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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at https://www.floridacims.org. Sections marked “N/A” by the user have been excluded from this document.
## Current School Status

### Supportive Environment

#### School Mission and Vision

**Provide the school's mission statement**

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

**Provide the school's vision statement**

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

#### School Environment

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

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

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

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

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

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

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

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

**Early Warning Systems**

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

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

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

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

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance below 90 percent</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>Attendance below 90 percent</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>Attendance below 90 percent</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Attendance below 90 percent</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Attendance below 90 percent</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>77</td>
</tr>
<tr>
<td>One or more suspensions</td>
<td>K</td>
<td>14</td>
</tr>
<tr>
<td>One or more suspensions</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>One or more suspensions</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>One or more suspensions</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>One or more suspensions</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>One or more suspensions</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>122</td>
</tr>
<tr>
<td>Level 1 on statewide assessment</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Level 1 on statewide assessment</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Level 1 on statewide assessment</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>54</td>
</tr>
<tr>
<td>Retention</td>
<td>K</td>
<td>4</td>
</tr>
<tr>
<td>Retention</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Retention</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Retention</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>Retention</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>Retention</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>74</td>
</tr>
</tbody>
</table>
The number of students identified by the system as exhibiting two or more early warning indicators:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students exhibiting two or more indicators</td>
<td>K</td>
<td>4</td>
</tr>
<tr>
<td>Students exhibiting two or more indicators</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Students exhibiting two or more indicators</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Students exhibiting two or more indicators</td>
<td>3</td>
<td>35</td>
</tr>
<tr>
<td>Students exhibiting two or more indicators</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Students exhibiting two or more indicators</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>87</strong></td>
</tr>
</tbody>
</table>

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators)

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

0

PIP Link
No PIP plan available
This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement
Lakewood Elementary School has a Family Community Liaison who works to seek out community partnerships. The Principal is also active in the community and invites community organizations to provide services, professional development, and partnerships with the school. Lakewood Elementary currently has partnerships with Suncoast Mental Health Services, Juvenile Welfare Board, and Big Brothers/Big Sisters.

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

**School Leadership Team**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kidd, Cynthia</td>
<td>Principal</td>
<td><a href="mailto:kiddc@pcsb.org">kiddc@pcsb.org</a></td>
</tr>
<tr>
<td>Carr, Nicole</td>
<td>Assistant Principal</td>
<td><a href="mailto:carni@pcsb.org">carni@pcsb.org</a></td>
</tr>
<tr>
<td>Bair, Shirley</td>
<td>Instructional Coach</td>
<td><a href="mailto:bairs@pcsb.org">bairs@pcsb.org</a></td>
</tr>
<tr>
<td>Richards-Betts, Gwendetta</td>
<td>Instructional Coach</td>
<td><a href="mailto:richards-bettsg@pcsb.org">richards-bettsg@pcsb.org</a></td>
</tr>
<tr>
<td>Dorn, Jennifer</td>
<td>Teacher, ESE</td>
<td><a href="mailto:dornj@pcsb.org">dornj@pcsb.org</a></td>
</tr>
<tr>
<td>Davidson, Kelly</td>
<td>Attendance/Social Work</td>
<td><a href="mailto:davidsonke@pcsb.org">davidsonke@pcsb.org</a></td>
</tr>
<tr>
<td>Knight-Martin, Mary</td>
<td>Attendance/Social Work</td>
<td><a href="mailto:knight-martinm@pcsb.org">knight-martinm@pcsb.org</a></td>
</tr>
<tr>
<td>Dawkins, Kahlilah</td>
<td>Psychologist</td>
<td><a href="mailto:dawkinsk@pcsb.org">dawkinsk@pcsb.org</a></td>
</tr>
</tbody>
</table>

**Duties**

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

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

*Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact*

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

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

School Advisory Council (SAC)

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

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

**Duties**

*Provide a description of the SAC’s involvement with the following activities, as required by section 1001.452(2), F.S*

**Evaluation of last year’s school improvement plan**

**Development of this school improvement plan**

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

**Preparation of the school’s annual budget and plan**

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

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

**Verify that the school is in compliance with section 1001.452, F.S., regarding the establishment requirements and duties of the SAC**

0

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

Literacy Leadership Team (LLT)

Meets the requirements of Rule 6A-6.053(3), F.A.C.
**Membership**

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kidd, Cynthia</td>
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<td><a href="mailto:kiddc@pcsb.org">kiddc@pcsb.org</a></td>
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<td>Carr, Nicole</td>
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<td>Dorn, Jennifer</td>
<td>Teacher, ESE</td>
<td><a href="mailto:dornj@pcsb.org">dornj@pcsb.org</a></td>
</tr>
<tr>
<td>Bair, Shirley</td>
<td>Instructional Coach</td>
<td><a href="mailto:bairs@pcsb.org">bairs@pcsb.org</a></td>
</tr>
</tbody>
</table>

**Duties**

*Describe how the LLT promotes literacy within the school*

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

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

**Public and Collaborative Teaching**

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

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

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

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

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

1. Frequent celebrations in and out of school for staff
2. Collecting input from teachers in a systematic way in addition to Open Door policy
   a. Preschool one to one with principal to gather concerns
   b. Preschool staff survey
   c. Mid semester survey of climate
   d. End of year climate survey
3. Ongoing professional development to provide support in areas of need

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

Mentors are provided training by the school district to ensure mentors are suitable for assisting and following all guidelines. Kimberle Noorbakhsh is the lead mentor who facilitates meeting with mentors and mentees. Teachers are paired in a variety of ways: same grade/subject levels, support for classroom management, and experience. Principal, Cynthia Kidd will meet monthly with new teachers to discuss needs/questions/concerns. Monthly agendas are fluid and planned a month in advance to afford opportunity to mentees to request additional information or support on a topic.
Data chats to be held monthly
Book Study: The Morning Meeting
A tentative plan to be followed include:
August-Getting to know Lakewood-Classroom Management/PBS/MTSS
September-Culture Competency-Classroom Management/PBS/MTSS
October- Classroom Management/PBS/MTSS
November-Development
December-Parent Conferences
January- Climate/Culture Check
February-Reflections/Celebrations
March-Curriculum Round Table
April- Testing
May- Review of IPDP/Goals
June-Celebration/Finale

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

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

*Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:*
Strategy type: Extended School Day
Minutes added to school year: 2,700

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Strategy Description

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

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

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

Strategy Rationale

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

Person(s) responsible for monitoring implementation of the strategy

Kidd, Cynthia, kiddc@pcsb.org

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

College and Career Readiness

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

Grades 4 and 5 will be using AVID strategies and support the transition of the outgoing fifth grades into AVID programs in the Middle School.
Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.
School Improvement Goals

Goals Summary

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

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

Goals Detail

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

Targets Supported

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMO Targets Reading - All Students</td>
<td>52.0</td>
</tr>
<tr>
<td>AMO Targets Math - All Students</td>
<td>49.0</td>
</tr>
<tr>
<td>FCAT 2.0 Science % Proficient</td>
<td>20.0</td>
</tr>
<tr>
<td>AMO Targets Reading - African American</td>
<td>49.0</td>
</tr>
<tr>
<td>AMO Targets Math - African American</td>
<td>45.0</td>
</tr>
</tbody>
</table>

Resources Available to Support the Goal

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

- Academic Coaches

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

SBLT reviews common assessment data to monitor impact of strategy

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Cynthia Kidd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
<td>On 10/01/2014</td>
</tr>
<tr>
<td>Evidence of Completion</td>
<td>SBLT minutes and agenda that reflect data review</td>
</tr>
</tbody>
</table>
G2. Improve the climate and culture of the learning environment as measured by the decrease in student referral and suspension rate by 10%.

Targets Supported

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with one or more suspensions (in or out of school) - total</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- Uniform and consistent implementation

Plan to Monitor Progress Toward the Goal

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

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Cynthia Kidd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
<td>Monthly, from 10/01/2014 to 06/01/2015</td>
</tr>
<tr>
<td>Evidence of Completion</td>
<td>A decrease in prior year referral and suspension rate each month</td>
</tr>
</tbody>
</table>
G1. 100% teachers will utilize formative assessments to guide instruction as evident by reading proficiency from 19% to 52%; in math proficiency from 15% to 49% and increase Reading LG from 53% to 60%; math LG from 41% to 60%; science 13% to 25%.

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

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

Strategy Rationale

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

### Action Step 1

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

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Gwendetta Richards-Betts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
<td>Weekly, from 09/08/2014 to 06/02/2015</td>
</tr>
<tr>
<td>Evidence of Completion</td>
<td>Formative assessments utilized and results analyzed evident in common planning meetings</td>
</tr>
</tbody>
</table>

### Action Step 2

Utilize protocols to drill down assessment results

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Gwendetta Richards-Betts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
<td>Weekly, from 09/22/2014 to 06/02/2015</td>
</tr>
<tr>
<td>Evidence of Completion</td>
<td>Planning meeting minutes</td>
</tr>
</tbody>
</table>

### Action Step 3

Define differentiated instruction based on results

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Gwendetta Richards-Betts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
<td>Weekly, from 08/18/2014 to 06/01/2015</td>
</tr>
<tr>
<td>Evidence of Completion</td>
<td>Instructional strategies included in Lesson Plans reflect both core and interventions</td>
</tr>
</tbody>
</table>
### Action Step 4
Define formative assessments available in reading and utilize them

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Shirley Bair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
<td>Weekly, from 09/01/2014 to 06/01/2015</td>
</tr>
<tr>
<td>Evidence of Completion</td>
<td>Assessment results</td>
</tr>
</tbody>
</table>

### Action Step 5
Utilize protocols to drill down assessment results

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Shirley Bair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
<td>Weekly, from 09/01/2014 to 06/02/2015</td>
</tr>
<tr>
<td>Evidence of Completion</td>
<td>Planning meeting minutes</td>
</tr>
</tbody>
</table>

### Action Step 6
Define differentiated instruction based on results

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Shirley Bair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
<td>Weekly, from 09/01/2014 to 06/01/2015</td>
</tr>
<tr>
<td>Evidence of Completion</td>
<td>Lesson Plans that included differentiated instruction in reading</td>
</tr>
</tbody>
</table>

### Action Step 7
Define formative assessments available in science and utilize them

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Tiffani Vinson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
<td>Weekly, from 09/08/2014 to 06/01/2015</td>
</tr>
<tr>
<td>Evidence of Completion</td>
<td>Formative assessments utilized and results analyzed evident in common planning meetings</td>
</tr>
</tbody>
</table>

### Action Step 8
Utilize protocols to drill down assessment results

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Tiffani Vinson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
<td>On 09/08/2014</td>
</tr>
<tr>
<td>Evidence of Completion</td>
<td>Planning meeting minutes</td>
</tr>
</tbody>
</table>

### Action Step 9
Define differentiated instruction based on results

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Tiffani Vinson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
<td>Weekly, from 09/08/2014 to 06/01/2015</td>
</tr>
<tr>
<td>Evidence of Completion</td>
<td>Instructional strategies included in Lesson Plans reflect both core and interventions</td>
</tr>
<tr>
<td>Plan to Monitor Fidelity of Implementation of G1.B5.S1</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Monitor Implementation of Lesson Plans by grade level teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Person Responsible</strong></td>
<td>Shirley Bair</td>
</tr>
<tr>
<td><strong>Schedule</strong></td>
<td>Monthly, from 09/12/2014 to 06/02/2015</td>
</tr>
<tr>
<td><strong>Evidence of Completion</strong></td>
<td>Data collected by coach during monthly walkthrough</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan to Monitor Fidelity of Implementation of G1.B5.S1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring Implementation of Lesson Plans by grade level teachers</td>
</tr>
<tr>
<td><strong>Person Responsible</strong></td>
</tr>
<tr>
<td><strong>Schedule</strong></td>
</tr>
<tr>
<td><strong>Evidence of Completion</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan to Monitor Fidelity of Implementation of G1.B5.S1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring Implementation of Lesson Plans by grade level teachers</td>
</tr>
<tr>
<td><strong>Person Responsible</strong></td>
</tr>
<tr>
<td><strong>Schedule</strong></td>
</tr>
<tr>
<td><strong>Evidence of Completion</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan to Monitor Effectiveness of Implementation of G1.B5.S1</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBLT reviews evidence of grade level common planning and monthly content area coaches walkthrough data</td>
</tr>
<tr>
<td><strong>Person Responsible</strong></td>
</tr>
<tr>
<td><strong>Schedule</strong></td>
</tr>
<tr>
<td><strong>Evidence of Completion</strong></td>
</tr>
</tbody>
</table>
G1.B5.S2 Increase classroom support through the use of push in intervention support

**Strategy Rationale**

Increase the use of targeted small group instruction

<table>
<thead>
<tr>
<th><strong>Action Step 1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize additional personnel to provide direct support with instruction of students in small group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Person Responsible</strong></th>
<th>Nicole Carr</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schedule</strong></td>
<td>Daily, from 09/08/2014 to 06/01/2015</td>
</tr>
<tr>
<td><strong>Evidence of Completion</strong></td>
<td>Schedule of push-in support personnel; observation of personnel in the classroom; evidence of planned intervention to be utilized with push in support; minutes and agendas from district provided monthly training</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th><strong>Person Responsible</strong></th>
<th>Shirley Bair</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schedule</strong></td>
<td>Biweekly, from 09/08/2014 to 06/01/2015</td>
</tr>
<tr>
<td><strong>Evidence of Completion</strong></td>
<td>Observational data, grouping data and lesson plans with evidence of tasks designated to the partner teacher</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th><strong>Person Responsible</strong></th>
<th>Nicole Carr</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schedule</strong></td>
<td>Monthly, from 09/15/2014 to 06/01/2015</td>
</tr>
<tr>
<td><strong>Evidence of Completion</strong></td>
<td>Agenda and minutes from SBLT will reflect review of reading data disaggregated by extended reading learning groups</td>
</tr>
</tbody>
</table>
G2. Improve the climate and culture of the learning environment as measured by the decrease in student referral and suspension rate by 10%.

G2.B2 Uniform and consistent implementation


**Strategy Rationale**

Implementation with fidelity is required to determine effectiveness.

<table>
<thead>
<tr>
<th>Action Step 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide monthly professional development to focus on understanding behavior and the implementation of effective classroom behavior management strategies</td>
<td></td>
</tr>
<tr>
<td><strong>Person Responsible</strong></td>
<td>Cynthia Kidd</td>
</tr>
<tr>
<td><strong>Schedule</strong></td>
<td>Monthly, from 08/08/2014 to 06/01/2015</td>
</tr>
<tr>
<td><strong>Evidence of Completion</strong></td>
<td>Staff meeting minutes and agenda</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Step 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor implementation of school wide behavior plan through fidelity checks</td>
<td></td>
</tr>
<tr>
<td><strong>Person Responsible</strong></td>
<td>Cynthia Kidd</td>
</tr>
<tr>
<td><strong>Schedule</strong></td>
<td>On 09/01/2014</td>
</tr>
<tr>
<td><strong>Evidence of Completion</strong></td>
<td>Observable use of point system; posted school wide rules; direct instruction with students on Guidelines for Success; school rules; data collected in STOIC walkthroughs and CHAMPS practices for activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Step 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SBLT will review discipline data to begin problem solving process as needed</td>
<td></td>
</tr>
<tr>
<td><strong>Person Responsible</strong></td>
<td>Cynthia Kidd</td>
</tr>
<tr>
<td><strong>Schedule</strong></td>
<td>On 09/01/2014</td>
</tr>
<tr>
<td><strong>Evidence of Completion</strong></td>
<td>SBLT meeting agenda and minutes</td>
</tr>
</tbody>
</table>

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

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

| **Person Responsible** | Cynthia Kidd |
| **Schedule** | Every 6 Weeks, from 08/25/2014 to 06/02/2015 |
| **Evidence of Completion** | Teachers utilizing point system; interviews with students provide evidence of student understanding; STOIC walkthroughs; problem solving based on data collection captured in meeting minutes and agendas |
### Plan to Monitor Effectiveness of Implementation of G2.B2.S1

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Cynthia Kidd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
<td>On 09/08/2014</td>
</tr>
<tr>
<td>Evidence of Completion</td>
<td>Decrease in referral and suspension rate by 10%</td>
</tr>
</tbody>
</table>

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

#### Strategy Rationale

Parent involvement increases student achievement

<table>
<thead>
<tr>
<th><strong>Action Step 1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase communication between home and school</td>
</tr>
<tr>
<td>Person Responsible</td>
</tr>
<tr>
<td>Schedule</td>
</tr>
<tr>
<td>Evidence of Completion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Action Step 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase family engagement opportunities</td>
</tr>
<tr>
<td>Person Responsible</td>
</tr>
<tr>
<td>Schedule</td>
</tr>
<tr>
<td>Evidence of Completion</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Ashlee Ford</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
<td>Monthly, from 09/01/2014 to 05/01/2015</td>
</tr>
<tr>
<td>Evidence of Completion</td>
<td>Meeting Agendas and minutes from SBLT</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Nicole Carr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
<td>On 01/05/2015</td>
</tr>
<tr>
<td>Evidence of Completion</td>
<td>Survey data and evidence of Foundations using the data for problem solving</td>
</tr>
</tbody>
</table>
### Professional Development

For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information:

Professional Development Table coming soon
For each technical assistance activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information:

Technical Assistance Table coming soon
Budget Rollup

**Budget summary data as entered into the Problem Solving section of this plan:**

Budget Rollup Table coming soon