

Pinellas County Schools

Lakewood High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	7
III. Planning for Improvement	11
IV. ATSI, TSI and CSI Resource Review	27
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	27
VII. Budget to Support Areas of Focus	28

Lakewood High School

1400 54TH AVE S, St Petersburg, FL 33705

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Intentionally prepare our students for a competitive and global society.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

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

Stakeholder Involvement and SIP Development

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

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

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

SIP Monitoring

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

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

Demographic Data

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	80%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	<i>Data will be uploaded when available</i>
2021-22 ESSA Identification	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: C 2020-21: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

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

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

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*	31			43			52		
ELA Learning Gains	34			43			41		
ELA Lowest 25th Percentile	29			33			31		
Math Achievement*	26			25			43		

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Math Learning Gains	39			36			37		
Math Lowest 25th Percentile	54			40			31		
Science Achievement*	37			59			47		
Social Studies Achievement*	51			53			61		
Middle School Acceleration									
Graduation Rate	95			97			95		
College and Career Acceleration	60			59			55		
ELP Progress									

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

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

ESSA School-Level Data Review (pre-populated)

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

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	3	3

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%
ELL				
AMI				
ASN	85			
BLK	34	Yes	3	
HSP	57			
MUL	42			
PAC				
WHT	71			
FRL	39	Yes	2	

Accountability Components by Subgroup

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

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	31	34	29	26	39	54	37	51		95	60	
SWD	14	33	25	5	27		16	29		95	32	
ELL												
AMI												
ASN	83	70								100	85	
BLK	15	27	28	11	29	50	23	30		91	39	
HSP	37	41		41	73		35	72		100	60	
MUL	38	31					58					
PAC												
WHT	67	49		61	52		77	77		100	81	
FRL	19	27	27	18	35	52	28	39		93	48	

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

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	52	41	31	43	37	31	47	61		95	55	
SWD	22	35	33	21	18		31	16		82	17	
ELL	17	17										
AMI												
ASN	75	44					91					
BLK	24	32	28	16	25	20	19	36		96	29	
HSP	59	39		56			52	80		95	63	
MUL	61	71								87	62	
PAC												
WHT	81	48	50	85	71		89	92		96	87	
FRL	37	38	33	29	33	24	30	46		93	37	

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

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

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

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.

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

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

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

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

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

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

ELA achievement improved from 31% to 40%.

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

Mathematics achievement and learning gains; acceleration points

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

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

Area of Focus

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

:

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

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

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

Measurable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

Lukas Hefty (hefty@pcsb.org)

Evidence-based Intervention:

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

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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

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

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

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

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

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

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

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

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

Person Responsible: [no one identified]

#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.

Overall Office Discipline Referral (ODR) currently is % as measured by

Measurable Outcome:

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

Monitoring:

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

This area will be monitored with monthly behavior meeting, monthly SBLT data review, implementing the Spartan call log to monitor daily incidents, and PBIS.

Person responsible for monitoring outcome:

Allison Biloski (biloskia@pcsb.org)

Evidence-based Intervention:

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

PBIS will create a positive and inclusive school culture where students feel safe, supported, and valued.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PBIS offers monitoring, family involvement, positive reinforcement and a tiered approach. PBIS is a proactive, preventative approach to behavior management. Numerous studies have shown that when PBIS is implemented with fidelity, it leads to improved behavior, increased academic engagement, reduced disciplinary referrals, and a more positive school climate. By regularly collecting and analyzing data related to behavior, schools can identify trends, areas of concern, and the effectiveness of interventions, leading to more informed and targeted strategies.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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

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

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

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

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

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

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

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

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

Measurable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

Joseph Serra (serraiij@pcsb.org)

Evidence-based Intervention:

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

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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

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

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

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

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

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

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

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

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

Measurable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

Keri Gartland (gartlandk@pcsb.org)

Evidence-based Intervention:

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

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

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Measurable Outcome:

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

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

Monitoring:

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

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

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

Administration collaborates with instructor to Identify individual teacher growth target.

Person responsible for monitoring outcome:

Peter Retsos (retsosp@pcsb.org)

Evidence-based Intervention:

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

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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

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

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

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

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

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

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

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

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

Measurable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

Connisheia Garcia (garciaco@pcsb.org)

Evidence-based Intervention:

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

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Summer senior seminar and individual credit checks.

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

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

Person Responsible: [no one identified]

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

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

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

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

Facilitate Scholars of Success Prep for graduation requirement assessments.

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

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

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

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

Measurable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

Connisheia Garcia (garciaco@pcsb.org)

Evidence-based Intervention:

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

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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

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

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

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

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

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

#8. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

Measurable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

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

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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

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

Create and invite SWD to extended learning opportunities.

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

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

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

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

Measurable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

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

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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

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

Create and invite economically disadvantaged students to extended learning opportunities.

Person Responsible: [no one identified]

CSI, TSI and ATSI Resource Review

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

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

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

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

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

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

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

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

Teachers will have regular opportunities for collaboration and professional learning communities to share effective teaching practices and discuss strategies for curriculum enrichment. We will actively involve families in the academic program by providing workshops on supporting learning at home, understanding curriculum, and effective communication with teachers. We will use a variety of formative and summative assessments to track student progress. Teachers will regularly analyze assessment data to identify areas of improvement and adjust instructional strategies. We will expand our Advanced Placement (AP) and honors course offerings to provide accelerated learning opportunities. We will offer extended

learning opportunities. This might include after-school programs, tutoring sessions, and academic clubs that focus on specific subjects or skills.

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

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

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

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

Budget Approval

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

Yes