

Pinellas County Schools

Lakewood High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

| | |
|--|-----------|
| SIP Authority and Purpose | 3 |
| I. School Information | 6 |
| II. Needs Assessment/Data Review | 7 |
| III. Planning for Improvement | 11 |
| IV. ATSI, TSI and CSI Resource Review | 32 |
| V. Reading Achievement Initiative for Scholastic Excellence | 0 |
| VI. Title I Requirements | 32 |
| VII. Budget to Support Areas of Focus | 33 |

Lakewood High School

1400 54TH AVE S, St Petersburg, FL 33705

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|--|---|------------------------|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Nurture a foundation for learning and academic success that results in college and career readiness.

Provide the school's vision statement.

Intentionally prepare our students for a competitive and global society.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|--------------------|---------------------|---------------------------------|
| Garcia, Connisheia | Principal | |
| Gartland, Keri | Assistant Principal | |
| Hefty, Lukas | Assistant Principal | |
| Retsos, Peter | Assistant Principal | |
| Serra, Joseph | Assistant Principal | |
| Johnson, Donald | Instructional Coach | |
| Reese, Shaquina | Instructional Coach | |
| Rogers, Melanie | Instructional Coach | |

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team completed individual sections and goal areas in response to data and with input from department chairs. Teachers, students, and SAC members will provide input following the return to school. SIP goals and action steps will be formed and adjusted based on input from each stakeholder group.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Cycle and state assessments will be analyzed to ensure that progress is made in relationship to SIP goals. SIP goal teams and the school leadership team will meet regularly to review and revise action steps to ensure progress is made toward identified goals.

| Demographic Data | |
|--|--|
| 2023-24 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 |
| 2022-23 Title I School Status | No |
| 2022-23 Minority Rate | 80% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 100% |
| Charter School | No |
| RAISE School | No |
| 2021-22 ESSA Identification | TSI |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)* |
| School Grades History | 2021-22: C 2019-20: C 2018-19: C 2017-18: C |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

| Accountability Component | 2022 | | | 2019 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement* | 31 | 51 | 52 | 52 | 56 | 56 |
| ELA Learning Gains | 34 | 49 | 52 | 41 | 51 | 51 |
| ELA Lowest 25th Percentile | 29 | 41 | 41 | 31 | 43 | 42 |
| Math Achievement* | 26 | 41 | 41 | 43 | 45 | 51 |
| Math Learning Gains | 39 | 47 | 48 | 37 | 44 | 48 |
| Math Lowest 25th Percentile | 54 | 46 | 49 | 31 | 41 | 45 |
| Science Achievement* | 37 | 61 | 61 | 47 | 64 | 68 |
| Social Studies Achievement* | 51 | 69 | 68 | 61 | 71 | 73 |
| Middle School Acceleration | | | | | | |
| Graduation Rate | 95 | | | 95 | | |
| College and Career Acceleration | 60 | | | 55 | | |
| ELP Progress | | | | | | |

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | TSI |
| OVERALL Federal Index – All Students | 46 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 3 |
| Total Points Earned for the Federal Index | 456 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 96 |
| Graduation Rate | 95 |

ESSA Subgroup Data Review (pre-populated)

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 31 | Yes | 3 | 3 |
| ELL | | | | |
| AMI | | | | |
| ASN | 85 | | | |
| BLK | 34 | Yes | 3 | |
| HSP | 57 | | | |
| MUL | 42 | | | |
| PAC | | | | |
| WHT | 71 | | | |
| FRL | 39 | Yes | 2 | |

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2021-22 ACCOUNTABILITY 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 2020-21 | C & C Accel 2020-21 | ELP Progress |
| All Students | 31 | 34 | 29 | 26 | 39 | 54 | 37 | 51 | | 95 | 60 | |
| SWD | 14 | 33 | 25 | 5 | 27 | | 16 | 29 | | 95 | 32 | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | 83 | 70 | | | | | | | | 100 | 85 | |
| BLK | 15 | 27 | 28 | 11 | 29 | 50 | 23 | 30 | | 91 | 39 | |
| HSP | 37 | 41 | | 41 | 73 | | 35 | 72 | | 100 | 60 | |
| MUL | 38 | 31 | | | | | 58 | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 67 | 49 | | 61 | 52 | | 77 | 77 | | 100 | 81 | |
| FRL | 19 | 27 | 27 | 18 | 35 | 52 | 28 | 39 | | 93 | 48 | |

| 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
| All Students | 43 | 43 | 33 | 25 | 36 | 40 | 59 | 53 | | 97 | 59 | |
| SWD | 10 | 27 | 30 | 14 | 43 | 44 | 19 | 30 | | 100 | 28 | |
| ELL | 20 | 60 | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | 71 | 53 | | | | | | | | | | |
| BLK | 22 | 36 | 32 | 13 | 30 | 40 | 36 | 33 | | 99 | 36 | |
| HSP | 53 | 39 | | 39 | 42 | | 61 | 76 | | 95 | 80 | |
| MUL | 50 | 59 | | 40 | 29 | | 77 | | | 91 | 50 | |
| PAC | | | | | | | | | | | | |
| WHT | 74 | 53 | | 57 | 52 | | 89 | 88 | | 96 | 85 | |
| FRL | 28 | 35 | 31 | 18 | 30 | 35 | 42 | 34 | | 97 | 41 | |

| 2018-19 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 52 | 41 | 31 | 43 | 37 | 31 | 47 | 61 | | 95 | 55 | |
| SWD | 22 | 35 | 33 | 21 | 18 | | 31 | 16 | | 82 | 17 | |
| ELL | 17 | 17 | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| 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 | |
| PAC | | | | | | | | | | | | |
| WHT | 81 | 48 | 50 | 85 | 71 | | 89 | 92 | | 96 | 87 | |
| FRL | 37 | 38 | 33 | 29 | 33 | 24 | 30 | 46 | | 93 | 37 | |

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 10 | 2023 - Spring | 40% | 48% | -8% | 50% | -10% |
| 09 | 2023 - Spring | 36% | 46% | -10% | 48% | -12% |

| ALGEBRA | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 22% | 53% | -31% | 50% | -28% |

| GEOMETRY | | | | | | |
|----------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 17% | 46% | -29% | 48% | -31% |

| BIOLOGY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 45% | 59% | -14% | 63% | -18% |

| HISTORY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 45% | 59% | -14% | 63% | -18% |

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Mathematics achievement is the lowest data point at 21% proficient. Proficiency in geometry dropped from 40% to 17%. The school Acceleration score of 56% is well below district average due to a lack of industry certification and dual enrollment options. Improving in these two areas will help the school move to a school grade of B.

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

Mathematics and Social Studies each decreased by 5%. Teacher vacancies and a lack of consistent monitoring of planning and teaching practices contributed to the decline.

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.

Mathematics achievement (particularly geometry) and acceleration had the greatest gaps. Teacher vacancies and a lack of consistent processes for planning, teaching, and monitoring student learning contributed to the mathematics gap. A lack of options for students with GPAs below 2.5 led to the acceleration gap.

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

ELA achievement improved from 31% to 40%.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Mathematics achievement and learning gains; acceleration points

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

1. Graduation and acceleration
2. Consistent processes for PLC, lesson and unit planning, and individualized support.
3. Mathematics achievement

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Overall mathematics proficiency is 21% as measured by Spring 2023 Algebra and Geometry EOC exams, including 25% in Algebra and 17% in Geometry.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Overall mathematics proficiency will increase to 41% as measured by Spring 2024 Algebra and Geometry EOC exams, including a minimum 35% proficiency rate in each course.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administrators will communicate clear timelines and expectations with the math department chair and mathematics teachers; and collect weekly feedback and data from the department chair and classroom visits. Unit assessments will be monitored and analyzed for standards mastery during PLCs.

Person responsible for monitoring outcome:

Lukas Hefty (hefty@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Purposeful mathematics unit and lesson planning will focus on understanding course benchmarks, organization of available resources, and the selection and implementation of high-quality tasks.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Purposeful, collaborative planning focused on standards-alignment and task selection will increase teacher effectiveness and consistency, student engagement, and learning outcomes.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Work with math teachers and department chair to schedule and plan for weekly collaborative PLCs and quarterly peer classroom visits.

Person Responsible: Lukas Hefty (hefty@pcsb.org)

By When: August 2023

Focus PLCs on understanding course benchmarks; selection of high quality, standards-aligned tasks; and organization of available resources, including BEST Benchmark Book, textbook, district-created resources, calculators, and reference sheets. Incorporate data analysis into PLCs including the use of district common and formative assessments.

Person Responsible: Lukas Hefty (heftyl@pcsb.org)

By When: Ongoing

Utilize weekly walkthroughs with feedback, peer observations, and common assessment data analysis to monitor progress and enhance instruction.

Person Responsible: Lukas Hefty (heftyl@pcsb.org)

By When: Ongoing

Pair high interest tasks with collaborative structures to increase student engagement through the math block.

Person Responsible: Lukas Hefty (heftyl@pcsb.org)

By When: Ongoing

Embed spiral review into the math block; utilize IXL for intentional spiral review.

Person Responsible: [no one identified]

By When:

#2. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Lakewood High School (LHS) is a minority-majority high school with a predominantly Black student body. However, while the demographic makeup of a school may offer some context, it should not be used to explain disparities in student discipline. Instead, it is important to recognize such disparities as potential indications of systemic issues. By solely attributing disciplinary disparities to demographics, we risk oversimplifying the problem and hindering the progress of authentic dialogues to foster school improvement. Therefore, it is crucial to look beyond the simple demographic explanation and strive to understand the deeper issues that contribute to disciplinary disproportionality here at LHS.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Reduce Disproportionality in Disciplinary Referrals and Out-of-School Suspensions for Black Students by 30% by May 2024.

A 30% reduction would be a substantial change and would signal a meaningful commitment to equity within the school environment. Systemic changes often take time to implement effectively. A 30% reduction is a challenging but realistic target that allows LHS to adapt its practices.

1. Disciplinary Referrals: A reduction in the percentage of disciplinary referrals to 75.5% or 58 referrals (891 to 833); 17 fewer Black students.
2. Out-of-School Suspensions: A reduction in the percentage to 74.5% or 148. There is a 20% reduction in the disproportionality ($79.4\% - 63.5\% = 15.9\%$ reduction); 7 fewer Black students in this subgroup receive OSS.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monthly behavior meetings will serve as the cornerstone of this monitoring strategy, offering a platform for stakeholders like teachers, counselors, and administrators to review up-to-date data on disciplinary referrals and out-of-school suspensions (OSS). These meetings will provide immediate insights into whether the school is on track to achieve its 30% reduction target, based on which actionable steps can be devised and implemented.

The School-Based Leadership Team (SBLT) will conduct in-depth data analyses to supplement these monthly reviews. They will examine trends and recommend adjustments to strategies/interventions. These findings will be translated into actionable steps and reviewed for progress during the subsequent monthly behavior meetings, ensuring a constant loop of data-driven action and review.

The Spartan call log will be implemented for monthly check-ins to monitor real-time daily incidents. This tool will help identify emerging patterns or problem areas more quickly, allowing immediate interventions.

Person responsible for monitoring outcome:

Allison Biloski (biloskia@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Incorporating Validate, Affirm, Build, and Bridge (VABB) within a Positive Behavioral Interventions and Supports (PBIS) framework could be a promising approach to addressing disciplinary disparities. VABB, a form of culturally responsive pedagogy, can be embedded within the Tier 1 interventions of PBIS, which aim to create a positive school environment for all students. This integration can provide a culturally responsive approach to student behavior and discipline that values and builds upon students' diverse experiences.

Starting the day with a VABB-infused morning circle can set a positive tone, foster community, and potentially reduce disciplinary issues. This practice can be a platform to validate and affirm students' cultures and experiences, build upon their strengths, and bridge these to new learning experiences. Data collection is an integral part of this process. Various metrics, such as improved attendance, PBIS rewards, student surveys, and Office Discipline Referrals (ODRs), can be used to assess effectiveness.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting PBIS as a strategy is very well articulated, highlighting the key components of PBIS, such as monitoring, family involvement, positive reinforcement, and a tiered approach, which are all important aspects of this evidence-based framework.

Data collection and analysis for informed and targeted strategies is an excellent point that aligns with one of the five elements of PBIS, emphasizing the use of data for decision-making. Data-driven decision-making is crucial for identifying trends and areas of concern, assessing the effectiveness of interventions, and making necessary adjustments.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Establish Clear Behavior Expectations-Develop and communicate clear, positive, specific behavior expectations.

Person Responsible: Allison Biloski (biloskia@pcsb.org)

By When: Expectations will be communicated during the week of August 2, 2023 and continued throughout the year.

Implementation of PBIS with professional development-Provide ongoing professional development and training for staff on positive behavior management techniques, conflict resolution, and understanding the diverse needs of individuals.

Person Responsible: Allison Biloski (biloskia@pcsb.org)

By When: Implementation will be expected to start mid-September after launch celebration and training. Professional development will be offered throughout the year via PD and coaching.

Monitor and Assess-Continuously monitor and assess the effectiveness of the discipline strategies and interventions being used. Regularly review data on behavioral incidents and adjust approaches as needed.

Person Responsible: Allison Biloski (biloskia@pcsb.org)

By When: Continuous monitoring will occur daily, weekly, and monthly via meetings and monitoring platforms.

VABB Fundamentals: Understand the core concepts of the VABB model and how it complements the PBIS framework.

a. Spend time understanding VABB's core principles and areas of overlap with PBIS.

Integrative Approach: Learn to apply the VABB concepts seamlessly into existing PBIS strategies.

a. Create a roadmap for integrating VABB into the school's PBIS framework, focusing on Tier I.

b. Review the current PBIS framework to identify where VABB components can be most effectively

integrated.

Data Monitoring for Fidelity and Impact: Develop metrics to evaluate the effectiveness of integrating VABB into PBIS.

- a. Define specific, measurable goals for integrating VABB within the PBIS framework.
- b. Develop metrics to evaluate the effectiveness of integrating VABB into PBIS.
- c. Begin collecting data according to the developed metrics.
- d. After the first quarter, review data and feedback to identify areas for improvement. Make the necessary adjustments and continue to monitor.

Person Responsible: Allison Biloski (biloskia@pcsb.org)

By When:

Staff Training: Equip staff with the skills needed for successful VABB integration within PBIS.

- a. Provide 40-and-outs to train staff on VABB and its integration into PBIS.
- b. Develop resources that will assist teachers in applying VABB within the PBIS framework.
- c. Use PLCs or staff meetings to introduce the new approach and provide initial training.

Stakeholder Communication:

- a. Consistently update stakeholders on the integration process and outcomes, including students, teachers, and parents.

Continuous Improvement: Use data and stakeholder feedback to make necessary adjustments for continuous improvement.

- a. Once effective, extend the implementation of VABB into PBIS across all grade levels and continuously refine it based on ongoing data collection and feedback.
- b. Meet with ISDs/Dr. Bal, who can shed light on best practices and recommendations on integrating VABB into PBIS in other settings to gain insights.

Person Responsible: Allison Biloski (biloskia@pcsb.org)

By When:

#3. Instructional Practice specifically relating to Social Studies**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For the 2022-23 school year, 46% of US History students scored a level 3 or above on the US History EOC. An analysis of the data shows a strong correlation between proficiency in reading and proficiency on the US History EOC. Therefore, our area of focus will center on reading, engagement, reteaching, and monitoring strategies in order to increase proficiency in Social Studies and on the US History EOC.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During the 2023-24 school year 100% of social studies teachers will implement authentic focused note-taking strategies, anchor charts, and active student monitoring in classrooms. The percentage of Lakewood students scoring a 3 or higher on the US History EOC will be 55 percent.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Social studies teachers will be regularly observed by administration for fidelity to common teaching strategy expectations and standards-based instruction. Administration will collaborate with the Social Studies 9-12 specialist to norm on observation look-fors. Student data will be analyzed during PLCs to monitor for proficiency and plan for changes in instruction and spiraled reteaching.

Person responsible for monitoring outcome:

Joseph Serra (serraiij@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will implement focused note-taking, anchor charts, and active student monitoring throughout the year. This will require teachers to have a comfortable familiarity with Social Studies standards in order to create the learning outcomes that these strategies support. In addition, teachers will use the data collected in classrooms to inform how they will design spiraled teaching minilessons to review previously taught content.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These specific strategies have been chosen based on the data analysis that student reading levels correlate strongly with performance in Social Studies. The strategies selected are well-tread AVID/WICOR strategies.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administrator over Social Studies will meet with 9-12 Specialist to norm on Social Studies best practices and the use of data.

Person Responsible: Joseph Serra (serraiij@pcsb.org)

By When: September 1, 2023

Social Studies teachers will participate in regularly scheduled PLCs with administrator over Social Studies to collaborate on best practices and to analyze student data. The outcome of this data analysis will inform each teacher's next steps including spiraled reteaching minilessons.

Person Responsible: Joseph Serra (serraiij@pcsb.org)

By When: Ongoing

Administrator will regularly observe and provide feedback for teachers with respect to best practices and possible levers for moving student data.

Person Responsible: Joseph Serra (serraiij@pcsb.org)

By When: Ongoing

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our level of proficiency increased last year from 31% as evidenced by the Spring 2022 FSA ELA to 40% on the new Spring 2023 FAST ELA Assessment. We attribute these gains to the change in instructional focus from recall to analysis after mid-year progress monitoring results indicated a need for more rigorous instruction, the bootcamps designed and facilitated by Grade 10 ELA teachers, and the support of district ELA content specialists. As such, we would like to continue to build upon the success of the ELA department and expand these strategies to include Grade 10 and Grade 9 ELA classrooms. In addition, we plan to incorporate a vertical alignment of grammatical, literary, and writing strategies to ensure all students possess equitable, foundational skills. Finally, we are implementing 3DE in our reading classes to increase student engagement along with small group instruction to increase student performance.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We expect our proficiency level to be 50% by the Spring 2024 FAST ELA Assessment. By October 2023 100% of ELA and Reading teachers will provide consistent opportunities for students to engage in standards-based tasks, critical reading, text analysis, and scaffolded writing tasks.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration will develop criteria specifically aligned to the intended outcomes and will use a common data collection tool to use during classroom walkthroughs. Administration will collect trend data and communicate the data to teachers. Administration will provide individual feedback to teachers based on specific teacher needs. Administration will set the expectations for and attend subject area PLCs.

Person responsible for monitoring outcome:

Keri Gartland (gartlandk@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will utilize data to differentiate and scaffold instruction to meet the needs of each student. Teachers will also use AVID strategies (WICOR, Culturally Responsive Teaching, and Collaborative Study Groups), BEST texts, and Pre-AP frameworks to facilitate learning, as well as embed the following literacy practices into their instruction:

1. Integrate a comprehensive word study program into reading and writing instruction.
2. Use multiple texts, including BEST texts, that link and expand concepts.
3. Balance teacher-led and student-led discussions.
4. Work with students in small groups while other students engage in alternative literacy activities.
5. Provide direct instruction in decoding, vocabulary, grammar, and comprehension strategies.
6. Balance direct instruction, guided instruction, and independent learning.
7. Use a variety of assessment techniques to inform instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The above evidence-based strategies help ensure that all students receive the same opportunities for intentional practice and skill development at their individual level of performance. These strategies also allow for higher levels of engagement, preparation for and access to more rigorous content and courses,

occasions to provide frequent and systemic in-class interventions, and ultimately lead to higher student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Establish and introduce the structure and expectations of PLCs during pre-school.

Person Responsible: Keri Gartland (gartlandk@pcsb.org)

By When: August 10, 2023

Analyze data trends using ISM visits, FAST data, Pre-AP assessment data, common assessments, and progress monitoring data during PLC and department meetings, and amend instruction accordingly.

Person Responsible: Keri Gartland (gartlandk@pcsb.org)

By When: Conducted weekly throughout the 2023-2024 school year.

Ensure all Reading and ELA teachers understand how to identify critical content from the BEST standards, utilize district-provided curriculum and resources, and identify relevant professional development opportunities.

Person Responsible: Keri Gartland (gartlandk@pcsb.org)

By When: Ongoing based on observations, conversations during PLCs, data, and availability throughout the 2023-2024 school year.

All 9th and 10th grade Reading and ELA teachers will follow their respective district-provided pacing guide with fidelity.

Person Responsible: Keri Gartland (gartlandk@pcsb.org)

By When: Weekly lesson plan checks and observations throughout the 2023-2024 school year.

Ensure all Reading and ELA teachers utilize the data in PLCs to create action steps for differentiation of teaching and learning.

Person Responsible: Keri Gartland (gartlandk@pcsb.org)

By When: Weekly throughout the 2023-2024 school year.

9th and 10th grade Reading and ELA teachers will utilize the district High School ELA and Reading notebook, Lexia PowerUp, Applerouth, BEST texts, and small group instruction weekly.

Person Responsible: Keri Gartland (gartlandk@pcsb.org)

By When: Weekly throughout the 2023-2024 school year.

All 9th and 10th grade ELA classrooms will consistently leverage the use of anchor charts, graphic organizers, critical reading protocols, and classroom management plans, along with other resources that are provided in the HS ELA & Reading Notebook.

Person Responsible: Keri Gartland (gartlandk@pcsb.org)

By When: Weekly throughout the 2023-2024 school year.

All 9th and 10th grade ELA classrooms will adopt/craft/develop a BEST benchmarks tracking system where the progress of each student on each BEST benchmark will be noted, tracked, monitored, and acted upon consistently throughout the year.

Person Responsible: Keri Gartland (gartlandk@pcsb.org)

By When: Weekly throughout the 2023-2024 school year.

#5. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The current level of performance is 45% which is evident by the Spring 2023 Biology EOC. This is a 7% increase from the 2022 Spring Biology EOC.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all students achieving science proficiency will increase by 10% from 45% to 55% as measured by the spring 2023 Biology EOC.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Common Formative Assessments for entire Biology team created through performance data matters platform. Performance Matters Cycle Data and EOC data.

Teacher's meet in weekly PLC's to review student data collected from common assessments to plan spiral re-teaching

Administration collaborates with instructor to Identify individual teacher growth target.

Person responsible for monitoring outcome:

Peter Retsos (retsosp@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Teachers include WICOR strategies in daily lessons that supports students at all levels.
2. Teachers plan daily for student-centered groups that rotate using academic language in complex tasks.
3. Teachers will implement higher order-thinking questions in daily lessons that students will see on the Biology EOC to foster critical thinking, discussion and writing responses.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students focused note taking, strategic grouping, mastery checks and spiral re-teaching will increase student knowledge and retention.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers incorporate checks for understanding through common formative assessments and use data to gauge student progress towards mastery of the course content.
2. Administrators monitor and support the use of data as teachers develop lessons and plan small group instruction and station rotations.
3. Teachers use benchmark-level data to plan reteaching opportunities for whole-class, small group and

individual students based on trends. Standards-based resources for reteaching/reassessment to determine success.

4. Teachers implement WICOR strategies, focused notetaking and facilitate the classroom correcting student errors.

5. Teachers meet weekly in PLC's to review data (collected from multiple sources, including common assessments, and/or quarterly district progress monitoring assessments) and plan actions steps.

6. Individual teachers will collaborate with administrator to identify growth area in daily instruction, data analysis, and student mastery of learning standard.

Person Responsible: Peter Retsos (retsosp@pcsb.org)

By When:

#6. Graduation specifically relating to Graduation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For the 2021-2022 school year, graduation rate was 95% and acceleration was 56%. Becoming proactive with graduation and acceleration monitoring options will help us improve rates enough to move the school grade from C to B.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The 2023-2024 school year graduation rate will increase to 97%. The acceleration rate will increase to 75%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Principal, assistant principals, and school counselors will complete and communicate quarterly credit checks to students and families. School counselors will ensure students are scheduled appropriately and that credit recovery occurs for students who are off track.

Person responsible for monitoring outcome:

Connisheia Garcia (garciaco@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Ongoing monitoring of graduation requirements, acceleration reports, and individual credit checks will enable school leadership to provide individualized intervention for students who are off track.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Early monitoring and intervention will ensure all stakeholders receive communication and plenty of opportunities to get on track through credit recovery, test prep, and academic support.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Summer senior seminar and individual credit checks.

Person Responsible: Connisheia Garcia (garciaco@pcsb.org)

By When: July 2023

Quarterly credit and acceleration checks including parent meetings with individualized interventions for students who are off track.

Person Responsible: [no one identified]

By When: Ongoing

Increase student options for dual enrollment, industry certifications, and Advanced Placement courses.

Person Responsible: Connisheia Garcia (garciaco@pcsb.org)

By When:

Prepare 9th grade 3DE students to pass the Entrepreneurship and Small Business (ESB) certification.

Person Responsible: Joseph Serra (serraiij@pcsb.org)

By When:

Facilitate Scholars of Success Prep for graduation requirement assessments.

Person Responsible: Connisheia Garcia (garciaco@pcsb.org)

By When:

#7. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ESSA data for the Black student subgroup fell below the 41% threshold.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage of Black students meeting proficiency standards in ELA will increase from 22% to 41% as measured by 2024 FAST PM3 ELA Reading.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student achievement levels and progress will be monitored following PM1 and PM2. School leaders and classroom teachers will collaborate to create individualized student support plans.

Person responsible for monitoring outcome:

Connisheia Garcia (garciaco@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Individualized support plans and extended learning opportunities will be provided for students needing support or not making progress based on PM1 and PM2 Intervention opportunities will include ThinkCERCA, AppleRouth, AlbertIO, and StudySync.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Individualizing support will help us identify root causes and initiate interventions that will help each student improve. Extended learning opportunities including tutoring will help students learn or increase understanding of difficult skills and concepts.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify students in the Black subgroup needing additional support as measured by 2023 PM3, 2024 PM1 and PM2 ELA Reading data. Provide differentiated small group instruction to identified students during the school day.

Person Responsible: Connisheia Garcia (garciaco@pcsb.org)

By When:

Create and invite targeted students to extended learning and tutoring opportunities.

Person Responsible: Keri Gartland (gartlandk@pcsb.org)

By When:

Provide professional learning opportunities related to equity, culturally relevant teaching, and PBIS.

Person Responsible: Keri Gartland (gartlandk@pcsb.org)

By When:

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ESSA data for the SWD student subgroup fell below the 41% threshold.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage of SWD meeting proficiency standards in ELA will increase to 41% as measured by 2024 FAST PM3 ELA Reading.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student achievement levels and progress will be monitored following PM1 and PM2. School leaders and classroom teachers will collaborate to create individualized student support plans.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Individualized support plans and extended learning opportunities will be provided for students needing support or not making progress based on PM1 and PM2 Intervention opportunities will include ThinkCERCA, AppleRouth, AlbertIO, and StudySync.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Individualizing support will help us identify root causes and initiate interventions that will help each student improve. Extended learning opportunities including tutoring will help students learn or increase understanding of difficult skills and concepts.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify students in the SWD subgroup needing additional support as measured by 2023 PM3, 2024 PM1 and PM2 ELA Reading data. Provide differentiated small group instruction to identified students during the school day.

Person Responsible: Keri Gartland (gartlandk@pcsb.org)

By When:

Create and invite SWD to extended learning opportunities.

Person Responsible: Keri Gartland (gartlandk@pcsb.org)

By When:

#9. ESSA Subgroup specifically relating to Economically Disadvantaged**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ESSA data for the Economically Disadvantaged student subgroup fell below the 41% threshold.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage of Economically Disadvantaged students meeting proficiency standards in ELA will increase to 41% as measured by 2024 FAST PM3 ELA Reading.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student achievement levels and progress will be monitored following PM1 and PM2. School leaders and classroom teachers will collaborate to create individualized student support plans.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Individualized support plans and extended learning opportunities will be provided for students needing support or not making progress based on PM1 and PM2 Intervention opportunities will include ThinkCERCA, AppleRouth, AlbertIO, and StudySync.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Individualizing support will help us identify root causes and initiate interventions that will help each student improve. Extended learning opportunities including tutoring will help students learn or increase understanding of difficult skills and concepts.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify students in the ED subgroup needing additional support as measured by 2023 PM3, 2024 PM1 and PM2 ELA Reading data. Provide differentiated small group instruction to identified students during the school day.

Person Responsible: Keri Gartland (gartlandk@pcsb.org)

By When:

Create and invite economically disadvantaged students to extended learning opportunities.

Person Responsible: [no one identified]

By When:**CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

School improvement funding allocations will be reviewed by the school leadership team and SAC.

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Lakewood will disseminate the school-wide plan through Title I Annual Meeting, Parent and Family Engagement meetings and workshops, other informational sessions, available at our Parent Station and available on our website, <https://www.pcsb.org/lakewood-hs>.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Lakewood establishes open and regular communication channels with parents, families and community stakeholders. This includes maintaining an updated school website, sending out newsletters, and utilizing communication platforms like School Messenger. emails, Lakewood will schedule regular parent conferences, workshops on parenting strategies, college and career readiness, academic support at home, and regular School Advisory Committee meetings providing parents, educators, administrators and community to collaborate on input to school policies, programs, and initiatives.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Teachers will have regular opportunities for collaboration and professional learning communities to share effective teaching practices and discuss strategies for curriculum enrichment. We will actively involve families in the academic program by providing workshops on supporting learning at home, understanding curriculum, and effective communication with teachers. We will use a variety of formative and summative assessments to track student progress. Teachers will regularly analyze assessment data to identify

areas of improvement and adjust instructional strategies. We will expand our Advanced Placement (AP) and honors course offerings to provide accelerated learning opportunities. We will offer extended learning opportunities. This might include after-school programs, tutoring sessions, and academic clubs that focus on specific subjects or skills.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Lakewood will collaborate with parent engagement programs, we will empower parents to actively participate in their child's education through workshops, resources, and involvement opportunities. We will establish data-sharing agreements to exchange relevant information with programs, such as PBIS, enabling a more comprehensive understanding of students' needs and progress. There will be joint professional development sessions with partner programs to share expertise and strategies for improving student outcomes, such as School Climate Transformation. Our CTE programs will offer students pathways to career readiness, by aligning academic learning with practical skills.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

| | | | |
|--------|--------|--|--------|
| 1 | III.B. | Area of Focus: Instructional Practice: Math | \$0.00 |
| 2 | III.B. | Area of Focus: Positive Culture and Environment: Other | \$0.00 |
| 3 | III.B. | Area of Focus: Instructional Practice: Social Studies | \$0.00 |
| 4 | III.B. | Area of Focus: Instructional Practice: ELA | \$0.00 |
| 5 | III.B. | Area of Focus: Instructional Practice: Science | \$0.00 |
| 6 | III.B. | Area of Focus: Graduation: Graduation | \$0.00 |
| 7 | III.B. | Area of Focus: ESSA Subgroup: Black/African-American | \$0.00 |
| 8 | III.B. | Area of Focus: ESSA Subgroup: Students with Disabilities | \$0.00 |
| 9 | III.B. | Area of Focus: ESSA Subgroup: Economically Disadvantaged | \$0.00 |
| Total: | | | \$0.00 |

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes