Lakewood High School

2022-23 Schoolwide Improvement Plan

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Lakewood High School

1400 54TH AVE S, St Petersburg, FL 33705

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

Demographics

Principal: Erin Savage   Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: C (46%) 2020-21: (49%) 2018-19: C (49%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
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.**:**

Name	Position Title	Job Duties and Responsibilities
Savage, Erin	Principal	The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader.
Akintonde, Tequena	Assistant Principal	The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.
Biloski, Allison	Behavior Specialist	Establishes principles of behavior change procedures with basic understanding of applied behavior analysis. Conducts and facilitates Functional Behavior Assessments and implements Positive Behavior Intervention Plans. Establishes specific behavior management programs for students as needed. Consults with school personnel, parents, and others regarding behavior strategies. Functions in the areas of behavior management and crisis intervention and is responsible to the school principal.
Calderon, Cristina	Assistant Principal	The Assistant Principal, Center for Advanced Technologies is responsible for the planning, coordination, management and operation of the Center for Advanced Technologies. This position serves as liaison between Principal, other school personnel and the Center for Advanced Technologies.

Name	Position Title	Job Duties and Responsibilities
Mudd, Laura	Assistant Principal	The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.
Serra, Joseph	Assistant Principal	The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.
Halstead, Elizabeth	Teacher, K-12	This is an instructional position with responsibility for guiding and directing the learning experiences of students in a group or class within a high school.
Moore, Chantella	Teacher, K-12	This is an instructional position with responsibility for guiding and directing the learning experiences of students in a group or class within a high school.
Rodak, Kayla	Teacher, K-12	This is an instructional position with responsibility for guiding and directing the learning experiences of students in a group or class within a high school.

Name	Position Title	Job Duties and Responsibilities
Toronski, John	Teacher, K-12	This is an instructional position with responsibility for guiding and directing the learning experiences of students in a group or class within a high school.
Woods, Carlotta	Teacher, ESE	Coordinates the Exceptional Student Education (ESE) referral, placement, mainstream, reevaluation and registration process within the school. Serves as LEA representative at staffing and IEP meetings, and assists the principal in coordinating all ESE functions within the school.
Sasserath, Elisa	Teacher, K-12	This is an instructional position with responsibility for guiding and directing the learning experiences of students in a group or class within a high school.

Demographic Information

Principal start date

Wednesday 7/1/2015, Erin Savage

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

944

Identify the number of instructional staff who left the school during the 2021-22 school year.

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 6/16/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	232	272	239	240	983
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	37	84	55	105	281
One or more suspensions	0	0	0	0	0	0	0	0	0	27	19	12	4	62
Course failure in ELA	0	0	0	0	0	0	0	0	0	26	36	60	10	132
Course failure in Math	0	0	0	0	0	0	0	0	0	85	75	81	13	254
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	9	12	7	0	28

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	6	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	0	2	4

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	232	272	239	240	983
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	37	84	55	105	281
One or more suspensions	0	0	0	0	0	0	0	0	0	27	19	12	4	62
Course failure in ELA	0	0	0	0	0	0	0	0	0	26	36	60	10	132
Course failure in Math	0	0	0	0	0	0	0	0	0	85	75	81	13	254
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	9	12	7	0	28

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	6	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	0	2	4

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	31%			43%			52%	56%	56%
ELA Learning Gains	34%			43%			41%	51%	51%
ELA Lowest 25th Percentile	29%			33%			31%	43%	42%
Math Achievement	26%			25%			43%	45%	51%
Math Learning Gains	39%			36%			37%	44%	48%
Math Lowest 25th Percentile	54%			40%			31%	41%	45%
Science Achievement	37%			59%			47%	64%	68%
Social Studies Achievement	51%			53%			61%	71%	73%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	46%	62%	-16%	67%	-21%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	70%	-8%	70%	-8%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	27%	55%	-28%	61%	-34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	56%	-3%	57%	-4%

Subgroup Data Review

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
2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	10	27	30	14	43	44	19	30		100	28
ELL	20	60									
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
WHT	74	53		57	52		89	88		96	85
FRL	28	35	31	18	30	35	42	34		97	41

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	22	35	33	21	18		31	16		82	17
ELL	17	17									
ASN	75	44					91				
BLK	24	32	28	16	25	20	19	36		96	29
HSP	59	39		56			52	80		95	63
MUL	61	71								87	62
WHT	81	48	50	85	71		89	92		96	87
FRL	37	38	33	29	33	24	30	46		93	37

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	456
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

With the exception of Geometry, proficiency levels went down in all other content areas. The areas that sustained the largest hit were 10th Grade ELA, Algebra 1 and Biology.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Algebra 1, Biology, ELA Grade 10 were the areas with the largest decrease in scores.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors include student attendance, teacher turnover, student connectivity to school, lack of engagement and academic endurance. Actions that would increase and sustain improvement include building school culture (adults and students) centered around academic success, increasing the level of student-centered engagement and rigor aligned to standards, differentiation/Universal Design for Learning (UDL), and monitoring Culturally Relevant Teaching.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our Geometry scores showed the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Last year, the Geometry teachers implemented Equitable Grading, which appeared to have a positive effect on student learning and accountability. Teacher continuity may also have had an impact.

What strategies will need to be implemented in order to accelerate learning?

The implementation of AVID schoolwide, student centered activities and collaboration aligned to standards.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will participated in DWT twice a year, Pre-AP PLCs, 40 & Out faculty meetings focusing on AVID strategies and Pre-AP Shared Principles, Strategy Walks and focused PLCs during common planning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

There will be an increased fidelity to the MTSS process (monitoring struggling students' attendance, behavior, grades), use of student and adult mentors for struggling students and BTG tutors for Reading and Algebra 1.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of proficiency is 33% as evidenced by the Spring 2022 FSA ELA. Walk-through data suggests that increasing the level of student-centered engagement and rigor align to the standards would 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 55% by the Spring 2023 ELA/Reading Assessment. By October 2022 100% of teachers will provide opportunities for students to engage in standards-based tasks, critical reading, answering text-dependent questions, and scaffolding writing tasks.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will develop criteria and look-fors 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:	Joseph Serra (serraiiij@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of each student specifically using AVID strategies (WICOR, Culturally Responsive Teaching, and Collaborative Study Groups) and Pre-AP framework.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By building capacity among teachers with these best practices, we can ensure that there are many opportunities for intentional practice and skill development therefore increasing student growth that can be tracked using district progress monitoring assessments.

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. Establish and introduce the structure of the PLCs by using DuFour's PLC questions during Pre-School.
3. Ensure all Reading and ELA teachers understand how to identify critical content from the standards and how to utilize district-provided curriculum and resources through DWT, PLCs, and other professional development opportunities.
4. Analyze data trends using ISM Visits, FSA Data, Pre-AP Assessment Data, and progress monitoring

data. Based on this analysis, amend strategies and lesson plans, and reteach when necessary.
5. Ensure all Reading and ELA teachers utilize the data in PLCs and Common Planning to create action steps for differentiation of teaching and learning.
6. 9th and 10th grade Reading teachers will utilize Lexia PowerUp, Applerouth, and Small Group Instruction with fidelity.
7. English 3 and 4 teachers will use Albert IO 30 minutes each week with fidelity.
8. Conduct ACT/SAT Bootcamps prior to all administrations.

Person Responsible   Joseph Serra (serraiiij@pcsb.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of performance is 13% as evidenced by the Spring 2022 Algebra EOC. Walk-through data suggests the need for increased utilization of strategies surrounding Differentiation/Universal Design for Learning (UDL), monitoring for learning, and rigor through AVID Culturally Relevant Teaching strategies.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We expect our performance level to be 20% by the Spring 2023 Algebra 1 EOC. By October 2022 100% of teachers will provide opportunities for students to engage in standards-based tasks, answering text-dependent questions and scaffolding complex tasks.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will develop criteria and look fors 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:	Laura Mudd (muddl@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Enhance staff capacity to identify critical content from the standards in alignment with district and Pre-AP resources. 2. Strengthen staff ability to engage students in complex tasks. 3. Support staff to utilize data when organizing students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By providing professional development opportunities surrounding differentiation/Universal Design for Learning (UDL), student-centered instruction, and rigor through AVID strategies, and development of higher order thinking questions, teachers will strengthen their pedagogical practices, which will result in students' ability to engage in more rigorous tasks.

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. Establish and introduce the structure during Common Planning PLCs by using DuFour's PLC questions during Pre-School.
3. Ensure Math teachers understand how to identify critical content from the B.E.S.T. standards and are utilizing District provided curriculum and resources through DWT, PLCs, and other professional development opportunities.

4. Analyze data trends using ISM Visits, FSA Data, Pre-AP Assessment Data, and amend strategies, adding rigor and differentiation of teaching and learning.

6. Ensure teachers are using Pre-AP Shared Principles Mathematical Thinking and Reasoning Standards.

7. Teachers will attend District provided professional development at minimum of once per month.

8. Algebra 1A, Geometry and Algebra 1 teachers will utilize Aleks for skill support, Imagine Math and IXL for content support.

9. All 11th and 12th grade non-advanced math teachers will utilize Albert IO 30 minutes per week with fidelity.

10. Conduct ACT/SAT Bootcamps prior to all administrations.

Person Responsible   Laura Mudd (muddl@pcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of performance is 38% as evidenced by the Spring 2022 Biology EOC. Walk-through data suggests if the use of standards-based planning, instruction, and rigor is increased, students will be able to connect to and master the content.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We expect our performance level to be 59% by the Spring 2023 Biology EOC.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will develop criteria and look fors specifically aligned to the intended outcomes and will use a common data collection tool to use during classroom walkthroughs. Administration will collect trend data from Cycle Assessments and Common Classroom Assessments 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:	Cristina Calderon (calderonc@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Strengthen teacher's knowledge of how to utilize data and to organize students to interact with content in manners which differentiate /scaffolds instruction to meet the needs of students. 2. Enhance staff capacity to identify critical content from the standards in alignment with district resources. and embed specially designed instruction for students with disabilities.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Standards-based planning, standard-based instruction and increased rigor will strengthen staff capacity to identify critical content and align with district resources and use data to make instructional decisions to meet the needs of students.
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. Ensure Common Planning amongst teachers.
2. Establish and introduce the structure of the PLCs by using DuFour's PLC questions during Pre-School.
3. Ensure Science teachers understand how to identify critical content from the standards and are utilizing District provided curriculum and resources through DWT, PLCs, and other professional development opportunities.
4. Analyze data trends using ISM Visits, Cycle Assessment, and amend strategies, lessons and reteach if necessary.
5. Ensure Science teachers utilize the data in PLCs and Common Planning to create action steps to ensure rigor and differentiation of teaching and learning by using the Science Quarterly PD Request form created by the District..
6. Teachers will implement rigorous standards-based task and receive feedback on level of rigor from classrooms walkthroughs.

Person Responsible   Cristina Calderon (calderonc@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of performance is 55% as evidenced by the Spring 2022 U.S. History EOC. Walk-through data suggests that by increasing intentional practices around critical reading and answering text dependent questions would ensure that the students are connecting to and mastering the content which could improve competency on the EOC.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We expect our performance level to be 60% by the Spring 2023 U.S. History EOC. By October 2022 100% of Social Studies teachers will continue to integrate literacy standards along with AVID WICOR (focused note taking) strategies into the social studies content via Document Based Question (DBQ) Project materials and Stanford History Education Group (SHEG) lessons.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will develop criteria and look fors 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:	Tequena Akintonde (akintondet@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Teachers will incorporate instructional activities that support student success with literacy with within the social studies curriculum. 2. Social studies teachers will utilize data to develop scaffolding for students and for the development of differentiated instructional practices to increase student achievement. 3. Teachers will engage students using a variety of modalities, such as formative checks for understanding, focused note-taking and SHEG lessons.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Standards-based planning, standard-based instruction and increased rigor will strengthen staff capacity to identify critical content and align with district resources and use data to make instructional decisions to meet the needs of students.

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. Ensure Common Planning amongst teachers.
2. Establish and introduce the structure of the PLCs by using DuFour's PLC questions during Pre-School.
3. Ensure Social Studies teachers understand how to identify critical content from the standards and are utilizing District provided curriculum and resources through DWT, PLCs, and other professional development opportunities.

4. Analyze data trends using ISM Visits, EOC Data, and progress monitoring cycle assessment data in order to focus the review and create remediation timelines.
5. Ensure Social Studies teachers utilize the data in PLCs and Common Planning to create action steps for adding rigor and differentiation of teaching and learning.
6. District provide resources such Doc a Day, WICOR, SHEG, DBQ and mini-assessments.

Person Responsible   Tequena Akintonde (akintondet@pcsb.org)

#5. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our Graduation Rate is 95%. Data suggests that our students have literacy and mathematics skill deficits and poor attendance which discourages these students from attaining on-time graduation completion.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We expect our Graduation Rate to be 97% for the 2023 graduating class.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Routine and deliberate monitoring of the 2019 Cohort report (course failures, G.P.A., test scores, credits).
Person responsible for monitoring outcome:	Erin Savage (savagee@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Strengthen graduation committee's focus on data to plan interventions and supports for individual students. 2. Strengthen staff practice to communicate and engage students and families when students are not on-track to graduate. 3. Ensure reading remediation support and credit recovery are embedded into the school day for students as needed. 4. Routinely reach out to students/families who were previously withdrawn for non-attendance to re-engage or update withdrawal codes.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Increased and intentional monitoring are needed to assist students by ensuring they complete all graduation requirements for on-time graduation.

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. Counselor/AP team to monitor processes at each grade level for attendance, referrals, course failures, State testing passing/concordant score
2. Use of the PCS Cohort Reporting system to progress monitor graduation requirements and assist with implementing interventions.
3. Use of Graduation Requirement Report to progress monitor all Juniors and Seniors each quarter.
4. Ensure all students receive remediation if needed and provide with additional opportunities during the school day as well as after school.
5. Schedule face-to-face parent conferences for each Senior who is not on track for graduation.
7. Ensure at least 80% of students who fail semester 1 recover during semester 2 and at least 80% who fail in semester 2 recover in Adult Ed over the summer.
8. Implementation of "WE LEAD for off-track 9th and 10th grade black males who are at risk for or already disconnected/disengaged from school.

Person Responsible	Joseph Serra (serraiiij@pcsb.org)

#6. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our area of focus is to close the Achievement Gap between Black and non-Black students. Our current Acceleration Rate is ___%. Data suggests that Black students may not receive the level persistence to complete Dual Enrollment and/or Industry certifications.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	At the end of the 2022-2023 school year we expect an increase of our Acceleration Rate to be at __% as measured by the persistence in Advanced Placement courses by Black students at 300, passing grade in a Dual Enrollment course at 100, and/ or earned Industry Certification at 400.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Site Based Leadership and AVID Site Team will review student data at the end of each grading period and the end of each semester.
Person responsible for monitoring outcome:	Joseph Serra (serraiiij@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Educate faculty, staff, students and parents about the value of industry certifications, dual enrollment and AP courses so that all stakeholders understand the importance/value of college/career readiness. 2. Strategic scheduling that allows all students multiple opportunities to obtain an Industry Certification, enroll in courses earning Dual Enrollment Credit, and/ or a passing AP college credit -earning score.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Students who earning industry certifications, college credit by taking Dual Enrollment and earning a qualifying score in AP courses are more apt to be college and career ready thereby improving their post0secondary potential.

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. Coordinate communication and implementation of Naviance lessons to all grade levels.
2. Use of AP potential report to guide course selection to ensure students are taking courses aligned with their skillset.
3. Plan, implement and monitor post-secondary awareness articulation at each grade level.
4. Target recruitment of rising juniors with a 2.5 or higher GPA to take SLS 1101 during Semester 1 of their senior year.
5. Expansion of Advanced Placement option for Freshmen and Sophomores.
6. Schedule seniors with a GPA of at least 2.5 who have not completed an acceleration option into SLS 1101, Advanced Placement or a CTAE course in the fall of their senior year.
7. Use of AVID strategies schoolwide and increase enrollment in AVID Elective.
8. Establish expectation that every AP teacher will follow the CB's Course and Exam Description.

Person Responsible	Joseph Serra (serraiiij@pcsb.org)

#7. Positive Culture and Environment specifically relating to Bridging the Gap	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	There continues to be a gap in overall achievement in the core content areas, grading, attendance and behavior for Black students. Data suggests that by increasing intentional practices around Culturally Relevant Teaching, increased student engagement would help to shrink the gap between Black students and their non-black counterparts.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	At the end of the 2022-2023 school year we expect to increase Black student achievement in content areas by 5%, our failure rate by 15% and increase attendance rate by 20%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will monitor the effectiveness of PD by compiling and analyzing data for grades, attendance, discipline and test scores.
Person responsible for monitoring outcome:	Erin Savage (savagee@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve test scores, pass rates and grade point averages for black students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Providing the professional development and coaching will allow for increased instructional time in the classroom, decreased number of referrals for students, and increased academic performance on assessments.

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. Identification of the teachers with largest gaps in data.
2. Equity and Culturally Relevant Teaching professional development will be scheduled and lead by equity champions during pre-school and throughout the year.
3. PD for implementation of AVID strategies will be conducted throughout the year.

Person Responsible	Erin Savage (savagee@pcsb.org)

#8. 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 critical need from the data reviewed.**	The ESSA data for Lakewood's 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.**	At the end of the 2022-2023 school year we expect to increase Black student achievement in content areas by 5%, our failure rate by 15% and increase attendance rate by 20%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Principal, Administration team and SBLT will monitor the goals stated above, and make frequent adjustments and suggestions in order to meet desired outcome.
Person responsible for monitoring outcome:	Erin Savage (savagee@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	School-wide implementation and use of AVID strategies such as Focused Note Taking, Quick Writes, Text Marking, Think, Pair, Share and Philosophical Chairs to increase engagement, increase implementation of Equitable Grading systems and practices, increase knowledge and begin implementation of UDL strategies and monitoring the use of Restorative Practices and Culturally Relevant Teaching schoolwide.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	

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. Identification of the teachers with largest gaps in data.
2. Equity and Culturally Relevant Teaching professional development will be scheduled and lead by equity champions during pre-school and throughout the year.
3. PD for implementation of AVID strategies will be conducted throughout the year.
4. Implementation of "WE LEAD for off-track 9th and 10th grade black males who are at risk for or already disconnected/disengaged from school.

Person Responsible   Erin Savage (savagee@pcsb.org)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Positive collaboration and relationships between school, family, and the community are critical to the school's success. Parents, community members and alumni are welcome to visit our campus and are encouraged to take part in our learning community by serving as volunteers and or mentors. The primary focus of the Administration, Faculty and Staff at Lakewood High School is to create an atmosphere that is built on top notch customer-service. We strive to continue to build stronger relationships with families and community members by frequently communicating via phone calls, emails, monthly newsletters, flyers, SAC and advisory boards, and the school website. Parent engagement nights will be built on meaningful workshops including but not limited to study skills, social-emotional skills support, homework, test scores, graduation requirements and post-secondary plans. Parent input is welcomed and reviewed by Administration in order to make adaptations to our processes. Lakewood also offers several opportunities for parental involvement such as Freshman Orientation, Back to School Night, parent/teacher conferences, and pride ourselves on the plethora of extracurricular activities, school performances, and athletic and club activities. Taking a holistic approach, Lakewood ensures our students' social-emotional needs are being met through our MTSS, which consists of our school social worker, psychologist, school counselors and administration. The team works to develop relationships through social-emotional learning - create a relationship building theme of helping students employ skills such as listening, self-advocating, learning to respectfully disagree through the use of Restorative Practices, self-awareness, self-management and social responsibility while in high school and beyond. We offer clubs like SAVE and GSA which nurtures a culture of kindness and inclusion amongst students and all staff and students participate in mental health lessons and are provided resources and support for their additional needs. Our 11-year partnership with Johns Hopkins All Children's Hospital, Feeding Tampa Bay and Publix allow us to address students and adults who may be victim to food insecurity. The Lakewood Guidelines for Success builds on established norms that reiterate the Spartan Strong characteristics both inside and outside of the classroom. All classroom teachers create classroom expectations aligned to these guidelines, implementation and the teachers and administration through the use of Restorative Practices ensure that discipline is handled consistently both in classrooms and by administration with a focus on Equity. When students demonstrate or meet our expectations, they are rewarded in a variety of ways, including token Spartan Spenders and being nominated as a Spartan of the Week. Celebrations of personal success and behavior are consistently implemented for both students and staff.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Principal and Administrators will create and monitor processes for the plan. Principal and Administrators will create a calendar of events such as family engagement events such as Freshmen Night, Discovery Fairs, Senior Night, ESOL Family Night, etc. Administrators and members of Discipline Committee will meet to ensure that the School's Discipline Policy is aligned to the District's Policy. Administration and SBLT will work together to develop ongoing processes for student success. All staff will intentionally build positive

relationships with students, families, and community partners. Students will promote a positive environment by involving themselves in a variety of clubs and organizations that help them feel welcomed and heard on the school campus. Community members will continue to promote a positive school environment by actively collaborating with the school to provide opportunities for students to build relationships within the community.