

Pinellas County Schools

Lakewood High School



2020-21 Schoolwide Improvement Plan

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Lakewood High School

1400 54TH AVE S, St Petersburg, FL 33705

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

Demographics

Principal: Erin Savage

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (53%) 2016-17: C (48%) 2015-16: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* 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 Pinellas 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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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	55%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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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 Lakewood High School is to create and nurture a foundation for learning and academic success where students take pride in their accomplishments and develop character traits, which have a positive impact on their education experience leading them to be positive members of a global society.

Provide the school's vision statement.

The vision of Lakewood High School is to intentionally prepare our students for a competitive and global society.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Savage, Erin	Principal	Principal - Develops, implements and evaluates School Improvement Plan (SIP); Plans, develops and maintains a positive school/community climate and a safe and healthy environment; Plans, implements, and evaluates the school instructional program based on student needs and within state and district guidelines; Identifies and disaggregates critical data, such as grades, test scores, attendance, promotion rates, graduation and post-secondary enrollment rate.
Halstead, Elizabeth	Teacher, K-12	English Department Chair - Identifies long-range goals and specific objectives and plans a program for individualized and group instruction.
Moore, Chantella	Teacher, K-12	Physical Education Department Chair/AVID Site Coordinator - Identifies long-range goals and specific objectives and plans a program for individualized and group instruction.
Mudd, Laura	Assistant Principal	Assistant Principal for Athletics and Activities - Assists Principal with developing, implementing, and evaluating school philosophy, goals, and objectives reflecting district and state goals; Plans, implements, and evaluates the school instructional program based on student needs; Develops and maintains a positive school/community climate and safe and healthy environment; Identifies and disaggregates critical data, such as grades, test scores, attendance, promotion rates, graduation and post-secondary enrollment rate.
Akintonde, Tequena	Assistant Principal	Assistant Principal for Assessment and Accountability - Assists Principal with developing, implementing, and evaluating school philosophy, goals, and objectives reflecting district and state goals; Plans, implements, and evaluates the school instructional program based on student needs; Develops and maintains a positive school/community climate and safe and healthy environment; Identifies and disaggregates critical data, such as grades, test scores, attendance, promotion rates, graduation and post-secondary enrollment rate.
Rodak, Kayla	Teacher, K-12	Math Department Chair - Identifies long-range goals and specific objectives and plans a program for individualized and group instruction.
Heatly, Cathy	School Counselor	Guidance Department Chair - Implements the comprehensive school counseling program as outlined in the Pinellas County School District's Professional Counselor plan; Assists students in developing a plan for achieving educational, career and personal/social goals; Confers with classroom teachers, administration, support staff, community agencies and parents regarding students and their needs; Identifies and disaggregates critical data, such as grades, test scores, attendance, promotion rates, graduation and post-secondary enrollment rate.

Name	Title	Job Duties and Responsibilities
Muszynski, Phillip	Teacher, K-12	Science Department Chair - Identifies long-range goals and specific objectives and plans a program for individualized and group instruction.
Calderon, Cristina	Assistant Principal	Magnet Coordinator - Assists Principal with developing, implementing, and evaluating school philosophy, goals, and objectives reflecting district and state goals; Plans, implements, and evaluates the school instructional program based on student needs; Develops and maintains a positive school/community climate and safe and healthy environment; Identifies and disaggregates critical data, such as grades, test scores, attendance, promotion rates, graduation and post-secondary enrollment rate.
Serra, Joseph	Assistant Principal	Assistant Principal for Curriculum - Assists Principal with developing, implementing, and evaluating school philosophy, goals, and objectives reflecting district and state goals; Plans, implements, and evaluates the school instructional program based on student needs; Develops and maintains a positive school/community climate and safe and healthy environment; Identifies and disaggregates critical data, such as grades, test scores, attendance, promotion rates, graduation and post-secondary enrollment rate.
Toronski, John	Teacher, K-12	Social Studies Department Chair - Identifies long-range goals and specific objectives and plans a program for individualized and group instruction.
Cipolla, Emily	Teacher, ESE	VE Specialist - Assesses, in conjunction with ESE Program Personnel, the needs of school based ESE teachers/programs, and conducts or facilitates appropriate professional education activity; Acts as a resource to the Principal in cooperation with the ESE Department Chairperson regarding ESE rules, regulations, compliance requirements, program needs, school responsibilities, discipline concerns, parent requests, and behavioral interventions; Identifies and disaggregates critical data, such as grades, test scores, attendance, promotion rates, graduation and post-secondary enrollment rate.

Demographic Information

Principal start date

Wednesday 7/1/2015, Erin Savage

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.*

0

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.*

5

Total number of teacher positions allocated to the school

52

Demographic Data

2020-21 Status (per MSID File)	Active
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Early Warning Systems**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	274	237	258	217	986
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	41	30	43	45	159
One or more suspensions	0	0	0	0	0	0	0	0	0	45	11	25	7	88
Course failure in ELA	0	0	0	0	0	0	0	0	0	29	23	30	1	83
Course failure in Math	0	0	0	0	0	0	0	0	0	25	46	44	1	116
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	64	75	57	2	198
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	59	70	56	2	187

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	44	52	39	2	137

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	15	0	6	1	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	1	3	5

Date this data was collected or last updated

Wednesday 6/17/2020

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	278	266	291	176	1011
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 or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide 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	60	69	74	21	224

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	24	22	57	1	104
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	1	1

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	278	266	291	176	1011
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	41	30	430	45	546
One or more suspensions	0	0	0	0	0	0	0	0	0	45	11	25	7	88
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	29	23	30	1	83
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	107	62	70	53	292

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	42	43	51	34	170

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	24	22	57	1	104
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	1	3	5

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	56%	56%	49%	49%	53%
ELA Learning Gains	41%	51%	51%	46%	48%	49%
ELA Lowest 25th Percentile	31%	43%	42%	30%	41%	41%
Math Achievement	43%	45%	51%	38%	46%	49%
Math Learning Gains	37%	44%	48%	40%	44%	44%
Math Lowest 25th Percentile	31%	41%	45%	37%	38%	39%
Science Achievement	47%	64%	68%	58%	63%	65%
Social Studies Achievement	61%	71%	73%	55%	67%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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
09	2019	49%	54%	-5%	55%	-6%
	2018	47%	53%	-6%	53%	-6%
Same Grade Comparison		2%				
Cohort Comparison						
10	2019	48%	53%	-5%	53%	-5%
	2018	48%	54%	-6%	53%	-5%
Same Grade Comparison		0%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	46%	62%	-16%	67%	-21%
2018	59%	63%	-4%	65%	-6%
Compare		-13%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	70%	-8%	70%	-8%
2018	64%	70%	-6%	68%	-4%
Compare		-2%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	27%	55%	-28%	61%	-34%
2018	16%	57%	-41%	62%	-46%
Compare		11%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	56%	-3%	57%	-4%
2018	48%	56%	-8%	56%	-8%
Compare		5%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	35	33	21	18		31	16		82	17
ELL	17	17									
ASN	75	44					91				
BLK	24	32	28	16	25	20	19	36		96	29
HSP	59	39		56			52	80		95	63
MUL	61	71								87	62
WHT	81	48	50	85	71		89	92		96	87
FRL	37	38	33	29	33	24	30	46		93	37
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	37	31	5	24		22	16		80	4
ASN	83	52					82				
BLK	22	34	33	18	38	41	34	33		89	23
HSP	52	60		45	48		76	79		94	60
MUL	59	47									
WHT	79	56		72	79		87	96		91	81
FRL	32	40	37	25	41	44	42	49		85	30

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	19	19	8	29	42	20			91	9
ELL		18									
ASN	77	62		71	62						
BLK	23	34	31	15	27	31	29	30		81	28
HSP	63	30		49	43	62	76	78		71	67
MUL	53	46		39	27			50			
WHT	83	68		74	57	38	91	87		99	77
FRL	32	38	30	24	34	36	43	40		79	29

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	493
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	17
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	2
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	78
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

The lowest performance was in ELA and Math L25 and ELA and Math Learning Gains. We attributed the low performance for ELA to students struggling with critical reading, answering text-dependent questions, and complex writing tasks. For Math we continue to have high turnover in Algebra and Geometry and the lack of consistency and instruction from a certified math teacher has been a detriment.

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

The greatest decline was in Biology; specifically our Hispanic, Black and Economically Disadvantaged students.

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

Our Biology scores had the greatest gap when compared to the state average. - In comparison to the previous year, we attribute the gap to a student lack of mastery of Biology.

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

Overall Math Achievement in Algebra 1 showed the most improvement. New actions included additional support for new Algebra teachers.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Early Warning Data consistently shows a correlation between Attendance and Course Failures and Attendance and L35 in ELA and Math.

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

1. Biology
2. L25 in ELA and Math
3. ESE/ESSA
4. ELL/ESSA
5. BLACK/ESSA

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Our current level of performance is 52%, as evidenced by English Language Arts (ELA) FSA. We expect our performance level to be 55% by the end of the 2020-21 school year. The problem/gap is occurring because students are not connecting to and mastering the content on the ELA FSA. Improving instructional practices around critical reading, answering text-dependent questions, scaffolding writing tasks, and the grouping of students to improve comprehension of complex tasks would increase student proficiency by 3%.

Measurable Outcome:

We expect our student proficiency on the ELA FSA to be 55% by the end of the 2020-21 school year.

Person responsible for monitoring outcome:

Joseph Serra (serraiij@pcsb.org)

Evidence-based Strategy:

1. Enhance staff capacity to identify critical content from the standards in alignment with district resources
2. Strengthen staff ability to engage students in complex tasks.
3. Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student

Rationale for Evidence-based Strategy:

Strategies selected based on established best practices shown effective in similar contexts. These strategies are also embedded AVID school-wide strategies.

Action Steps to Implement

1. Teachers will receive district-provided PD centered on close and critical reading and writing strategies, instructional shifts, standards, assessment, and instructional methods.
2. In order to monitor the translation from Professional development learning to classroom implementation, administrators will meet with teachers regarding the Deliberate practice plan, and monitor growth and progress towards that plan through the observation process.
3. Specifically, in Reading, teachers will utilize dialoguing with text through text marking, combining discussion-based questions with text-dependent questions.
4. Also in Reading, but primarily in English classes, we will focus on writing. Specifically, applying an interactive approach to writing through brainstorming and multiple revisions.

Person Responsible

Joseph Serra (serraiij@pcsb.org)

1. Teachers meet in PLCs to review student work in order to implement collaborative structures through discussion-based questions and text dependent questions, close reading activities, and deliberate grouping during core instruction to improve comprehension of complex tasks.
2. Teachers will follow curriculum and pacing guides to ensure consistent focus on the standards.
3. Teachers will regularly use culturally relevant texts. Teachers will include shorter, challenging passages that elicit close reading and rereading to formatively assess, monitor, and inform instruction.
4. Teachers will conduct data chats with students in order to set and monitor student progress towards learning goals, create action plans, and adjust instruction.

Person Responsible

Joseph Serra (serraiij@pcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our current area of focus will be FSA scores for Algebra and Geometry and our L25 group for both subjects. The problem/gap is occurring because students are not connecting to and mastering the content on the FSA. Improving instructional practices around critical reading of word problems, answering all of the different types of questions and not just the multiple choice questions ie: drag and drop, short response, etc, and grouping of students to improve comprehension of complex tasks would increase student proficiency in all of these areas.

Measurable Outcome: 1. Increase EOC Mathematics proficiency from 43 to 46%
2. Increase L25 learning gains from 31 to 34%.

Person responsible for monitoring outcome: Laura Mudd (muddl@pcsb.org)

Evidence-based Strategy: 1. Teachers engage in instructional activities that incorporate higher order thinking questions, standards based instruction, the Standards for Mathematical Practice and performance tasks aligned to Mathematical Florida Standards (MAFS).
2. Enhance the staff capacity within the math department to identify critical content from the standards in alignment with district resources.

Rationale for Evidence-based Strategy: These are evidence based strategies that have proven successful in other environments with similar demographics.

Action Steps to Implement

1. Math teachers and the administrator over mathematics will attend district professional development around instructional shifts, standards, assessment and instructional methods.
2. Administrators monitor and support the implementation of mathematics programs through weekly classroom walk through strategies with timely feedback.
3. Administrator over math meets with teachers bi-monthly during planning periods to develop strategies appropriate for content and students aligned to our areas of focus.
4. Professional learning communities (PLC) will focus on creating standard aligned common assessments, reviewing and modifying common lessons.
5. PLC meetings will be data driven based upon cycles assessments, common teacher assessments, and specific performance task data aligned to FSA standards and performance tasks.
6. Math Teachers will integrate SAT and ACT practice regularly into all math classes.

Person Responsible: Laura Mudd (muddl@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Our current level of performance is 47%, as evidenced by Biology EOC. The problem/gap is occurring because students are not connecting to and mastering the content on the Biology EOC. By increasing the level of Rigor in lessons and classroom discussion, decreasing a teacher-centered environment and increasing a student-centered environment we should see an increase in student achievement of 10%.

Measurable Outcome: Our current level of performance is 47%, as evidenced in Biology EOC. We expect our performance level to increase to 57% by the end of the school year.

Person responsible for monitoring outcome: Cristina Calderon (calderonc@pcsb.org)

Evidence-based Strategy:

1. Strengthen staff ability to engage students in complex tasks.
2. Strengthen staff practice to utilize questions to help students elaborate on content.
3. Support staff to utilize data to organize students to interact with content in manners which differentiates/ scaffolds instruction to meet the needs of each student.

Rationale for Evidence-based Strategy: These are evidence based strategies that have proven successful in other environments with similar demographics.

Action Steps to Implement

1. Teachers will intentionally plan during PLC's for students to engage in complex tasks that are aligned to Science standards.
2. Teachers will incorporate AVID's WICOR learning support strategies, specifically, Focused Note Taking.
3. School-based administration will monitor classrooms for the implementation of the District's scope, sequence and curricular materials and provide consistent and timely feedback to teachers and collaborate to determine next steps.
4. Administrators will look for the use of Focused Note Taking, Increased Rigor, evidence of UDL, and the use of strategies for movement, collaboration, and accountable talk.
5. Teachers will receive PD centered on inclusion of culturally relevant strategies such as movement, collaboration and accountable talk and incorporating strategies that include online learners as well as those physically present.

Person Responsible Cristina Calderon (calderonc@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: Our current level of performance is 61%, as evidenced by U.S. History EOC which is 3% percentage lower than the previous year, 10% lower than the District average and 12% lower than the state average. It appears that the students are not connecting to and mastering the content on the U.S. History EOC, which could improve by increasing intentional instructional practices around critical reading, answering text-dependent questions.

Measurable Outcome: We expect our student proficiency on the U.S. History EOC to be 68% by the end of the 2020-21 school year.

Person responsible for monitoring outcome: Tequena Akintonde (akintondet@pcsb.org)

Evidence-based Strategy: Teachers will engage in culturally responsive teaching (CRT) practices and support student success with literacy with the social studies curriculum.

Rationale for Evidence-based Strategy: The use of CRT and WICOR related strategies across curriculum areas are proven strategies incorporated to raise student achievement levels and close the Achievement Gap.

Action Steps to Implement

School-level Administrators will conduct EOC Data Chats with all Social Studies teachers during pre-school to ensure that teachers have the most recent data and can begin planning based on that data.

Person Responsible Tequena Akintonde (akintondet@pcsb.org)

1. Teachers will intentionally plan during PLCs for students to engage in complex tasks that are aligned to social studies and incorporate AVID's WICOR learning support strategies.
2. Specifically, History Teachers will bolster lesson content by drawing connections with real-world issues and experiences, and asking students to use opinions and existing knowledge to address them.
3. School-level Administrators will monitor and support the implementation of literacy standards and strategies using the observation process and the walk-through process.
4. Teachers attend PD centered on inclusion of culturally relevant strategies such as movement, collaboration and accountable talk and strategies that can be used to meet the needs of diverse learners.
5. Teachers will use the following strategies to encourage student engagement as well as to provide a variety of modalities for student interaction: students formative checks for understanding, informal checks for understanding, and focused note taking.
6. The following mini assessments will be used: cycle assessment data, Focus on 5.

Person Responsible Tequena Akintonde (akintondet@pcsb.org)

#5. Other specifically relating to College Career Readiness

Area of Focus Description and Rationale: Our area of focus is to close the Achievement/Opportunity Gap between minority and non minority students as identified in the areas of earning a passing score on an AP exams, passing grade in a dual enrollment course, and/ or earned industry certification.

Measurable Outcome: The percent of 12th grade students graduating with a passing AP exam score, passing dual enrollment grade and/or earned industry certification will increase by the end of the 2020-2021 school year.

Person responsible for monitoring outcome: Joseph Serra (serraiij@pcsb.org)

Evidence-based Strategy:
 1. Reinforce the staff's abilities to promote the benefits of the college/career readiness opportunities presented at school through AP, DE and Industry Certification to all students.
 2. Provide multifaceted and thought-provoking task that will encourage the students to utilize our new college/career lab for further research and resources.

Rationale for Evidence-based Strategy: The rationale for this strategy will help to ensure that students have equal access, and the necessary resources to be successful in their selected College Career Readiness area.

Action Steps to Implement

1. Develop and implement a plan for targeted recruitment of rising eligible juniors not otherwise engaged in college level courses to take SLS 1101.
2. Ensure seniors with a GPA of at least 2.0 who have not completed an acceleration option take the SLS 1101 course in the fall of their senior year.
3. Establish the expectation that every student enrolled in a career and technical education program earns at least one industry certification.
4. During 2nd semester course selection for the upcoming school year, rising 12th graders will be placed in the appropriate college/career readiness pathway if they have not met the passing grade in AP/ DE courses or earned a industry certification.
5. AP/DE teachers will complete AVID CRT training as a means to increase the level of rigor for students thereby increasing the number of students who successfully complete the AP/DE courses and pass AP tests.

Person Responsible Joseph Serra (serraiij@pcsb.org)

#6. Other specifically relating to Bridging the Gap Plan

Area of Focus Description and Rationale: There continues to be a gap in overall achievement in the content areas for Black students.

Measurable Outcome: We expect to increase Black Achievement in all content areas by 10%.

Person responsible for monitoring outcome: Erin Savage (savagee@pcsb.org)

Evidence-based Strategy: Use of AVID strategies whole school, Increase implementation of Equitable systems and practices, Increase knowledge and implementation of UDL strategies.

Rationale for Evidence-based Strategy: The strategies selected are based on established best practices shown effective in similar contexts.

Action Steps to Implement

1. Identify teachers with largest gaps in data and include PD in their DPP.
2. AP and DE teachers will become AVID CRT trained.
3. Increase systems in the following areas: CRT, connectivity to school, grading, attendance and access/completion of advanced courses.
4. Book Studies on CRT and the Brain, White Fragility and Fair isn't Always Equal.

Person Responsible Erin Savage (savagee@pcsb.org)

#7. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: Increase the implementation of equitable grading practices, culturally relevant teaching (WICOR/AVID Strategies), and restorative practices on campus throughout the year. This area of focus was identified because of the percentage of course failures, low enrollment/completions in Advanced Placement courses and referral rates.

Measurable Outcome: By addressing this shift in mindset we should see a decrease in course failures by 10%, an increase in AP course completions by 5% and a decrease in referral rates by 5%.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

1. Equitable practices- equitable grading culturally relevant teaching, and restorative practices
2. Equitable Voice
3. Leadership capacity to facilitate equity-centered problem solving

Rationale for Evidence-based Strategy: These practices and strategies were identified using the Racial Equity Analysis Protocol (REAP)

Action Steps to Implement

1. Professional Development centered around the following will be implemented and embedded into year-long staff meetings: Equity and Equitable Grading. WICOR, Restorative Practices and Culturalization.
2. An Equity and Restorative Newsletter goes out to the Staff on a weekly basis with different quotes and articles for the teachers to read.
5. School-based Administrators through weekly walk throughs will provide timely feedback to teachers and confer with the SBLT to discuss look fors and next steps.

Person Responsible Laura Mudd (muddl@pcsb.org)

#8. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: In the prior school year, over 25% of our students missed more than 10% of the school year. The problem/gap in attendance is occurring because students who are at-risk for attendance may not be fully engaged in school.

Measurable Outcome: The percent of all students missing more than 10% of school will decrease to less than 25%, as measured by FOCUS and attendance dashboard data.

Person responsible for monitoring outcome: Tequena Akintonde (akintondet@pcsb.org)

Evidence-based Strategy:
 1. Strengthen the implementation of Tier I interventions to address and support the needs of students.
 2. Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.

Rationale for Evidence-based Strategy: These strategies are needed to assist students by ensuring a decrease in the percentage of students who miss more than 10% of the school year. The criteria used to make this determination is our attendance rate from the prior school year.

Action Steps to Implement

1. Review attendance taking process and school-wide strategies for positive attendance with all staff.
2. Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.
3. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.
4. Develop and implement attendance incentive programs and competitions.
5. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a reoccurring basis.

Person Responsible [no one identified]

#9. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale: The ESSA Federal Index for Black students at Lakewood is 33%. This deficit is indicative that there is a gap in student achievement for our Black students and that there is a need for equity-focused systems approach set on high expectations to ensure student success and ensures action is taken when students remain or fall off track.

Measurable Outcome: We expect our ESSA Federal Index for Black students to be 36% by the end of the 2020-21 school year.

Person responsible for monitoring outcome: Erin Savage (savagee@pcsb.org)

Evidence-based Strategy: We will ensure that Black students who are not on track to graduate are enrolled in credit recovery courses, participating in ELP throughout the year and enrolled in Summer Bridge if necessary.

Rationale for Evidence-based Strategy: This strategy will ensure that Black students do not fall behind in credits and ensure on-time graduation.

Action Steps to Implement

We will set up parent conferences with all Black students who are not on track to graduate to review their personalized learning plans.

Person Responsible: Erin Savage (savagee@pcsb.org)

#10. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale: The ESSA Federal Index for Black students at Lakewood is 40%. This deficit is indicative that there is a gap in student achievement for our Black students and that there is a need for equity-focused systems approach set on high expectations to ensure student success and ensures action is taken when students remain or fall off track.

Measurable Outcome: We expect our ESSA Federal Index for Black students to be 45% by the end of the 2020-21 school year.

Person responsible for monitoring outcome: Erin Savage (savagee@pcsb.org)

Evidence-based Strategy: We will ensure that Economically Disadvantaged students who are not on track to graduate are enrolled in credit recovery courses, participating in ELP throughout the year and enrolled in Summer Bridge if necessary.

Rationale for Evidence-based Strategy: This strategy will ensure that Economically Disadvantaged students do not fall behind in credits and ensure on-time graduation.

Action Steps to Implement

We will set up parent conferences with all Economically Disadvantaged students who are not on track to graduate to review their personalized learning plans.

Person Responsible: Erin Savage (savagee@pcsb.org)

#11. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: The ESSA Federal Index for ELL students at Lakewood is 17% and has been below 32% for two consecutive years. This deficit is indicative that there is a gap in student achievement for our ELL students and that there is a need for equity-focused systems approach set on high expectations to ensure student success and ensures action is taken when students remain or fall off track.

Measurable Outcome: We expect our ESSA Federal Index for ELL students to be 35% by the end of the 2020-21 school year.

Person responsible for monitoring outcome: Cristina Calderon (calderonc@pcsb.org)

Evidence-based Strategy: Each teacher plans and delivers lessons that meet the needs of EL students based proficiency levels and length of time in the U.S. to ensure academic success of each student in their class.

Rationale for Evidence-based Strategy: The rational for selecting this strategy is to ensure that every EL student is receiving content-based instructional strategies that are unique to their proficiency level.

Action Steps to Implement

1. Develop and implement a process to distribute information on language proficiency levels and length of time in U.S. schools to each each teacher who works with EL students.
2. Develop and implement process for monitoring WIDA Can Do Descriptors and Model Performance Indicators utilized in each classroom with LY students.
3. Provide learning opportunities for teachers and staff on the use of WIDA Ellevation reports, Can Do Approach and MPis to support classroom differentiated planning and instruction based on ELs' language proficiency levels.

Person Responsible: Cristina Calderon (calderonc@pcsb.org)

#12. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Our current level of performance for SWD on the ELA Achievement percentage is 22% as evidenced by the FSA. We expect our performance level to be 25% by the end of the 2020-2021 school year. (Working to improve core instruction so that it meets the needs of a greater portion of student learners) Improving instructional practices around critical reading, scaffolding tasks, increasing reading comprehension, and expanding teacher knowledge on SWD and IEP processes would increase student proficiency by 3%.

Measurable Outcome:

We expect our SWD proficiency on the FSA ELA to be 25% by the end of the 2020-2021 school year.

Person responsible for monitoring outcome:

Joseph Serra (serraiij@pcsb.org)

Evidence-based Strategy:

1. Provide differentiated, individualized or small-group instruction that is aligned to grade level standards and Individualized Education Plan (IEP).
2. Use evidence based practices for SWD to teach foundational literacy skills as a pathway to grade level work. (Evidence Based Practices to scaffold towards state standards, passing EOC; common planning for ESE teachers with teachers they support)
3. Collect data and monitor progress toward IEP goals and objectives on a regular basis and make adjustments when needed.

Rationale for Evidence-based Strategy:

Strategies selected are based on established and researched best practices shown effective with SWD.

Action Steps to Implement

1. ESE case managers will collect, analyze, and monitor data on their students assigned to them on their case load (Data to include, but not limited to grades, GPA, discipline, absences, IEP accommodations, assessment scores).
2. ESE department meet with assistant principal and county ESE staff for ESE master scheduling for the upcoming school year.
3. Teachers will receive district provided PD centered on critical reading and writing strategies, instructional shifts, standards, and assessments.
4. The ESE Department will PLC to review student performance, support facilitation, and review evidence-based reading strategies to use in the general education setting for SWD.
5. Support Facilitators in the general education classroom will work with the General Ed teacher on strategies to help SWD master grade level content.
6. Ensure that student accommodations are evaluated for implementation and effectiveness, to include effective support facilitation in the classroom, helping students connect to and master the content in core courses through the use of UDL strategies.

Person Responsible

Joseph Serra (serraiij@pcsb.org)

#13. Other specifically relating to Conditions for Learning

Area of Focus Description and Rationale: Last year's data showed that Black students received 473 (81.3%) of office referrals. This impacts students learning in a negative way because it removes vulnerable students (high absences, low test scores, failing grades) from the classroom who cannot afford to be removed from the learning environment.

Measurable Outcome: By addressing a shift in mindset we hope to see a decrease in referral rate by 10%.

Person responsible for monitoring outcome: Laura Mudd (muddl@pcsb.org)

Evidence-based Strategy:

1. Expectations are clearly defined, taught, and reinforced
2. Establish and maintain positive relationships with students

Rationale for Evidence-based Strategy: Strategies and actions are based on research and evidence-based nationally recognized programs (PBIS and Restorative Practices). The specific strategies and actions within our SIP were selected to match our school-specific needs based on our review of data utilizing an equity problem-solving process.

Action Steps to Implement

1. During the first 10 days of school, students will engage in lessons on common area expectations from the behavior matrix with emphasis on changes in expectations and rules related to COVID-19.
2. The Restorative Practices trainer will provide resources and modeling on how to incorporate use of affective language when providing positive praise and corrective feedback.
3. Teachers will greet students at the door by their name as they enter the class.
4. During the first 10 days of school, teachers and students will collaboratively develop classroom agreements/rules that reflect the school-wide expectations by engaging student voices using fair process for all classes. Agreements/Rules will be submitted to the PBIS Coordinator.
5. Staff contact at least 2 student families weekly using affective language with positive feedback on student performance and log contact into the Focus call log. PBIS Coordinator will run monthly reports to monitor call home contact.

Person Responsible Laura Mudd (muddl@pcsb.org)

#14. Other specifically relating to Family and Community Engagement

Area of Focus Description and Rationale: Family engagement is essential for supporting the success of all students. When the focus is on building trusting relationships and connecting family engagement to student learning, and when it builds the capacity of educators and families to work together, family engagement can lead to a school-family partnership that can positively impact student outcomes and close achievement gaps.

Measurable Outcome: Per the Bridge the Gap plan, the number of family engagement events that are relational, interactive and collaborative will increase by 5%

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
 1. Educators use one directional broadcast communication, along with two-way communication with families, to share student’s progress and school processes/practices.
 2. Family engagement activities help families provide support at home for learning.

Rationale for Evidence-based Strategy:
 Families will feel confident talking with teachers and administrators and will advocate for all students; teachers will reach out to every family and will be comfortable working as partners; administrators will provide leadership and support for family engagement and will assure families are partners in supporting student achievement; students will know their families are welcome and will feel their heritage and their families respected at school; staff will know they are valued by school administration for their role in engaging families and will take initiative to welcome families; and the greater community will feel they are an integral part of the school family/community.

Action Steps to Implement

1. Use School Messenger calls from Principal with school and district updates at a minimum of one time per week.
2. Classroom teachers make positive phone calls home on a regular basis - at least two times per week.
3. Keep website updated with pertinent dates, resources, information.
4. All family engagement events, initiatives and programs are linked to learning.
5. All family engagement events, initiatives and programs have an opportunity to share student data and strategies to use at home.

Person Responsible Erin Savage (savagee@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Graduation - The Lakewood Graduation team will implement the following strategies to meet the needs of all students: continue to monitor data such as passing the Algebra 1 EOC and FSA ELA, course failures, attendance and referrals and utilize the PCS Cohort Reporting System and Grad Requirement Report, ensure that 80% of students who fail semester 1 courses recover them in semester 2 and ensure that 95% of Freshmen end the year with a 2.0 and at least 3 credits earned.

Healthy Schools- Lakewood High School working in conjunction with All Children's Hospital, the Health Squad will provide several opportunities for both the students and the staff to maintain their health and wellness. There will be weekly boot camps, wellness updates, quarterly staff updates, and more to ensure the staff and students are given the opportunities to grow and maintain their wellness during the year.

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 ensuring all stakeholders are involved.

The Administration of Lakewood High School focuses on building a positive school culture and environment including administrators, teachers, support staff and strongly encouraging families and communities to become involved in the mission, vision and goals of the school. Administration focuses on being role models and leading by example with regards to equity among students, fostering and respecting diversity, consistent follow-through and celebrating victories and praising the progress of our students. Relationship building is a theme that is discussed from pre-school until the end of the year: "knowing" our students, personal daily "check-ins" with students, and implementing and helping students employ social-emotional skills such as listening, learning to disagree respectfully through the use of Restorative Practices, collaboration and allowing both structured and unstructured student/adult conversations. Student-led events such as pep rallies, theme nights at sporting events and student/faculty intramurals are planned each year by SGA and Class representatives.

Parent Family and Engagement Plan (PFEP) Link

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

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
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			2031 - Lakewood High School			\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$0.00
5	III.A.	Areas of Focus: Other: College Career Readiness				\$0.00
6	III.A.	Areas of Focus: Other: Bridging the Gap Plan				\$0.00
7	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$0.00
8	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
9	III.A.	Areas of Focus: ESSA Subgroup: African-American				\$0.00
10	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged				\$0.00
11	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$0.00
12	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
13	III.A.	Areas of Focus: Other: Conditions for Learning				\$0.00
14	III.A.	Areas of Focus: Other: Family and Community Engagement				\$0.00
					Total:	\$0.00