule

Monthly, from 10/1/2014 to 6/1/2015

Evidence of Completion

A decrease in prior year referral and suspension rate each month

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. 100% teachers will utilize formative assessments to guide instruction as evident by reading proficiency from 19% to 52%; in math proficiency from 15% to 49% and increase Reading LG from 53% to 60%; math LG from 41% to 60%; science 13% to 25%. **1**

 G058413

G1.B5 Lack of understanding of differentiated instruction within the core instructional time to meet the needs of students **2**

 B148695

G1.B5.S1 Build capacity of Grade Level Teachers to effectively analyze student performance data to develop lessons which differentiate English Language Arts, Math and Science instruction **4**

 S160489

Strategy Rationale

Through staff survey, district walk through, and classroom observation, the staff identified Differentiating Instruction based on student data as an area in need of improvement.

Action Step 1 **5**

Define formative assessments available in math and utilize them (MFAS)

Person Responsible

Gwendetta Richards-Betts

Schedule

Weekly, from 9/8/2014 to 6/2/2015

Evidence of Completion

Formative assessments utilized and results analyzed evident in common planning meetings

Action Step 2 5

Utilize protocols to drill down assessment results

Person Responsible

Gwendetta Richards-Betts

Schedule

Weekly, from 9/22/2014 to 6/2/2015

Evidence of Completion

Planning meeting minutes

Action Step 3 5

Define differentiated instruction based on results

Person Responsible

Gwendetta Richards-Betts

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Instructional strategies included in Lesson Plans reflect both core and interventions

Action Step 4 5

Define formative assessments available in reading and utilize them

Person Responsible

Shirley Bair

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Assessment results

Action Step 5 5

Utilize protocols to drill down assessment results

Person Responsible

Shirley Bair

Schedule

Weekly, from 9/1/2014 to 6/2/2015

Evidence of Completion

Planning meeting minutes

Action Step 6 5

Define differentiated instruction based on results

Person Responsible

Shirley Bair

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Lesson Plans that included differentiated instruction in reading

Action Step 7 5

Define formative assessments available in science and utilize them ()

Person Responsible

Tiffani Vinson

Schedule

Weekly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Formative assessments utilized and results analyzed evident in common planning meetings

Action Step 8 5

Utilize protocols to drill down assessment results

Person Responsible

Tiffani Vinson

Schedule

On 6/1/2015

Evidence of Completion

Planning meeting minutes

Action Step 9 5

Define differentiated instruction based on results

Person Responsible

Tiffani Vinson

Schedule

Weekly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Instructional strategies included in Lesson Plans reflect both core and interventions

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Monitor Implementation of Lesson Plans by grade level teachers

Person Responsible

Shirley Bair

Schedule

Monthly, from 9/12/2014 to 6/2/2015

Evidence of Completion

Data collected by coach during monthly walkthrough

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Monitoring Implementation of Lesson Plans by grade level teachers

Person Responsible

Gwendetta Richards-Betts

Schedule

Monthly, from 9/9/2014 to 6/1/2015

Evidence of Completion

Data collected by coach during monthly walkthrough

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Monitoring Implementation of Lesson Plans by grade level teachers

Person Responsible

Tiffani Vinson

Schedule

Biweekly, from 9/15/2014 to 6/2/2015

Evidence of Completion

Data collected by coach during monthly walkthrough

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

SBLT reviews evidence of grade level common planning and monthly content area coaches walkthrough data

Person Responsible

Nicole Carr

Schedule

Weekly, from 9/15/2014 to 6/1/2015

Evidence of Completion

Lessons that included differentiated instruction observed in classroom walk through visits and in lesson planning

G1.B5.S2 Increase classroom support through the use of push in intervention support 4

S160490

Strategy Rationale

Increase the use of targeted small group instruction

Action Step 1 5

Utilize additional personnel to provide direct support with instruction of students in small group

Person Responsible

Nicole Carr

Schedule

Daily, from 9/8/2014 to 6/1/2015

Evidence of Completion

Schedule of push-in support personnel; observation of personnel in the classroom; evidence of planned intervention to be utilized with push in support; minutes and agendas from district provided monthly training

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Observe partner teachers in the classroom to insure direct instruction with small groups is occurring

Person Responsible

Shirley Bair

Schedule

Biweekly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Observational data, grouping data and lesson plans with evidence of tasks designated to the partner teacher

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

SBLT will review student data from common assessment English Language Arts assessments

Person Responsible

Nicole Carr

Schedule

Monthly, from 9/15/2014 to 6/1/2015

Evidence of Completion

Agenda and minutes from SBLT will reflect review of reading data disaggregated by extended reading learning groups

G2. Improve the climate and culture of the learning environment as measured by the decrease in student referral and suspension rate by 10%. 1

 G058414

G2.B2 Uniform and consistent implementation 2

 B148697

G2.B2.S1 School will implement and monitor School Wide Behavior Plan. 4

 S160491

Strategy Rationale

Implementation with fidelity is required to determine effectiveness

Action Step 1 5

Provide monthly professional development to focus on understanding behavior and the implementation of effective classroom behavior management strategies

Person Responsible

Cynthia Kidd

Schedule

Monthly, from 8/8/2014 to 6/1/2015

Evidence of Completion

Staff meeting minutes and agenda

Action Step 2 5

Monitor implementation of school wide behavior plan through fidelity checks

Person Responsible

Cynthia Kidd

Schedule

On 6/1/2015

Evidence of Completion

Observable use of point system; posted school wide rules; direct instruction with students on Guidelines for Success; school rules; data collected in STOIC walkthroughs and CHAMPS practices for activities.

Action Step 3 5

SBLT will review discipline data to begin problem solving process as needed

Person Responsible

Cynthia Kidd

Schedule

On 9/1/2014

Evidence of Completion

SBLT meeting agenda and minutes

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Foundations will collaborate with USF to monitor implementation of School-Wide Positive Behavior Plan

Person Responsible

Cynthia Kidd

Schedule

Every 6 Weeks, from 8/25/2014 to 6/2/2015

Evidence of Completion

Teachers utilizing point system; interviews with students provide evidence of student understanding; STOIC walkthroughs; problem solving based on data collection captured in meeting minutes and agendas

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

SBLT monitors Foundations Team and problem solving done with USF partnership

Person Responsible

Cynthia Kidd

Schedule

On 6/1/2015

Evidence of Completion

Decrease in referral and suspension rate by 10%

G2.B2.S4 Increase opportunities for parents and families to support a positive climate and culture for learning 4

 S160494

Strategy Rationale

Parent involvement increases student achievement

Action Step 1 5

Increase communication between home and school

Person Responsible

Cynthia Kidd

Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

Signed daily agendas; completed homework; and attendance at student lead conferences

Action Step 2 5

Increase family engagement opportunities

Person Responsible

Ashlee Ford

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Parent/ Family meetings; Parent Contracts; Parent Teacher Conferences each semester

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

SBLT will review attendance and agenda usage data to begin problem solving

Person Responsible

Ashlee Ford

Schedule

Monthly, from 9/1/2014 to 5/1/2015

Evidence of Completion

Meeting Agendas and minutes from SBLT

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 7

Utilize data from mid-year student climate survey to determine effectiveness of creating a positive learning environment

Person Responsible

Nicole Carr

Schedule

On 2/6/2015

Evidence of Completion

Survey data and evidence of Foundations using the data for problem solving

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Pinellas - 2021 - Lakewood Elementary School - 2014-15 SIP
Lakewood Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S1.A1	Define formative assessments available in math and utilize them (MFAS)	Richards-Betts, Gwendetta	9/8/2014	Formative assessments utilized and results analyzed evident in common planning meetings	6/2/2015 weekly
G1.B5.S2.A1	Utilize additional personnel to provide direct support with instruction of students in small group	Carr, Nicole	9/8/2014	Schedule of push-in support personnel; observation of personnel in the classroom; evidence of planned intervention to be utilized with push in support; minutes and agendas from district provided monthly training	6/1/2015 daily
G2.B2.S1.A1	Provide monthly professional development to focus on understanding behavior and the implementation of effective classroom behavior management strategies	Kidd, Cynthia	8/8/2014	Staff meeting minutes and agenda	6/1/2015 monthly
G2.B2.S4.A1	Increase communication between home and school	Kidd, Cynthia	9/1/2014	Signed daily agendas; completed homework; and attendance at student lead conferences	6/1/2015 daily
G1.B5.S1.A2	Utilize protocols to drill down assessment results	Richards-Betts, Gwendetta	9/22/2014	Planning meeting minutes	6/2/2015 weekly
G2.B2.S1.A2	Monitor implementation of school wide behavior plan through fidelity checks	Kidd, Cynthia	9/1/2014	Observable use of point system; posted school wide rules; direct instruction with students on Guidelines for Success; school rules; data collected in STOIC walkthroughs and CHAMPS practices for activities.	6/1/2015 one-time
G2.B2.S4.A2	Increase family engagement opportunities	Ford, Ashlee	9/1/2014	Parent/ Family meetings; Parent Contracts; Parent Teacher Conferences each semester	6/1/2015 monthly
G1.B5.S1.A3	Define differentiated instruction based on results	Richards-Betts, Gwendetta	8/18/2014	Instructional strategies included in Lesson Plans reflect both core and interventions	6/1/2015 weekly
G2.B2.S1.A3	SBLT will review discipline data to begin problem solving process as needed	Kidd, Cynthia	9/1/2014	SBLT meeting agenda and minutes	9/1/2014 one-time
G1.B5.S1.A4	Define formative assessments available in reading and utilize them	Bair, Shirley	9/1/2014	Assessment results	6/1/2015 weekly
G1.B5.S1.A5	Utilize protocols to drill down assessment results	Bair, Shirley	9/1/2014	Planning meeting minutes	6/2/2015 weekly
G1.B5.S1.A6	Define differentiated instruction based on results	Bair, Shirley	9/1/2014	Lesson Plans that included differentiated instruction in reading	6/1/2015 weekly
G1.B5.S1.A7	Define formative assessments available in science and utilize them ()	Vinson, Tiffani	9/8/2014	Formative assessments utilized and results analyzed evident in common planning meetings	6/1/2015 weekly
G1.B5.S1.A8	Utilize protocols to drill down assessment results	Vinson, Tiffani	9/8/2014	Planning meeting minutes	6/1/2015 one-time
G1.B5.S1.A9	Define differentiated instruction based on results	Vinson, Tiffani	9/8/2014	Instructional strategies included in Lesson Plans reflect both core and interventions	6/1/2015 weekly
G1.MA1	SBLT reviews common assessment data to monitor impact of strategy	Kidd, Cynthia	10/1/2014	SBLT minutes and agenda that reflect data review	6/2/2015 one-time
G1.B5.S1.MA1	SBLT reviews evidence of grade level common planning and monthly content area coaches walkthrough data	Carr, Nicole	9/15/2014	Lessons that included differentiated instruction observed in classroom walk through visits and in lesson planning	6/1/2015 weekly
G1.B5.S1.MA1	Monitor Implementation of Lesson Plans by grade level teachers	Bair, Shirley	9/12/2014	Data collected by coach during monthly walkthrough	6/2/2015 monthly
G1.B5.S1.MA3	Monitoring Implementation of Lesson Plans by grade level teachers	Richards-Betts, Gwendetta	9/9/2014	Data collected by coach during monthly walkthrough	6/1/2015 monthly
G1.B5.S1.MA4	Monitoring Implementation of Lesson Plans by grade level teachers	Vinson, Tiffani	9/15/2014	Data collected by coach during monthly walkthrough	6/2/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S2.MA1	SBLT will review student data from common assessment English Language Arts assessments	Carr, Nicole	9/15/2014	Agenda and minutes from SBLT will reflect review of reading data disaggregated by extended reading learning groups	6/1/2015 monthly
G1.B5.S2.MA1	Observe partner teachers in the classroom to insure direct instruction with small groups is occurring	Bair, Shirley	9/8/2014	Observational data, grouping data and lesson plans with evidence of tasks designated to the partner teacher	6/1/2015 biweekly
G2.MA1	Review of Problem Solving done in Foundations and during monthly meetings with USF will be done in SBLT	Kidd, Cynthia	10/1/2014	A decrease in prior year referral and suspension rate each month	6/1/2015 monthly
G2.B2.S1.MA1	SBLT monitors Foundations Team and problem solving done with USF partnership	Kidd, Cynthia	9/8/2014	Decrease in referral and suspension rate by 10%	6/1/2015 one-time
G2.B2.S1.MA1	Foundations will collaborate with USF to monitor implementation of School-Wide Positive Behavior Plan	Kidd, Cynthia	8/25/2014	Teachers utilizing point system; interviews with students provide evidence of student understanding; STOIC walkthroughs; problem solving based on data collection captured in meeting minutes and agendas	6/2/2015 every-6-weeks
G2.B2.S4.MA1	Utilize data from mid-year student climate survey to determine effectiveness of creating a positive learning environment	Carr, Nicole	1/5/2015	Survey data and evidence of Foundations using the data for problem solving	2/6/2015 one-time
G2.B2.S4.MA1	SBLT will review attendance and agenda usage data to begin problem solving	Ford, Ashlee	9/1/2014	Meeting Agendas and minutes from SBLT	5/1/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. 100% teachers will utilize formative assessments to guide instruction as evident by reading proficiency from 19% to 52%; in math proficiency from 15% to 49% and increase Reading LG from 53% to 60%; math LG from 41% to 60%; science 13% to 25%.

G1.B5 Lack of understanding of differentiated instruction within the core instructional time to meet the needs of students

G1.B5.S1 Build capacity of Grade Level Teachers to effectively analyze student performance data to develop lessons which differentiate English Language Arts, Math and Science instruction

PD Opportunity 1

Define formative assessments available in math and utilize them (MFAS)

Facilitator

Betts, Math Coach

Participants

Grade level (Common Planning)

Schedule

Weekly, from 9/8/2014 to 6/2/2015

PD Opportunity 2

Utilize protocols to drill down assessment results

Facilitator

Betts, Math Coach

Participants

Grade Level (Common Planning)

Schedule

Weekly, from 9/22/2014 to 6/2/2015

PD Opportunity 3

Define differentiated instruction based on results

Facilitator

Betts, Math Coach

Participants

Grade Level (Common weekly planning with coach)

Schedule

Weekly, from 8/18/2014 to 6/1/2015

PD Opportunity 4

Define formative assessments available in reading and utilize them

Facilitator

Bair, Reading Coach

Participants

Grade Level (Common Planning)

Schedule

Weekly, from 9/1/2014 to 6/1/2015

PD Opportunity 5

Utilize protocols to drill down assessment results

Facilitator

Bair, Reading Coach

Participants

Grade Level (Common Planning)

Schedule

Weekly, from 9/1/2014 to 6/2/2015

PD Opportunity 6

Define differentiated instruction based on results

Facilitator

Bair, Reading Coach

Participants

Grade Level

Schedule

Weekly, from 9/1/2014 to 6/1/2015

PD Opportunity 7

Define formative assessments available in science and utilize them ()

Facilitator

Vinson, science coach

Participants

Grade level (Common Planning)

Schedule

Weekly, from 9/8/2014 to 6/1/2015

PD Opportunity 8

Utilize protocols to drill down assessment results

Facilitator

Vinson, Science coach

Participants

Grade Level (Common Planning)

Schedule

On 6/1/2015

PD Opportunity 9

Define differentiated instruction based on results

Facilitator

Vinson, science coach

Participants

Grade Level (Common weekly planning with coach)

Schedule

Weekly, from 9/8/2014 to 6/1/2015

G1.B5.S2 Increase classroom support through the use of push in intervention support

PD Opportunity 1

Utilize additional personnel to provide direct support with instruction of students in small group

Facilitator

District - Department of Teaching and Learning

Participants

Partner teachers

Schedule

Daily, from 9/8/2014 to 6/1/2015

G2. Improve the climate and culture of the learning environment as measured by the decrease in student referral and suspension rate by 10%.

G2.B2 Uniform and consistent implementation

G2.B2.S1 School will implement and monitor School Wide Behavior Plan.

PD Opportunity 1

Provide monthly professional development to focus on understanding behavior and the implementation of effective classroom behavior management strategies

Facilitator

Foundations Team

Participants

Whole Staff

Schedule

Monthly, from 8/8/2014 to 6/1/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0