# Lakewood Elementary School



**2023-24**

**Schoolwide Improvement Plan (SIP)**

## Table of Contents

# Lakewood Elementary School

4151 6TH ST S, St Petersburg, FL 33705

http://www.lakewood-es.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:<br><br>1. Have an overall Federal Index below 41%;<br>2. Have a graduation rate at or below 67%;<br>3. Have a school grade of D or F; or<br>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.**

The mission of Lakewood Elementary school (LES) is to provide each student with a diverse, rigorous, and standards-based education to reach their academic goals for college, career and life.

**Provide the school's vision statement.**

Lakewood Elementary's vision is 100% student success.

## 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 |
|---|---|---|
| Nellenbach, Renee | 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. ESSENTIAL RESPONSIBILITIES • Recruits, develops, supports, supervises, evaluates and retains an effective and diverse faculty of instructional and support staff with a focus on increased effectiveness and student achievement. • Models the leadership and follow-through necessary to build collaborative school-based teams which ensure curriculum and instruction initiatives are student-focused, researched-based, and aligned with statutes, policies, standards and improvement plans. • Establishes and maintains a culture of high-expectations, equity and continuous improvement through sound judgement and consistent development, support and accountability for themselves and their team. • Maintains high visibility within the school and in the community and works to build high levels of stakeholder engagement across all aspects of the school activities. • Develops, implements, and monitors strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the District Strategic Plan. • Demonstrates that student learning is a top priority through leadership actions focused on student achievement and success. • Structures and monitors the school learning environment to improve learning for a diverse student population while deploying safety protocols to foster the wellbeing of all stakeholders. • Creates a positive school culture and learning environment through the implementation of equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching, to ensure academic opportunity through equity and excellence for every student. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | • Oversees and monitors disciplinary procedures for all students, in alignment with the Student Code of Conduct.<br>• Demonstrates research- and evidence-based adult learning strategies and facilitates effective professional learning which develops highly-effective staff members through collaboration, planning, design and implementation of feedback, coaching and modeling to improve staff practice.<br>• Establishes open lines of communication and processes to determine and support stakeholder needs and opportunities for growth.<br>• Brings together diverse groups to build solutions and resolve school-based issues brought forward by students, parents, staff or the community.<br>• Utilizes multiple data-based indicators to inform, drive change and assess progress for school and student improvement initiatives and goals.<br>• Develops the leadership skills of assistant principals and others who are preparing for schoolbased or district positions.<br>• Engages in structured professional development programs and attends specific principal training to ensure ongoing self-reflection, growth, and improved practices related to the role and responsibilities.<br>• Develops reports and analysis for district leaders and the community regarding the status and performance of the school.<br>• Directs resources toward instructional improvement, development, and implementation of quality standards-based curricula.<br>• Leads and manages organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, asset inventory and maintenance of the physical plant in alignment with School Board Policy and in ways that maximize the effective use of resources to promote a safe, efficient and effective learning environment.<br>• Recommends hiring and termination of school staff.<br>• Represents the school and district at meetings within the community and other agencies, as assigned.<br>• Performs and promotes all activities in compliance with equal employment and non-discrimination policies of the School Board of Pinellas County, Florida.<br>• Performs other related duties as required. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Berg, Charmion | 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. ESSENTIAL RESPONSIBILITIES • Develops, supports, supervises and evaluates assigned staff members to support an effective and diverse faculty with a focus on increased effectiveness and student achievement. • Serves as a member of the school-based leadership team and supports the development and implementation of strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the District Strategic Plan. • Models the leadership and follow-through necessary to build collaborative school-based teams which ensure curriculum and instruction initiatives are student-focused, researched-based and aligned with statutes, policies, standards and improvement plans. • Supports the schoolwide culture of high-expectations, equity and continuous improvement through sound judgement and consistent development, support and accountability for themselves and their assigned teams. • Actively involved and highly visible within the school and in the community and supports stakeholder engagement across assigned school activities. • Promotes that student learning is a top priority through leadership actions focused on student achievement and success. • Supports and monitors the school learning environment which improves learning for a diverse student population. • Creates a positive school culture and learning environment through the implementation of equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching, to ensure academic opportunity through equity and excellence for |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---------------------------------|
| | | every student.<br>• Responsible for the disciplinary procedures for assigned students, in alignment with the Student<br>Code of Conduct.<br>• Assists in establishing open lines of communication and processes to determine and support<br>stakeholder needs and opportunities for growth.<br>• Brings together diverse groups to build solutions and resolve school-based issues brought forward<br>by students, parents, assigned staff or the community.<br>• Utilizes multiple data-based indicators to inform, drive change and assess progress for school and<br>student improvement initiatives and goals.<br>• Serves as a coach/mentor to teacher leaders or others who are aspiring to take on leadership roles<br>within the school.<br>• Engages in structured professional development programs and attends specific assistant principal<br>training to ensure ongoing self-reflection, growth and improved practices related to the role and<br>responsibilities.<br>• Develops reports and analysis, under the direction of the Principal, for district leaders and the<br>community regarding the status and performance of the school.<br>• Under the direction of the Principal, manages assigned organizational processes for school<br>operations including, but not limited to, student discipline, student attendance, school food service,<br>student transportation, master schedules, extracurricular activities, textbooks, testing, school<br>finance and financial reporting, asset inventory and maintenance of the physical plant in alignment<br>with School Board Policy and in ways that maximize the effective use of resources to promote a<br>safe, efficient and effective learning environment.<br>• Represents the school and district at meetings within the community and other agencies, as<br>assigned.<br>• Performs and promotes all activities in compliance with equal employment and nondiscrimination policies of the School Board of Pinellas County, Florida.<br>• Performs other related duties as required. |
| Olsen, Melissa | Instructional Coach | MTSS/RTI:<br>Student Achievement: To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement. |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|----------------------------------|
| | | Response to Intervention: To facilitate the implementation of the problem solving process with the school-based team and all school staff |
| Metts, Lisa | Science Coach | MAJOR FUNCTION:<br>To provide assistance and ongoing professional development to teachers, including training and<br>mentoring in the use of materials, assessment strategies, and best practices to generate improvement in<br>Science instruction and student achievement.<br>DUTIES AND RESPONSIBILITIES:<br>Supports and provides professional development to teachers in areas such as the 5E's, instructional assessments, differentiated instruction, and intensive intervention<br>Models effective reading strategies in classrooms<br>Assists teachers in evaluating and improving instructional planning processes<br>Assists teachers with required assessments and data-driven decision making<br>Provides daily support to teachers through coaching, co-teaching, and mentoring<br>Works with teachers to ensure that scientifically-based science researched programs are<br>implemented with fidelity<br>Facilitates study groups<br>Works collaboratively with subject area supervisors, directors and school personnel in support of best<br>practices<br>• Assists assigned schools in the development and implementation of their School Improvement Plan,<br>school-based RtI Plan and School Restructuring Plan<br>• Assists schools in articulation of subject area materials and program needs from grade to grade<br>• Represents the designated subject area on cross-functional teams<br>• Assists with progress monitoring<br>• Engages in professional development activities to continually improve personal skills<br>Assists with the leadership and support of the leadership team<br>Submits bi-weekly coach logs through the Progress Monitoring and Reporting Network (PMRN)<br>Spends the instructional day working with teachers in classrooms<br>Performs other related duties as required for instructional personnel Coach |
| Richardson, Ashley | Instructional Coach | Coaching Early Literacy Small Groups for Teachers and providing intervention in small groups to students: Reading Kg-2nd To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices for small group instruction. Providing well planned small group instruction to |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | improve student achievement in early literacy, close the learning gap and increase learning gains. |
| Morales, Ruth | Reading Coach | ELA MAJOR FUNCTION:<br>To provide assistance and ongoing professional development to teachers, including training and<br>mentoring in the use of materials, assessment strategies, and best practices to generate improvement in<br>reading/literacy instruction and student achievement.<br>DUTIES AND RESPONSIBILITIES:<br>Supports and provides professional development to teachers in areas such as essential reading<br>components, instructional assessments, differentiated instruction, and intensive intervention<br>Models effective reading strategies in classrooms<br>Assists teachers in evaluating and improving instructional planning processes<br>Assists teachers with required assessments and data-driven decision making<br>Provides daily support to teachers through coaching, co-teaching, and mentoring<br>Works with teachers to ensure that scientifically-based reading researched programs are<br>implemented with fidelity<br>Facilitates study groups<br>Works collaboratively with subject area supervisors, directors and school personnel in support of best<br>practices<br>• Assists assigned schools in the development and implementation of their School Improvement Plan,<br>school-based RtI Plan and School Restructuring Plan<br>• Assists schools in articulation of subject area materials and program needs from grade to grade and<br>school to school<br>• Represents the designated subject area on cross-functional teams<br>• Assists with progress monitoring<br>• Engages in professional development activities to continually improve personal skills<br>Assists with the leadership and support of the reading leadership team<br>Submits bi-weekly coach logs through the Progress Monitoring and Reporting Network (PMRN)<br>Spends the instructional day working with teachers in classrooms<br>Performs other related duties as required for instructional personnel Coach |
| Muirhead, Thomas | Magnet Coordinator | MAJOR FUNCTION:<br>In collaboration with classroom teachers, facilitates the creation/publication of a printed curriculum guide for for the content associated with the schools magnet program. Works with school-based personnel and district-based |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | staff to develop and implement the K-5 Magnet Program housed at Lakewood ES. Works under the direction of the school principal and Project Manager, Magnet Schools Assistance Program Grant.<br>DUTIES AND RESPONSIBILITIES:<br>• Assists with overall program development and implementation.<br>• Advocates best practices for instruction in the classroom.<br>• Models a focus on highest student achievement.<br>• Assists with development of an integrated management system for planning and implementing the<br>grant curriculum.<br>• Responsible for alignment of curriculum to Sunshine State Standards and Pinellas County Schools<br>Student Expectations, consistent with the approved Magnet Schools Assistance Program project<br>plan.<br>• Assists with the collection and analysis of input from staff, parents, and students on issues related to<br>the Magnet School Assistance Program grant and its implementation.<br>• Reviews and circulates appropriate resource materials.<br>• Assesses training needs of students, teachers and parents.<br>• Maintains and monitors an information system that supports student achievement goals.<br>• Stays current on related curriculum and instruction issues, trends, and operations.<br>• Assists teachers in analyzing and using relevant data to systematically review or improve curriculum<br>and instruction.<br>• Assists in providing training for staff involved in development and implementation of the magnet<br>curriculum.<br>• Coordinates the in-service training activities required for Magnet School Assistance Program grant<br>project implementation.<br>• Supports a school-wide environment conducive to the well-being and growth of all instructional staff.<br>• Shares staff successes.<br>• Assists with selection, purchase and distribution of appropriate equipment, supplies, and resources<br>aligned to magnet grant curriculum.<br>• Facilitates the writing and editing of a curriculum guide.<br>• Coordinates a Plan, Do, Study, Act (PDSA) process for the development of written curriculum guides<br>and instructional activities for each grade level.<br>• Secures and uses appropriate, related resources effectively.<br>• Coordinates processes within the school, which results in publication of grade specific curriculum<br>activities.<br>• Assists in preparing school for program review.<br>• Interprets and reports instructional staff satisfaction regarding related |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|----------------------------------|
| | | professional development.<br>• Monitors progress toward student achievement goals and objectives.<br>• Performs other related duties as required. |
| Price, Lynn | Math Coach | MAJOR FUNCTION:<br>To provide assistance and ongoing professional development to teachers, including training and<br>mentoring in the use of materials, assessment strategies, and best practices to generate improvement in<br>Math instruction and student achievement.<br>DUTIES AND RESPONSIBILITIES:<br>Supports and provides professional development to teachers in areas such as fluency, instructional assessments, differentiated instruction, and intensive intervention<br>Models effective reading strategies in classrooms<br>Assists teachers in evaluating and improving instructional planning processes<br>Assists teachers with required assessments and data-driven decision making<br>Provides daily support to teachers through coaching, co-teaching, and mentoring<br>Works with teachers to ensure that scientifically-based math researched programs are<br>implemented with fidelity<br>Facilitates study groups<br>Works collaboratively with subject area supervisors, directors and school personnel in support of best<br>practices<br>• Assists assigned schools in the development and implementation of their School Improvement Plan,<br>school-based RtI Plan and School Restructuring Plan<br>• Assists schools in articulation of subject area materials and program needs from grade to grade<br>• Represents the designated subject area on cross-functional teams<br>• Assists with progress monitoring<br>• Engages in professional development activities to continually improve personal skills<br>Assists with the leadership and support of the leadership team<br>Submits bi-weekly coach logs through the Progress Monitoring and Reporting Network (PMRN)<br>Spends the instructional day working with teachers in classrooms<br>Performs other related duties as required for instructional personnel Coach |
| Murray, Tiffany | Behavior Specialist | Behavior:<br>Establishes principles of behavior change procedures with basic understanding of applied behavior analysis.<br>Conducts and facilitates Functional Behavior Assessments and implements Positive Behavior Intervention plans. Establishes specific behavior |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| | | 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. |

**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 SIP is reviewed by SAC at the first SAC committee meeting of the year. The SAC adds input and feedback if needed to adjust the plan. During the development of the SIP the school coaches and student services team provide input based on the previous year's data to determine areas of focus and development for continued school success. A copy of the SIP is available in the office for parents and community partners to view throughout the year.

**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))


The SIP will be monitored by the school leadership team, team lead, and MTSS team after each FAST assessment cycle. Modifications will be made based on student progress towards mastery of grade level standards.

| Demographic Data | |
|------------------|---|
| **2023-24 Status** (per MSID File) | Active |
| **School Type and Grades Served** (per MSID File) | Other School PK-5 |
| **Primary Service Type** (per MSID File) | K-12 General Education |
| **2022-23 Title I School Status** | Yes |
| **2022-23 Minority Rate** | 89% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 100% |
| **Charter School** | No |
| **RAISE School** | Yes |
| **2021-22 ESSA Identification** | N/A |
| **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) | |
| **School Grades History** | 2021-22: B |

| | 2019-20: F |
|---|---|
| | 2018-19: F |
| | 2017-18: F |
| **School Improvement Rating History** | |
| **DJJ Accountability Rating History** | |

## Early Warning Systems

**Using 2022-23 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 | |
| Absent 10% or more days | 22 | 29 | 43 | 24 | 35 | 24 | 0 | 0 | 0 | 177 |
| One or more suspensions | 1 | 1 | 3 | 5 | 6 | 6 | 0 | 0 | 0 | 22 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 17 | 23 | 17 | 0 | 0 | 0 | 57 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 26 | 23 | 11 | 0 | 0 | 0 | 60 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 3 | 2 | 5 | 5 | 9 | 4 | 0 | 0 | 0 | 28 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 4 | 14 | 25 | 29 | 39 | 28 | 0 | 0 | 0 | 139 |

**Using the table above, complete the table below with the number of students identified retained:**

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

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 29 | 43 | 24 | 35 | 24 | 20 | 0 | 0 | 0 | 175 |
| One or more suspensions | 4 | 3 | 5 | 6 | 6 | 5 | 0 | 0 | 0 | 29 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 41 | 31 | 35 | 0 | 0 | 0 | 107 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 43 | 33 | 20 | 0 | 0 | 0 | 96 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 1 | 5 | 5 | 9 | 4 | 4 | 0 | 0 | 0 | 28 |

**The number of students by current grade level that had two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 3 | 25 | 29 | 39 | 28 | 27 | 0 | 0 | 0 | 151 |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 3 | 8 | 5 | 7 | 0 | 0 | 0 | 0 | 0 | 23 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 29 | 43 | 24 | 35 | 24 | 20 | 0 | 0 | 0 | 175 |
| One or more suspensions | 4 | 3 | 5 | 6 | 6 | 5 | 0 | 0 | 0 | 29 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 41 | 31 | 35 | 0 | 0 | 0 | 107 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 43 | 33 | 20 | 0 | 0 | 0 | 96 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 1 | 5 | 5 | 9 | 4 | 4 | 0 | 0 | 0 | 28 |

**The number of students by current grade level that had two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 3 | 25 | 29 | 39 | 28 | 27 | 0 | 0 | 0 | 151 |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 3 | 8 | 5 | 7 | 0 | 0 | 0 | 0 | 0 | 23 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

## 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.

**District and State data will be uploaded when available.**

| Accountability Component | 2022 | | | 2021 | | | 2019 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 26 | | | 41 | | | 20 | | |
| ELA Learning Gains | 46 | | | 71 | | | 36 | | |
| ELA Lowest 25th Percentile | 84 | | | 93 | | | 43 | | |
| Math Achievement* | 45 | | | 62 | | | 17 | | |
| Math Learning Gains | 63 | | | 88 | | | 31 | | |
| Math Lowest 25th Percentile | 79 | | | 92 | | | 39 | | |
| Science Achievement* | 50 | | | 44 | | | 27 | | |
| Social Studies Achievement* | | | | | | | | | |
| Middle School Acceleration | | | | | | | | | |
| Graduation Rate | | | | | | | | | |
| College and Career Acceleration | | | | | | | | | |
| 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) | N/A |

| 2021-22 ESSA Federal Index | |
|---|---|
| OVERALL Federal Index – All Students | 56 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 393 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 99 |
| Graduation Rate | |

## 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 | 41 | | | |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 58 | | | |
| HSP | | | | |
| MUL | 45 | | | |
| PAC | | | | |
| WHT | 44 | | | |
| FRL | 57 | | | |

## 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 | 26 | 46 | 84 | 45 | 63 | 79 | 50 | | | | | |
| SWD | 30 | 47 | | 40 | 47 | | | | | | | |

### 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 26 | 48 | 88 | 41 | 63 | 83 | 55 | | | | | |
| HSP | | | | | | | | | | | | |
| MUL | 20 | | | 70 | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 27 | | | 60 | | | | | | | | |
| FRL | 24 | 45 | 87 | 45 | 63 | 81 | 52 | | | | | |

### 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 | 41 | 71 | 93 | 62 | 88 | 92 | 44 | | | | | |
| SWD | 47 | 90 | | 80 | | | | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 40 | 76 | 92 | 60 | 90 | 100 | 45 | | | | | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 53 | | | 73 | | | | | | | | |
| FRL | 41 | 74 | 93 | 63 | 91 | 100 | 45 | | | | | |

### 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 | 20 | 36 | 43 | 17 | 31 | 39 | 27 | | | | | |
| SWD | 12 | 44 | | 17 | 63 | | | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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** |
| BLK | 15 | 36 | 41 | 12 | 29 | 35 | 21 | | | | | |
| HSP | 38 | | | 31 | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 54 | | | 38 | | | | | | | | |
| FRL | 18 | 37 | 43 | 16 | 29 | 33 | 21 | | | | | |

**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.

**School, District and State data will be uploaded when available.**

# 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.**

After completing the data analysis for the 22-23 school year we recognize that our most significant performance area was a decrease in Math Proficiency by 5%. While there are many factors that contributed to the outcome of our data, further analysis showed that our 3rd grade scores decreased significantly and negatively impacted the overall average for the school. We had a long term substitute and a new to 3rd grade teacher in our 3rd grade last year. They received support daily from our Math coach and collaborated with other school leaders as well. While continuous improvements were made throughout the year, it is evident that the core instruction was not rigorous enough to meet the needs of our students. Our Math coach supported by also providing small group instruction strategically to our 2.1 and 2.2 students, but she was also coaching and providing intervention across the other 5 grade levels. While 4th and 5th grade scores were significantly higher, we still saw a decrease in performance from years past. Coaching and PD for Mathematics is an area that we recognize will need to be a focus moving forward.

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

After completing the data analysis for the 22-23 school year we recognize that math also showed the greatest decline from the prior year. The same contributing factors as listed above had an impact on the outcome of our scores. While there are many factors that contributed to the outcome of our data, further analysis showed that our 3rd grade scores decreased significantly and negatively impacted the overall

average for the school. We had a long term substitute and a new to 3rd grade teacher in our 3rd grade last year. They received support daily from our Math coach and collaborated with other school leaders as well. While continuous improvements were made throughout the year, it is evident that the core instruction was not rigorous enough to meet the needs of our students. Our Math coach supported by also providing small group instruction strategically to our 2.1 and 2.2 students, but she was also coaching and providing intervention across the other 5 grade levels. While 4th and 5th grade scores were significantly higher, we still saw a decrease in performance from years past. Coaching and PD for Mathematics is an area that we recognize will need to be a focus moving forward.

**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.**

After completing the data analysis for the 22-23 school year we recognize that math also showed the greatest gap when compared to the state average with an 18 point difference. The same contributing factors as listed above had an impact on the outcome of our scores. While there are many factors that contributed to the outcome of our data, further analysis showed that our 3rd grade scores decreased significantly and negatively impacted the overall average for the school. We had a long term substitute and a new to 3rd grade teacher in our 3rd grade last year. They received support daily from our Math coach and collaborated with other school leaders as well. While continuous improvements were made throughout the year, it is evident that the core instruction was not rigorous enough to meet the needs of our students. Our Math coach supported by also providing small group instruction strategically to our 2.1 and 2.2 students, but she was also coaching and providing intervention across the other 5 grade levels. While 4th and 5th grade scores were significantly higher, we still saw a decrease in performance from years past. Coaching and PD for Mathematics is an area that we recognize will need to be a focus moving forward.

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

Our data analysis shows that our greatest improvement was in ELA with an 18 point increase overall. The contributing factors to our success are two-fold. First we have been consistently implementing a strong foundation in primary ELA to allow for more students to enter 3rd grade on or near grade level. Second, we have worked with our teachers through strong coaching with our ELA coach to build a comprehensive reading/writing program that allows our students to think critically about text and respond to reading questions with strategies for success.

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

Our EWS data clearly indicates that our students and families struggle with attendance. Being present at school is one of the most fundamental elements to achieving success in learning. Without being at school our students miss a significant portion of the learning process which further deepens gaps in their foundational knowledge. Additionally, they miss out on engaging and rigorous conversations with peers and don't receive the content in the same way as their peers who are present daily. Absences lead to students struggling not only with content, but also with building relationships and developing a positive connection to the school. While the second indicator is the number of students scoring a level 1 in ELA or Math, we feel that absences and even tardies (not tracked on this system) are a major contributor to these scores. Lack of exposure to prior knowledge/school experiences, transience, and other ACE factors also contribute to the number of students scoring at a level1.

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

Our highest priorities for the 23-24 school year from greatest to least are as follows.
1. Increase emphasis on Math Core to increase student proficiency and increase learning gains

2. Maintain momentum in reading and further develop student writing to increase learning gains in ELA while paying special attention to 3rd grade proficiency.

3. Rebuild and implement a successful PBIS program to support student learning and school conditions.

4. Increase student attendance

5. Grow teachers in the area of Standards Aligned Rigorous Learning Tasks to increase student proficiency and growth across content areas.

**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 Student Engagement

### 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.

Data collected from Lakewood's 22-23 school year showed a marked decrease in the amount of student-led learning and independent practice. The percentage of teacher directed learning and teacher centered dialogue
increased 20% from the prior school year. This change in focus negatively impacted our students' performance on the state assessment and limited the opportunity for students to engage in critical thinking and rigorous tasks with peers.

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

As measured by the 2023-2024 State FAST Assessments:
Proficiency in Science will increase 8% (from 46% to 54%) by May 2024
Proficiency in English Language Arts will increase 10% (from 44% to 54%) by May 2024
Learning Gains for ELA will meet or exceed 70% by May 2024
L25 ELA Learning Gains will meet or exceed 75% by May 2024
Proficiency in Mathematics will increase 10% (from 40% to 50%) by May 2024
Learning Gains in Math will meet or exceed 70% by May 2024
L25 Math Learning Gains will meet or exceed 75% by May 2024
Proficiency in 3rd Grade ELA will meet or exceed 60%

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

Classroom Walkthroughs, data discussions following cycle assessments, ongoing discussions with coaches and teachers to modify intervention groups based on data, grade level plc's, and monthly MTSS leadership meetings.

### Person responsible for monitoring outcome:
Renee Nellenbach (nellenbachr@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.)

Implementation of district provided (K-2)/ Curriculum in ELA (along with the
District Early Learning initiative PELI), Math, Science, and ELA/Math/Science TZ Modules for 3-5
with supplemental materials from CPALMS, Foundational Skills from CKLA and the Vocabulary Project, as well as TZ provided Intervention materials using, McCarthy155 for Math and IReady & Phonics for Reading for
ELA. Additionally we will use IReady (Math and ELA) and J&J Boot Camp (Math and Science for extended learning opportunities. We will also continue to use the Academic Teaming Technique training from our 4 year involvement with LSI to encourage student engagement and rigorous conversations in the classroom. Ongoing monitoring of classroom instruction with actionable feedback to ensure instructional implementation with fidelity of the strategies and the district core curriculum will take place weekly. New this year will be weekly content area PD to ensure understanding and implementation of the standards for core, enrichment, and intervention K-5.

### Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In transformation schools we are provided with content area embedded Faculty Coaches to promote sustainability of all school based initiatives. Additional services and supports provided with this focus include

o Dedicated Content area Faculty Coaches to ensure program implementation and sustainability.
o Oversee all school operations, including leadership development, personnel, budgeting, master scheduling, professional development, curriculum, assessment, student services, and intervention.
o Review the IEP, 504 plan, and ELL plan process for effectiveness at providing students with the necessary supports and accommodations.
o Provide technical assistance related to site-based budgeting, including effective and integrated uses of Title I, Part A; Title I Parental Involvement; Title II; Title III; and other federal and state grant funds.

**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.

Meet with tiered teachers twice a week to plan and receive actionable feedback & coaching cycles
Ensure STEM strategies and activities during core all grade levels
Data chats with teachers after formative assessments after each unit to plan for next steps in instruction.
Hands on learning with labs embedded into core instruction
Field trips I.E. Boyd Hill to build student experiences
Spiral Science Review Clubs with targeted groups of students
Study Island Enrichment online incorporating science benchmarks, reading, and test-taking strategies.
Tutoring after school program- Promise Time using J.J Bootcamp Materials, STEM and academic gaming

**Person Responsible:** Lisa Metts (mettsl@pcsb.org)

Meet with teachers weekly to plan and receive actionable feedback - and provide coaching cycles for teachers based on tiers of need
Planning, PLC, and PD with coach to ensure core instruction implements target task alignment, rigor, and student engagement to decrease students needing interventions.
Small-group implementation of core interventions based on formative data & summative data
The Lastinger Center for Learning Flamingo Literacy program. (K-2 PELI Coach- Teasdale) This program provides professional development to teachers to help them develop specialized skills and knowledge needed to provide effective reading instruction. It is based on the Science of Reading and prepares teachers to effectively teach reading, diagnose reading issues, and intervene appropriately using research-based strategies
Academic Teaming to increase student engagement, communication skills, writing skills.
Intermediate Writing Portfolios, conferencing, and Cold Writes to increase writing proficiency.
Cross Curricular Integration of Magnet, Wellness and Creative Arts
Tutoring after school program to incorporate iReady, Magnetic, and Wordly Wise

**Person Responsible:** Ruth Morales (moralesru@pcsb.org)

Meet with all teachers weekly for PD and guided planning as well as meeting after school with new teachers for specific lesson planning. Provide actionable feedback with scheduled follow-up sessions, and engage in coaching cycles based on tiers of need.
Pull out for tiered intervention for L25
Build spiraled repetition of ongoing learning targets through McCarthy Math.
Provide Targeted computer-based lesson plans, iReady, Khan Academy, FEV Tutor program with teacher

monitoring and small group instruction
Support teachers in using manipulatives for every standard and with every student in K-5 to support academic teaming and increased student engagement
3-5th Fluency Afterschool Action Plan & Weekly Fluency Challenges

**Person Responsible:** Lynn Price (pricely@pcsb.org)

**#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.

After reviewing school data, key indicators were identified directly correlated to the social and emotional needs of students and staff. Over 30% of the student population is identified as homeless or in foster care. On average
about 25 Crisis Prevention Intervention reports from school staff occur each year. All students receive free/reduced lunch services. Over 5000 reported crimes occurred during the year within a 3 mile radius of the school. Over 9% of students enter school with documented mental health services involvement. Our absences continue to reflect environmental factors that students experience resulting in ongoing attendance concerns that ultimately impact student achievement. To address these Adverse Childhood Experiences (ACEs), Lakewood Elementary recognizes the need to meet our students' unique needs through a Trauma Responsive School Initiative by equipping students and teachers with tools to monitor and self-regulate behavior and academic progress, thus supporting a climate of continuous learning. Additionally, our newly developing Magnet Program focusing on Wellness and the Creative Arts has been implemented to incorporate curriculum and student experiences that build on strengths in the Arts and provide life strategies for students when confronted with social and emotional adversities that could impact their potential for success. After starting this work we have seen a tremendous impact on improved student academic outcomes as well as a decrease in incidents related to classroom behavior calls or students identified as needing behavioral support plans. As our knowledge in this area increases we recognize the need to continue development of new teachers with PD in the Trauma Responsive school initiative and to incorporate academic based supports that integrate the SEL needs
of our students for processing content, building autonomy, increasing perseverance, and reducing anxiety daily in the classroom. Furthermore ongoing turnover of staff and students suggests we recognize modification of our PBIS program.

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

Reduce the percentage of students at risk for Tier 2 & Tier 3 supports/ interventions by 10% as measured by intervention data and Focus reports including Progress Monitoring Plans by June 2024

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

Weekly SBLT, MTSS and Targeted SBLT meetings will take place to identify and monitor students in need of Tier 2 or Tier 3 interventions and ensure fidelity of individualized strategies are taking place for each student. Data will be reviewed with teachers for monitoring implementation effectiveness and make revisions for increased success weekly.

**Person responsible for monitoring outcome:**

Renee Nellenbach (nellenbachr@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.)

Further develop and implement our robust Multi-Tiered System of Supports that includes data-based problem solving, data evaluation, building capacity/infrastructure for implementation, leadership development, and clear communication/ collaboration of a three-tiered instructional/intervention model. This system of supports encompasses academics, behavior, and trauma informed care. Additionally, in conjunction with the district Climate and Behavior team we are rebooting our PBIS system schoolwide and in each classroom.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

National Association of School Psychologists. (2016). Leveraging essential school practices, Every Student Succeeds Act (ESSA) , Multi Tiered System of Supports (MTSS), and the National Association of School Psychologists (NASP) practice model: A crosswalk to help every school and student succeed. [Policy Brief]. Bethesda , MD: Author. Trauma Informed Care has been shown to be an efficacious process for schools in becoming trauma responsive based on endorsements from the National Child Traumatic Stress Network
(NCTSN) Treatment and Services Adaptation Center for Resilience, Hope, and Wellness in Schools, the Center
for School Mental Health, the Attachment and Trauma Network, and the Substance Abuse and Mental Health Services Administration to name only a few.

**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.

MTSS team will meet weekly to define and monitor the data collection processes, student progress towards academic and behavioral goals, track and modify intervention implementation, and create action steps for subsequent meetings.
2. Design a system for academic and behavior data collection and analysis for Tier 2.
3. Present and garner faculty support and buy-in through continued intensive training and collaboration.
4. Structure an action board to track and monitor progress on all students in the intervention process.
5. Establish and communicate the procedures for the implementation of a Functional Behavior Analysis and/or Problem Solving Worksheet for Tier 3 students.
6. Develop and implement a new set of school success guidelines and PBIS with faculty, parent and student input.
7. Ongoing Application of classroom-based Trauma Responsive Strategies
8. Provide semester professional development opportunities on restorative practices.
9. Implement the Arts Integration Elements across all classrooms

**Person Responsible:** Tiffany Murray (murrayti@pcsb.org)

## 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).

Pinellas County Schools Superintendent and the Pinellas County School Board have invested in a strong support structure that creates an increasing number of strategies and interventions to support schools in need. The district has robust systems, processes, and measures to continually review the progress in the schools in support of their continued improvement. Data review has informed the various aspects of this plan. It connects several ongoing monitoring systems to support the schools in alignment with the domains for school turnaround: Effective Leadership, Collaborative Teaching, Ambitious Instruction and Learning, Safe and

Supportive Environment, and Family and Community Engagement. The Leadership Team will continue to meet weekly to monitor the progress of our Differentiated Accountability (DA) schools. Issues identified in the process include but are not limited to the following: teacher concerns, staffing model, technology, facilities, instructional practices, the effectiveness of School-based Leadership Teams, coaching support model, allocation of resources, progress monitoring, and student performance. The team evaluates identified issues weekly and establishes a plan of action to resolve them effectively and efficiently.

## 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.

Throughout the year we share our SIP and student data with families through participation in our quarterly SAC meetings, the Title I annual meeting, and in a data binder located in the front office for parents to view throughout the year if requested. Our website does provide a recording of our Title I Annual meeting presentation and we offer our SAC meetings virtually as well.

**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))

This year we are trying to grow our positive parent and community stakeholder relationships through more outreach into our community with student performances and academic showcases. Additionally, we are growing our parent support card program to include a ceremony to recognize parents who are showing an increased involvement in school sponsored activities, increased student attendance and participation in school conferences. We are opening our school to community organizations for our community vendor fair and working to make connections through our Title I liaison for school sponsored functions and events on campus as well.

**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 II of the SIP. (ESSA 1114(b)(7)ii))**

Our School has plans to strengthen the academic programs through increased guided coach led PD and planning provided through the use of our Title I funds to incorporate an embedded ELA, Math, Science and MTSS coach. Additionally, we have purchased an intermediate Math interventionist and a primary ELA interventionist to engage students in rigorous standards based intervention in small groups. We have also added an additional reading recovery unit and we are extending our Extended Learning Program after and before school to target students for both enrichment and intervention using J.J Bootcamp, Wordly Wise, iReady Magnetic, iReady, Study Island, iSpire, and other programs to enhance the learning environment.

**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))**

Pinellas County Schools Superintendent and the Pinellas County School Board have invested in a strong support structure that creates an increasing number of strategies and interventions to support schools in need. The district has robust systems, processes, and measures to continually review the progress in the schools in support of their continued improvement. Data review has informed the various aspects of this plan. It connects several ongoing monitoring systems to support the schools in alignment with the domains for school turnaround: Effective Leadership, Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement. The Leadership Team will continue to meet weekly to monitor the progress of our Differentiated Accountability (DA) schools. Issues identified in the process include but are not limited to the following: teacher concerns, staffing model, technology, facilities, instructional practices, the effectiveness of School-based Leadership Teams, coaching support model, allocation of resources, progress monitoring, and student performance. The team evaluates identified issues weekly and establishes a plan of action to resolve them effectively and efficiently.