

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

School: 2021 - Lakewood Elementary School
District: 52 - Pinellas
Principal: Cynthia Kidd
SAC Chair: Daphe Miller
Superintendent: Dr. Michael A Grego
School Board Approval Date: [pending]
Last Modified on: 09/05/2013

| | | |
|-----------------------|---|--|
| Address: | <u>Physical</u> | <u>Mailing</u> |
| | 4151 6TH ST S St Petersburg, FL 33705 | 4151 6TH ST S St Petersburg, FL 33705 |
| Phone Number: | 727-893-2196 | |
| Web Address: | http://www.lakewood-es.pinellas.k12.fl.us | |
| Email Address: | 2021.principal@pcsb.org | |

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|------------------------------|---------------------|---------------------|---------------------|---------------------|
| School Type: | Elementary School | | | |
| Alternative: | No | | | |
| Charter: | No | | | |
| Title I: | Yes | | | |
| Free/Reduced Lunch: | 94% | | | |
| Minority: | 90% | | | |
| School Grade History: | <u>2012-13</u> D | <u>2011-12</u> C | <u>2010-11</u> D | <u>2009-10</u> F |

NOTE

Sections marked N/A in the online application have been excluded from this document.
 For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

| | |
|---|---------------------|
| Current School Status | |
| School Information | |
| School-Level Information | |
| School Lakewood Elementary School | |
| Principal's name Cynthia Kidd | |
| School Advisory Council chair's name Daphe Miller | |
| Names and position titles of the School-Based Leadership Team (SBLT) | |
| Name | Title |
| Cynthia Kidd | Principal |
| Nicole Carr | Assistant Principal |
| Brandie Williams-Macon | Assistant Principal |
| Susan Schilt | MTSS/District Coach |
| Stacia Baldwin | MTSS Coach |
| Minetha Morris Brown | MTSS Coach |
| Jennifer Dorn | VE teacher |
| Kimberle Noorbakhsh | 1st grade teacher |
| LaRona Morehead | 5th grade teacher |
| Amelia Neal | School Psychologist |
| Nikki Reynolds | Social Worker |
| Shirley Bair | Literacy Coach |
| Nikishia Dixon | Math Coach |
| District-Level Information | |
| District Pinellas | |
| Superintendent's name Dr. Michael A Grego | |
| Date of school board approval of SIP Pending | |
| School Advisory Council (SAC) | |
| This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). | |
| Describe the membership of the SAC including position titles | |
| Daphe Miller - Chairperson Anthony Hawthorne-SunTrust Bank Business Partner/Vice Chairman Mallori Watson - School Support Staff Hopeton Johnson -Parent Norkita O'Neal -R'Club/Recording Secretary Diane Lewis - Teacher April Ash- Teacher | |
| Describe the involvement of the SAC in the development of this school improvement plan | |
| SAC plays a major role in implementing, monitoring, and revising of the plan. | |
| Describe the activities of the SAC for the upcoming school year | |
| Support with parental involvement in regards to the positive behavior plan in addition to providing information and support to parents with reading and mathematics connections at home. | |

| | | |
|--|---|----------------------------|
| Nicole Carr | | |
| Asst Principal | Years as Administrator: 0 | Years at Current School: 0 |
| Credentials | Bachelor of Arts- English Secondary Education Masters of Art & Educational Specialist- School Counseling Ph. D- Counseling Supervision- Program Evaluation | |
| Performance Record | 2010 District Grade B 2011 District Grade B 2012 District Grade C 2013 District Grade C | |
| Instructional Coaches | | |
| # Instructional Coaches 4 | | |
| # Receiving Effective rating or higher (not entered because basis is < 10) | | |
| Instructional Coach Information: | | |
| Nikishia Dixon | | |
| Part-time / School-based | Years as Coach: 4 | Years at Current School: 4 |
| Areas | Mathematics | |
| Credentials | B.A. in Elementary Education M.A. in Elementary Education (Math/Science Emphasis) Currently working on M.A. in Educational Leadership (expected graduation 12/13) Certification Area: Elementary Education (K-6) with ESOL Endorsement | |
| Performance Record | 2013 D Lakewood Elementary School / F Campbell Park Elementary School 2012 C Lakewood Elementary School 2011 D Lakewood Elementary School 2010 F Lakewood Elementary School | |
| Shirley Bair | | |
| Full-time / School-based | Years as Coach: 17 | Years at Current School: 3 |
| Areas | Reading/Literacy | |
| Credentials | Early Childhood Education, Elementary Ed, Masters in Reading K-12, ESOL Certified | |
| Performance Record | 2010 Grade F 2011 Grade D 2012 Grade C 2013 Grade D | |

| | | |
|--|--|----------------------------|
| Susan Schilt | | |
| Part-time / District-based | Years as Coach: 3 | Years at Current School: 3 |
| Areas | Rtl/MTSS | |
| Credentials | Instructional Staff Developer; BS: Special Education; MS: Special Education/Social-Emotionally Disturbed. Florida Certification: ESE and Elementary Ed | |
| Performance Record | 2010 District Grade B 2011 District Grade B 2012 District Grade C 2013 District Grade C | |
| Classroom Teachers | | |
| # of classroom teachers 33 | | |
| # receiving effective rating or higher 0, 0% | | |
| # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 100% | | |
| # certified in-field, pursuant to Section 1012.2315(2), F.S. 33, 100% | | |
| # ESOL endorsed 22, 67% | | |
| # reading endorsed 5, 15% | | |
| # with advanced degrees 3, 9% | | |
| # National Board Certified 1, 3% | | |
| # first-year teachers 9, 27% | | |
| # with 1-5 years of experience 15, 45% | | |
| # with 6-14 years of experience 5, 15% | | |
| # with 15 or more years of experience 4, 12% | | |
| Education Paraprofessionals | | |
| # of paraprofessionals 4 | | |
| # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 4, 100% | | |
| Other Instructional Personnel | | |
| # of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 15 | | |
| # receiving effective rating or higher 15, 100% | | |
| Teacher Recruitment and Retention Strategies | | |
| This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). | | |
| <p>Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.</p> <p>Lakewood will institute the following to help recruit and retain staff:</p> <ol style="list-style-type: none"> 1. Frequent celebrations in and out of school for staff | | |

2. Empowering teachers to have more put into teaching
3. Weekly time-set aside by administrators to have forums in regards to changes, concerns, or simply to talk(taking the Open door policy a step forward)
4. Weekly assemblies(each Monday) to celebrate staff and students

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the 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: Teach Like a Champion
- A tentative plan to be followed include:
- August-Getting to know Lakewood
- September-Culture Competency
- 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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

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 systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team attends SBLT and monitors the fidelity. There is also district support from the Area Superintendent, which ensures School Based Leadership is monitoring the school implementation of the SIP based on appropriate data.

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)

Student information system: Focus Portal, and the district Data Warehouse, along with school based grade level monitoring of student performance on FAIR, Running Records, Cpalms, Direct Instruction Assessments and other school based formative assessments used in progress monitoring.

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Grade level PLCs are initially facilitated by administrators and content area coaches and data-based problem solving is the model utilized. Model data chats will be provided to staff so staff can use problem solving with parents of students and students.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 5,400

Strategy Purpose(s)

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education, Teacher collaboration, planning and professional development

Strategy Description

As a low 100 school Lakewood will implement additional hour of reading instruction provided daily to all students. Based on formative assessment built into the Direct Instruction program students will receive the appropriate level of Direct Instruction to address gaps in foundational reading skills. Students also attended Summer Bridge, and teachers attended district training on CCSS in reading and math.

How is data collected and analyzed to determine the effectiveness of this strategy?

Preschool professional development and ongoing professional development on the Direct Instruction model. Administrative monitoring of implementation of DI model with integrity.

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.

Who is responsible for monitoring implementation of this strategy?

Monitoring of student progress of Direct Instruction in SBLT. SBLT plans for adjustment to additional hour of reading instruction as students progress and achieve goals of Direct Instruction as indicated by student performance on multiple measures or reading performance

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

| Name | Title |
|--|---------------------|
| Cynthia Kidd | Principal |
| Shirley Bair | Literacy Coach |
| Jennifer Dorn | VE Teacher |
| Kimberle Noorbakhsh | 1st Grade Teacher |
| Nicole Carr | Assistant Principal |
| <p>Describe how the school-based LLT functions (e.g., meeting processes, roles, functions) LLT supports the implementation of the K-12 Reading plan by ensuring SIP goals in Literacy are appropriately aligned to the K-12 Reading Plan. LLT monitors Literacy data as an ad hoc group to the SBLT. LLT works in conjunction with the SBLT.</p> | |
| <p>What will be the major initiatives of the LLT this year? The LLT will support the direction of the additional hour of reading instruction. Students will receive Direct Instruction to address gaps in foundational reading skills. As students' progress and meet the targets of Direct Instruction. LLT will develop appropriate intervention, extension, and enrichment in reading for students to engage in during the additional hour of reading instruction.</p> <p>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</p> | |
| <p>Preschool Transition This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p> | |
| <p>Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable This year kindergarten will utilize additional resources in the form of paraprofessional support to instruction in kindergarten. This will support implementation of Common Core State Standards and school wide behavior plan and provide an opportunity for early intervention in the kindergarten.</p> | |

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 40% | 25% | No | 46% |
| American Indian | | | | 1% |
| Asian | | | | |
| Black/African American | 37% | 22% | No | 43% |
| Hispanic | 48% | 0% | No | 54% |
| White | 58% | 48% | No | 63% |
| English language learners | | | | |
| Students with disabilities | 28% | 11% | No | 35% |
| Economically disadvantaged | 39% | 25% | No | 45% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 56 | 18% | 25% |
| Students scoring at or above Achievement Level 4 | 23 | 7% | 10% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 100 | 54% | 75% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 33 | 73% | 85% |

Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 26 | 33% | 45% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | | | |

Area 3: Mathematics

Elementary and Middle School Mathematics

| Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA | | | | |
|--|----------------------|--|----------------------|----------------------|
| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
| All Students | 36% | 17% | No | 42% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 32% | 14% | No | 39% |
| Hispanic | 43% | | No | 48% |
| White | 58% | 38% | No | 63% |
| English language learners | | | | |
| Students with disabilities | 23% | 7% | No | 30% |
| Economically disadvantaged | 34% | 16% | No | 41% |
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) | | | | |
| | | 2013 Actual # | 2013 Actual % | 2014 Target % |
| Students scoring at Achievement Level 3 | | 39 | 13% | 20% |
| Students scoring at or above Achievement Level 4 | | <i>[data excluded for privacy reasons]</i> | | 5% |
| Learning Gains | | | | |
| | | 2013 Actual # | 2013 Actual % | 2014 Target % |
| Learning Gains | | 67 | 37% | 70% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | | 25 | 55% | 80% |
| Area 4: Science | | | | |
| Elementary School Science | | | | |
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) | | | | |
| | | 2013 Actual # | 2013 Actual % | 2014 Target % |
| Students scoring at Achievement Level 3 | | 12 | 12% | 20% |
| Students scoring at or above Achievement Level 4 | | <i>[data excluded for privacy reasons]</i> | | 5% |
| Florida Alternate Assessment (FAA) | | | | |
| | | 2013 Actual # | 2013 Actual % | 2014 Target % |
| Students scoring at Levels 4, 5, and 6 | | | | |
| Students scoring at or above Level 7 | | | | |
| Area 5: Science, Technology, Engineering, and Mathematics (STEM) | | | | |
| All Levels | | | | |
| | | 2013 Actual # | 2013 Actual % | 2014 Target |
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | | 5 | | 10 |
| Participation in STEM-related experiences provided for students | | 525 | 62% | 75% |
| Area 8: Early Warning Systems | | | | |

| Elementary School Indicators | | | |
|--|----------------------|----------------------|----------------------|
| | 2013 Actual # | 2013 Actual % | 2014 Target % |
| Students who miss 10 percent or more of available instructional time | 72 | 10% | 5% |
| Students retained, pursuant to s. 1008.25, F.S. | 14 | 7% | 3% |
| Students who are not proficient in reading by third grade | 91 | 77% | 50% |
| Students who receive two or more behavior referrals | 160 | 25% | 23% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 108 | 17% | 15% |
| Area 9: Parent Involvement | | | |
| Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). | | | |
| Describe parental involvement targets for your school | | | |
| Student lead conferences; lunch bunch; meet the teacher; open house; musical performances; celebrations of academic success | | | |
| Specific Parental Involvement Targets | | | |
| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
| Student Lead Conferences | | | |
| Lunch Bunch | | | |
| Musical Performance | | | |
| Meet the teacher | | | |
| Girlfriends | | | |
| Celebrations of Academic Success | | | |
| Area 10: Additional Targets | | | |
| Description of additional targets | | | |
| Bradley MOU: Increase academic proficiency for Black students Decrease absenteeism; referral rate; suspension rate of Black students Decrease the rate of Black students enrolled in ESE Increase the rate of Black student in advanced courses and enrichment | | | |
| Specific Additional Targets | | | |
| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
| Math Proficiency | 39 | 15% | 36% |
| Reading Proficiency | 72 | 22% | 40% |
| Science Proficiency | 16 | 15% | 25% |
| Writing Proficiency | 26 | 33% | 45% |
| Suspension Rate | 95 | 18% | 10% |
| ESE | 88 | 14% | 10% |
| Enrichment activities- gifted and talented | 1 | .1% | 10% |

Goals Summary

Goal #1:

Differentiate core instruction to improve student achievement as evident by an increase in reading proficiency from 25% to 35%; in math proficiency from 17% to 25% and an increase in reading learning gains from 54% to 75%; math learning gains from 37% to

Goal #2:

Increase student engagement through highly effective teaching strategies and systematic implantation of a uniform positive behavior system as measured by the decrease in student referral and suspension rate by 10%.

Goal #3:

Utilize school science lab in grades 3,4, and 5 to increase student proficiency in science from 15% to 25%

Goal #4:

Increase parent involvement opportunities

Goals Detail

Goal #1:

Differentiate core instruction to improve student achievement as evident by an increase in reading proficiency from 25% to 35%; in math proficiency from 17% to 25% and an increase in reading learning gains from 54% to 75%; math learning gains from 37% to

Targets Supported

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Writing
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- CTE
- EWS - Elementary School

Resources Available to Support the Goal

- Assessment Resources: FCAT, FAIR, CPALMS, Math formative assessment materials- Uncovering student learning, Direct Instruction assessments, Running Records, formative science assessments in the district curriculum guide,
- District Behavior Coach Academic Coaches MTSS Coaches
- Established SBLT

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Action:

Monitor PLC use of formative assessments to drive differentiated instruction

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Weekly

Evidence of Completion:

Walk through; PLC agendas and minutes; data 'walls' for all grade levels

Goal #2:

Increase student engagement through highly effective teaching strategies and systematic implantation of a uniform positive behavior system as measured by the decrease in student referral and suspension rate by 10%.

Targets Supported

- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Coaches
- District Coach - Susan
- Assistant Principals/ Principals
- Foundations Team
- social skill curriculum
- Developed School Wide Behavior Plan
- SBLT - MTSSS

Targeted Barriers to Achieving the Goal

- Uniform and consistent implementation

Plan to Monitor Progress Toward the Goal

Action:

Review of school wide discipline data and observation data of teacher implementation in the classroom reviewed in SBLT

Person or Persons Responsible:

Administrators and Foundations Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

A decrease in prior year referral and suspension rate each month

Goal #3: Utilize school science lab in grades 3,4, and 5 to increase student proficiency in science from 15% to 25%

Targets Supported

- Science - Elementary School
- STEM
- STEM - All Levels
- STEM - High School
- Parental Involvement

Resources Available to Support the Goal

- Science lab space with running water
- District funds to pay \$1000 to a teacher at each grade level to support implementation
- District developed labs that align with CCSS
- District Rubrics
- District funds to support start up materials
- A master schedule that can facilitate frequent access to the lab

Targeted Barriers to Achieving the Goal

- Teacher time to plan
- Tight time between one grade level visit and another grade level visit to clean and set up the lab

Plan to Monitor Progress Toward the Goal

Action:

Observe the lab

Person or Persons Responsible:

Administrators

Target Dates or Schedule:

each lab cycle

Evidence of Completion:

labs have been implemented; student formative lab assessment results

Goal #4: Increase parent involvement opportunities

Targets Supported • Parental Involvement

- Resources Available to Support the Goal**
- Community liaison,
 - district office of strategic partnerships,
 - positive and proactive relationship between school leader and the community
- Targeted Barriers to Achieving the Goal**
- Lack of purposeful activities planned for families to attend

Plan to Monitor Progress Toward the Goal

Action:
Review timeline of event plan

Person or Persons Responsible:
Administrative team

Target Dates or Schedule:
October 15 and ongoing

Evidence of Completion:
Event Plans

Action Plan for Improvement

- Goal #1:** Differentiate core instruction to improve student achievement as evident by an increase in reading proficiency from 25% to 35%; in math proficiency from 17% to 25% and an increase in reading learning gains from 54% to 75%; math learning gains from 37% to
- Barrier #5:** Lack of understanding of differentiated instruction within the core instructional time to meet the needs of students
- Strategy #1 to Overcome the Barrier** Build capacity of Grade level PLCs to effectively analyze student reading performance data to develop effective lessons which differentiate core reading and math instruction and result in a systematic process where teachers effectively monitor student lea

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Define formative assessments available and utilize them

Person or Persons Responsible:
Grade level PLC

Target Dates or Schedule:
Weekly planning

Evidence of Completion:
Formative assessments utilized and results analyzed

Facilitator:
grade level PLC

Participants:
Grade level PLC

Step #2 to Implement Strategy #1 - PD Opportunity

Action:

Utilize protocols to drill down assessment results

Person or Persons Responsible:

Define process to review results

Target Dates or Schedule:

Weekly planning

Evidence of Completion:

Data chats in PLC

Facilitator:

Participants:

Define process to review results

Step #3 to Implement Strategy #1 - PD Opportunity

Action:

Define process for developing appropriate differentiated instruction based on results

Person or Persons Responsible:

PLC

Target Dates or Schedule:

Weekly planning

Evidence of Completion:

Defined differentiated instructional strategies utilized in Lesson Study cycle

Facilitator:

Participants:

PLC

Step #4 to Implement Strategy #1 - PD Opportunity

Action:

Utilize protocols to drill down assessment results

Person or Persons Responsible:

Define process to review results

Target Dates or Schedule:

Weekly planning

Evidence of Completion:

Data chats in PLC

Facilitator:

Participants:

Define process to review results

Step #5 to Implement Strategy #1 - PD Opportunity

Action:

Define process for developing appropriate differentiated instruction based on results

Person or Persons Responsible:

PLC

Target Dates or Schedule:

Weekly planning

Evidence of Completion:

Defined differentiated instructional strategies utilized in Lesson Study cycle

Facilitator:

Participants:

PLC

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #5 to Goal #1

Action:

Monitor grade level PLC's

Person or Persons Responsible:

Administrators

Target Dates or Schedule:

Weekly

Evidence of Completion

Agendas, minutes, and PLC attendance

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #5 to Goal #1

Action:

A clearly define process for developing appropriate differentiated instruction based on results of formative assessments in the grade level PLC

Person or Persons Responsible:

Administrative Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

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

Action Step(s) Missing for Goal #2, Barrier #2, Strategy #2
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #2 to Goal #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #2 to Goal #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

**Action Step(s) Missing for Goal #2, Barrier #2, Strategy #3
Complete one or more action steps for this Strategy or de-select it**

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #2 to Goal #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #2 to Goal #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

| | |
|--|--|
| Goal #3: | Utilize school science lab in grades 3,4, and 5 to increase student proficiency in science from 15% to 25% |
| Barrier #1: | Teacher time to plan |
| Strategy #1 to Overcome the Barrier | Enlist a teacher at each grade level to set up and break down for each of the science labs |

Step #1 to Implement Strategy #1

Action:
Enlist a teacher at each grade level to lead the science lab

Person or Persons Responsible:
Administration

Target Dates or Schedule:
First three weeks of school

Evidence of Completion:
Defined person at each grade level

Step #2 to Implement Strategy #1

Action:
sets up materials and breaks down materials for weekly grade level labs

Person or Persons Responsible:
Grade level science lab teacher

Target Dates or Schedule:
First four weeks of school

Evidence of Completion:
Labs

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:
Monitors lab implementation

Person or Persons Responsible:
Administration

Target Dates or Schedule:
each lab cycle

Evidence of Completion
Labs have been complete; students have met the target measure for each lab

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:

Monitor student progress on formative science assessments.

Person or Persons Responsible:

Grade level PLC

Target Dates or Schedule:

Through out the year

Evidence of Completion:

Increase student achievement on formative assessments and on FCAT science

| | |
|--|---|
| Goal #3: | Utilize school science lab in grades 3,4, and 5 to increase student proficiency in science from 15% to 25% |
| Barrier #2: | Tight time between one grade level visit and another grade level visit to clean and set up the lab |
| Strategy #1 to Overcome the Barrier | Clear team building to support individual responsibility to keep the lab clean and functional for each person |

Step #1 to Implement Strategy #1

Action:

Set up weekly lab materials for grade and clean up weekly lab materials for the grade

Person or Persons Responsible:

Grade level science lab coordinator

Target Dates or Schedule:

All year

Evidence of Completion:

successfully implemented lab

Step #2 to Implement Strategy #1

Action:

Monitor lab implementation

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Each lab cycle

Evidence of Completion:

5 day labs completed; material prepared and stored properly

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #3

Action:

Observe implementation of the lab

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Each lab cycle

Evidence of Completion

Successful completion of the lab with students meeting the measured student outcome target as defined by the specific lab

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #3

Action:

Student learning occurred in the labs

Person or Persons Responsible:

Teachers and administrators

Target Dates or Schedule:

All year

Evidence of Completion:

Increase in student proficiency on formative assessments and on science FCAT

| | |
|--|--|
| Goal #4: | Increase parent involvement opportunities |
| Barrier #5: | Lack of purposeful activities planned for families to attend |
| Strategy #1 to Overcome the Barrier | Offer variety of parent involvement activities each addressing a specific need |

Step #1 to Implement Strategy #1

Action:

Define family and community events for the year based on needs assessment (parent survey data, climate survey, and academic and behavior data)

Person or Persons Responsible:

SBLT

Target Dates or Schedule:

SBLT meeting by October 1

Evidence of Completion:

An annual calendar of events

Step #2 to Implement Strategy #1

Action:

Identify individual responsible for planning and implementing of each event

Person or Persons Responsible:

SBLT

Target Dates or Schedule:

SBLT meeting by October 1

Evidence of Completion:

Responsible individual designated on calendar of events

Step #3 to Implement Strategy #1 - Budget Item

Action:

Designee has plan and committee identified with cost of event detailed

Person or Persons Responsible:

Event designee

Target Dates or Schedule:

By October 15

Evidence of Completion:

Event planning documents completed

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #5 to Goal #4

Action:

Monitor event calendar was developed, designee assigned, and event plan documented with proposed budget

Person or Persons Responsible:

SBLT

Target Dates or Schedule:

October 1 and 15 and ongoing

Evidence of Completion

An event calendar was developed, designee assigned, and event plan documented with proposed budget

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #5 to Goal #4

Action:

Review outcome of events

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Following each event

Evidence of Completion:

Sign in sheets, parent feedback forms, parent survey results

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Goal #1: Differentiate core instruction to improve student achievement as evident by an increase in reading proficiency from 25% to 35%; in math proficiency from 17% to 25% and an increase in reading learning gains from 54% to 75%; math learning gains from 37% to

Barrier #5: Lack of understanding of differentiated instruction within the core instructional time to meet the needs of students

Strategy #1: Build capacity of Grade level PLCs to effectively analyze student reading performance data to develop effective lessons which differentiate core reading and math instruction and result in a systematic process where teachers effectively monitor student lea

Action Step #1: Define formative assessments available and utilize them

Facilitator leader

grade level PLC

Participants

Grade level PLC

Target dates or schedule

Weekly planning

Evidence of Completion and Person Responsible for Monitoring

Formative assessments utilized and results analyzed
(Person Responsible: Grade level PLC)

Action Step #2: Utilize protocols to drill down assessment results

Facilitator leader

Participants

Define process to review results

Target dates or schedule

Weekly planning

Evidence of Completion and Person Responsible for Monitoring

Data chats in PLC
(Person Responsible: Define process to review results)

Action Step #3: Define process for developing appropriate differentiated instruction based on results

Facilitator leader

Participants

PLC

Target dates or schedule

Weekly planning

Evidence of Completion and Person Responsible for Monitoring

Defined differentiated instructional strategies utilized in Lesson Study cycle
(Person Responsible: PLC)

Action Step #4: Utilize protocols to drill down assessment results

Facilitator leader

Participants

Define process to review results

Target dates or schedule

Weekly planning

Evidence of Completion and Person Responsible for Monitoring

Data chats in PLC

(Person Responsible: Define process to review results)

Action Step #5: Define process for developing appropriate differentiated instruction based on results

Facilitator leader

Participants

PLC

Target dates or schedule

Weekly planning

Evidence of Completion and Person Responsible for Monitoring

Defined differentiated instructional strategies utilized in Lesson Study cycle

(Person Responsible: PLC)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|------|-------------|-------|
| | Total | \$0 |

Budget Summary by Resource Type and Funding Source

| Resource Type | Evidence-Based Materials | Total |
|---------------|--------------------------|-------|
| SIP funds | \$0 | \$0 |
| SIP | \$0 | \$0 |
| Total | \$0 | \$0 |

Budget Detail

Goal #4: Increase parent involvement opportunities
Barrier #5: Lack of purposeful activities planned for families to attend
Strategy #1: Offer variety of parent involvement activities each addressing a specific need
Action Step #3: Designee has plan and committee identified with cost of event detailed

Resource Type Evidence-Based Materials
Resource Materials for specific parent involvement events
Funding Source SIP
Amount Needed